

12.1 The student will make a formal oral presentation in a group or individually.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Communication:</u> Speaking, Listening, Media Literacy</p> <p>Students will use organizational skills, audience awareness, appropriate vocabulary and grammar, and verbal and nonverbal presentation skills to plan and deliver an effective formal oral presentation.</p> <p>Students will use a variety of listening skills to evaluate oral presentations. In addition, students will examine media messages for their objectivity, subjectivity, and effects on the audience.</p>	<p>To be successful with this standard, students are expected to</p> <p>a) Choose the purpose of the presentation.</p> <ul style="list-style-type: none"> • establish and collaboratively work toward group goals <p>b) Choose vocabulary, language, and tone appropriate to the audience.</p> <p>c) Use details, illustrations, statistics, comparisons, and analogies to support the presentation.</p> <ul style="list-style-type: none"> • develop content through inclusion of: <ul style="list-style-type: none"> ◦ a combination of facts and/or statistics; ◦ examples; ◦ illustrations; ◦ anecdotes and narratives; ◦ reference to experts; ◦ quotations; ◦ analogies and comparisons; and logical argumentation of their reason. <p>d) Use media, visual literacy, and technology skills to create and support the presentation.</p> <ul style="list-style-type: none"> • use presentation technology/software. • use appropriate visual aids <p>f) Collaborate and report on small group learning activities.</p> <ul style="list-style-type: none"> • understand the impact of nonverbal communication <p>h) Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.</p> <p>i) Critique effectiveness of presentations.</p> <ul style="list-style-type: none"> • analyze and critique the effectiveness of purpose and content of a presentation with respect to how the audience responds. • analyze the use of nonverbal communication. 	<ul style="list-style-type: none"> • nonverbal communication • appropriate visual aids • group goals 	<ul style="list-style-type: none"> • professional appropriate presentation • general skills

12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
Students will examine how media messages influence audiences' beliefs and behaviors.			

12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Reading:</u> Vocabulary Development</p> <p>Students will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p>	<p>To be successful with this standard, students are expected to</p> <p>a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <ul style="list-style-type: none"> • Students will be exposed to affixes, including prefixes and suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts may be related to each other in meaning and origin. <p>Learning Intentions The student will understand complex words by</p> <ul style="list-style-type: none"> • Analyzing roots and affixes through structural analysis • Comparing and contrasting synonyms and antonyms • Using cognates to infer the meaning of unknown words <p>b) Use context, structure, and connotations to determine meanings of words and phrases.</p> <ul style="list-style-type: none"> • use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). • Students will use context and connotations to help determine the meaning of synonymous words and appreciate an author’s choices of words and images. <p>Learning Intentions The student will infer the meaning of words, phrases, and figures of speech by</p> <ul style="list-style-type: none"> • Analyzing context clues based on signal words, direct definition, and description/examples • Recognizing that words have nuances of meaning and that understanding connotations may be necessary to determine the appropriate meaning 	<ul style="list-style-type: none"> • connotation • denotation • allusion • idiom • hyperbole • diction/ word choice <p>Idiom is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder).</p> <p>An allusion is an indirect reference to a person, place, event, or thing – real or fictional. J.D. Salinger's <i>The Catcher in the Rye</i> is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story <i>By the Waters of Babylon</i> alludes to Psalm 137 in the Bible.</p>	<ul style="list-style-type: none"> • How authors develop tone and voice in a selection • Etymology • Context/context clues • Figurative language

	<p>c) Discriminate between connotative and denotative meanings and interpret the connotation.</p> <ul style="list-style-type: none"> • analyze connotations of words with similar denotations. • demonstrate understanding of figurative language, word relationships, and connotations in word meanings. • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. <p>Learning Intentions The student will analyze the connotation of words with similar denotations by comparing and contrasting the denotation and connotation.</p> <p>d) Identify the meaning of common idioms, literary and classical allusions in text.</p> <ul style="list-style-type: none"> • demonstrate an understanding of idioms. • recognize how figurative language enriches text. <p>Learning Intentions The student will infer the meaning of common idioms by using context clues, prior knowledge, and reference materials</p>		
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12.4 The student will read, comprehend (literally, inferentially and interpretively), and analyze the development of British literature and literature of other cultures.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Reading</u> Comprehension</p> <p>Students will analyze British literature and literature of other cultures with emphasis on the many classic works that may be studied.</p> <p>Students will understand literature as it relates to the cultural and historical period in which it was written.</p> <p>They will recognize how</p>	<p>To be successful with this standard, students are expected to</p> <p>a) Compare and contrast the development of British literature in its historical context.</p> <ul style="list-style-type: none"> • understand how British literature has influenced and has been influenced by the literature of other cultures. • trace and examine the development of British literature and by recognizing characteristics of chronological periods and literary techniques. • relate literary works and their authors to major themes and issues. • analyze the representation of a subject or a key scene in two different media. 	<p>Elements of Literature</p> <ul style="list-style-type: none"> • satire • oral tradition <p>Figures of Speech</p> <ul style="list-style-type: none"> • kennings • epithets • caesura • alliteration • assonance 	<p>Literary movements</p> <ul style="list-style-type: none"> • Anglo Saxon • Middle ages <p>Themes</p>

<p>authors are influenced by the ideas and values of their times.</p> <p>They will understand that literary selections typically reflect not only the values and ideas of the authors who wrote them but also the values and ideas of the times in which they were written.</p> <p>Students will also learn how the ideas presented in literary works may influence the values or conditions of the society in which the works were written.</p>	<p>c) Recognize the characteristics of major chronological eras.</p> <ul style="list-style-type: none"> recognize the literary characteristics of the major chronological eras identify the literary characteristics of specific eras <p>d) Relate literary works and authors to major themes and issues of their eras.</p> <ul style="list-style-type: none"> recognize major themes and issues related religious diversity; ethnic and cultural mores and traditions. <p>e) Analyze the social and cultural function of British literature.</p> <ul style="list-style-type: none"> analyze texts to identify the author’s attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts. <p>f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.</p> <ul style="list-style-type: none"> explain how the choice of words in a poem creates tone. understand how the subject and mood of the poem are supported or reinforced through the use of sound structures. 		<p>Archetypal characters such as</p> <ul style="list-style-type: none"> epic hero vs modern connotation
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Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Reading Strategies</u></p> <p>Students will develop specific reading skills in order to generalize ideas, make predictions, and follow directions.</p> <p>They will identify and analyze the steps in their own reading process in order to broaden their critical understanding.</p> <p>Students will apply these</p>	<p>To be successful a student should use reading strategies to improve comprehension and to achieve the purposes for reading.</p> <ul style="list-style-type: none"> make, confirm and revise predictions based on text information pose questions regarding the text: its content, structure, language, imagery, etc. restate main ideas and summarize supporting details while reading use close reading to analyze and interpret literature and annotate text based on close reading. use QAR (Question-Answer Relationship) and thinking aloud reading strategies. 	<p>Close reading entails close observation of the text, including annotating, determining all word meanings including connotations, syntax, and structure. It also involves paying close attention to figures of speech, and other features that contribute to a writer’s style.</p>	<ul style="list-style-type: none"> Christian influences (questioning text)

English 12 Curriculum Pacing Guide**Montgomery County Public Schools****1st Quarter****Pacing: 4X4 Block (4.5 weeks) A/B Block and Traditional**

reading skills in other content areas, including history and social science, science.		Close reading also involves reflecting on deeper meanings of text including considering relationships to other texts or social or cultural history.	
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12.5 The student will read, comprehend (literally, inferentially and interpretively), and analyze a variety of nonfiction texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p>Reading Comprehension</p> <p>Students will read nonfiction and technical texts and continue to develop their own reading-process skills</p> <p>Students will understand nonfiction as it relates to the cultural and historical period in which it was written.</p> <p>They will recognize how authors are influenced by the ideas and values of their times.</p> <p>They will understand that selections typically reflect not only the values and ideas of the authors who wrote them but also the values and ideas of the times in which they were written.</p> <p>Students will also learn how the ideas presented in literary works may influence the values or conditions of the society in which the works were written.</p>		Text Structures	

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Reading Strategies</u></p> <p>Students will develop specific reading skills in order to generalize ideas, make predictions, and follow directions.</p> <p>They will identify and analyze the steps in their own reading process in order to broaden their critical understanding.</p> <p>Students will apply these reading skills in other content areas, including history and social science, science, and mathematics</p>	<p>To be successful a student should use reading strategies to improve comprehension and to achieve the purposes for reading.</p> <ul style="list-style-type: none"> • make, confirm and revise predictions based on text information • pose questions regarding the text: its content, structure, language, imagery, etc. • restate main ideas and summarize supporting details while reading • use close reading to analyze and interpret literature and annotate text based on close reading. • use QAR (Question-Answer Relationship) and thinking aloud reading strategies. 	<p>Close reading entails close observation of the text, including annotating, determining all word meanings including connotations, syntax, and structure. It also involves paying close attention to figures of speech, and other features that contribute to a writer’s style.</p> <p>Close reading also involves reflecting on deeper meanings of text including considering relationships to other texts or social or cultural history.</p>	

12.7 The student will write, revise, and edit writing.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Writing</u> Usage and Mechanics</p> <p>Students will revise writing for clarity of content and depth of information.</p>	<p>To be successful with this standard, students are expected to</p> <p>a) Edit, proofread, and prepare writing for intended audience and purpose.</p> <ul style="list-style-type: none"> • assess and strengthen the quality of writing through revision. • use a variety of strategies (e.g., reading the draft aloud; peer feedback; using a rubric; reading the draft from the perspective of the intended audience) to evaluate whether the draft is effectively supported and adequately developed. <p>b) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.</p> <ul style="list-style-type: none"> • use grammatical conventions to adjust sentence and paragraph structures for a variety of purposes and audiences. • understand and apply mechanics, usage, and grammar conventions to prepare writing for intended audiences. • edit both one’s own and others’ work for grammar, style and tone appropriate to audience, purpose and context. • understand that usage is a matter of convention, can change over time, and is sometimes contested. 	<ul style="list-style-type: none"> • fragment/run on • splices • passive/active voice • pronoun agreement 	

12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Writing</u> Composition</p> <p>Students will produce expository, informational, analytic, and persuasive/argumentative papers that are logically organized and contain clear and accurate ideas.</p> <p>Students will clarify and defend a position using precise and relevant evidence.</p>	<p>To be successful with this standard, students are expected to</p> <p>a) Generate, gather, and organize ideas for writing to address a specific audience and purpose.</p> <ul style="list-style-type: none"> • develop expository writings that: <ul style="list-style-type: none"> ◦ explain their ideas through a clear general statement of the writer’s point (thesis); ◦ use specific evidence and illustrations; and ◦ provide concise and accurate information. • develop technical writings (e.g., personal data sheet, résumé, job description, questionnaire, job application, or business communication) that address a clearly identified audience and have a clearly identified purpose. • complete employment forms through simulations and real-life opportunities. • complete applications, essays, and résumés for college admission through simulations and real-life opportunities. • develop analytical essays that do one or more of the following: <ul style="list-style-type: none"> ◦ examine a process; ◦ make a comparison; ◦ propose solutions; ◦ classify; ◦ define; ◦ show cause and effect; ◦ illustrate problems; and ◦ evaluate. • provide a clear and effective conclusion. • strategically focus paragraphs by using a variety of techniques. • use transition words and phrases to signal progression of ideas within and between paragraphs, and use appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution, cause and effect). 	<ul style="list-style-type: none"> • audience • purpose • rhetoric • tone <p>Develop technical writing</p>	<ul style="list-style-type: none"> • relating writing to audience (outside beyond teachers) • maintain purpose

- use words, phrases, and clauses to link the major sections of the text.
 - elaborate for clarity and accuracy developing the topic fully with significant and relevant facts, extended definitions, concrete details, and important quotations.
 - develop ideas in a logical sequence.
 - understand that writing is a process.
 - locate and select appropriate information that clearly supports a definite purpose and position.
 - understand that format (structure) determines the sequence of a writing.
- d) Clarify and defend a position with precise and relevant evidence.**
- clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations and/logical reasoning.
- e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.**
- understand that vocabulary is used to develop voice and tone for a specific audience, purpose, or situation.
 - establish and maintain a style and tone.
- f) Use a variety of rhetorical strategies to accomplish a specific purpose.**
- use a range of strategies to elaborate and persuade, such as:
 - descriptions;
 - anecdotes;
 - case studies,
 - analogies; and
 - illustrations.

12.8 The student will write documented research papers.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Research</u> Collecting Information</p> <p>Students will engage in research that requires the selection, evaluation, use, and documentation of a variety of sources.</p> <p>Students will critically evaluate the accuracy, quality, and validity of all information and follow ethical and legal guidelines for using and gathering information.</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify and narrow a topic for research through a variety of strategies, such as mapping, listing, brainstorming, webbing, and using an Internet search engine. • collect, evaluate, analyze and synthesize relevant information, using a variety of primary and secondary print and electronic sources. <p>a) Use technology as a tool to research, organize, evaluate, and communicate information.</p> <ul style="list-style-type: none"> • utilize technology to conduct research, organize information, and develop writing. <p>b) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.</p> <ul style="list-style-type: none"> • understand how to gather information <p>c) Critically evaluate the accuracy, quality, and validity of the information.</p> <ul style="list-style-type: none"> • evaluate collected information from print and electronic sources by: <ul style="list-style-type: none"> ◦ determining its validity, accuracy, credibility, reliability, consistency, strengths and limitations; and ◦ formulating a reason/focus to represent findings. <p>d) Synthesize information to support the thesis and present information in a logical manner.</p> <ul style="list-style-type: none"> • record and organize information into a draft by: <ul style="list-style-type: none"> ◦ prioritizing and synthesizing information; ◦ summarizing and/or paraphrasing information; and ◦ selecting direct quotations. • edit writing for correct use of language, capitalization, punctuation, and spelling. <p>f) Revise writing for clarity, depth of information, and technique of presentation.</p>	<ul style="list-style-type: none"> • paraphrase • plagiarism 	<ul style="list-style-type: none"> • Seeking knowledge – ethical responsibility • Developing own credibility through improving knowledge/finding other opinions

Research
 Crediting Resources

Each student will present a research product that is clearly written and accurately documented according to a standard form of documentation.

Students will produce well-documented research papers, using a standard method of documentation, such as MLA or APA.

- h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.**
- cite print or electronic sources of information to avoid plagiarism when paraphrasing, summarizing, quoting, or inserting graphics, using MLA or APA style.
 - demonstrate a sophisticated understanding of the ethics of writing by:
 - understanding that *plagiarism* is the act of presenting
 - recognizing that one must correctly cite sources to give
 - recognizing that sources of information must be cited
 - using quotation marks when someone else’s exact
 - recognize consequences of plagiarism according to the guidelines established by school divisions or post-secondary schools.

- credibility
- authorship
- copyright
- ethics/ethical

12.1 The student will make a formal oral presentation in a group or individually.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Communication:</u> Speaking, Listening, Media Literacy</p> <p>Students will use organizational skills, audience awareness, appropriate vocabulary and grammar, and verbal and nonverbal presentation skills to plan and deliver an effective formal oral presentation.</p> <p>Students will use a variety of listening skills to evaluate oral presentations. In addition, students will examine media messages for their objectivity, subjectivity, and effects on the audience.</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • make a 5-10 minute oral presentation alone and/or as part of a group. • organize and develop a speech, using steps in the process such as: <ul style="list-style-type: none"> ◦ selection of a topic related to audience and situation; ◦ determination of purpose; ◦ research; ◦ development of an outline, including introduction, body, and conclusion; ◦ practice; and ◦ presentation. • choose appropriate vocabulary, language, and tone for the selected topic, purpose, context, and audience <p>e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.</p> <ul style="list-style-type: none"> • use grammatically correct language and appropriate vocabulary • use effective delivery created through a combination of: <ul style="list-style-type: none"> ◦ clear purpose; ◦ organization and development of content; ◦ semantics; ◦ rhetoric; ◦ visual aids; ◦ voice modulation and strength; ◦ gestures, stance, and eye contact; and ◦ sufficient practice of delivery. • recognize rhetoric as the art of persuasion, especially using devices such as repetition, parallelism, and rhetorical question. <p>g) Evaluate formal presentations including personal, digital, visual, textual, and technological.</p> <ul style="list-style-type: none"> • evaluate a formal presentation (personal, digital, visual, textual, technological) by analyzing and critiquing the effectiveness of the speaker’s demeanor, voice, language, gestures, clarity of thought, organization of evidence, relevance, and delivery. 		

12.2The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
Students will examine how media messages influence audiences' beliefs and behaviors.	<ul style="list-style-type: none">• could be connected to satire/restoration		

12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Reading:</u> Vocabulary Development</p> <p>Students will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p>	<p>a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <ul style="list-style-type: none"> • use roots or affixes to determine or clarify the meaning of words. • use word structure to analyze and relate words. • understand that words with similar parts may be related to each other in meaning and origin. • understand patterns of word changes <p>e) Expand general and specialized vocabulary through speaking, reading, and writing.</p> <ul style="list-style-type: none"> • consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. • patterns of word changes • dictionaries/glossaries/thesauruses 		

12.4 The student will read, comprehend (literally, inferentially and interpretively), and analyze the development of British literature and literature of other cultures.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Reading</u> Comprehension</p> <p>Students will analyze British literature and literature of other cultures with emphasis on the many classic works that may be studied.</p> <p>Students will understand literature as it relates to the cultural and historical period in which it was written.</p> <p>They will recognize how authors are influenced by the ideas and values of their times.</p> <p>They will understand that literary selections typically reflect not only the values and ideas of the authors who wrote them but also the values and ideas of the times in which they were written.</p> <p>Students will also learn how the ideas presented in literary works may influence the values or conditions of the society in which the works were written.</p>	<ul style="list-style-type: none"> • distinguish between what is directly stated in a text from what is intended or implied because of the use of satire, sarcasm, irony, or understatement. • analyze how British literature has provided social commentary on various cultural developments including religious and political struggles, changing mores and traditions, etc. • explain how the choice of words in a poem creates tone. • explain how the reader’s response to the poem is manipulated by imagery, figures of speech, and diction (word choice). • compare and contrast traditional and contemporary poetry and drama from many cultures. • explain how a dramatist uses dialogue to reveal the theme of a drama. • compare and contrast the use of exposition/initiating event, rising action, complication/conflict, climax or crisis, falling action, and resolution/denouement among plays from various cultures. <p>h) Analyze how dramatic conventions including character, scene, dialogue, and staging contribute to the theme and effect.</p> <p>i) Compare and contrast dramatic elements of plays from American, British, and other cultures.</p>	<p>Elements of Literature</p> <ul style="list-style-type: none"> • theme <p>Figures of Speech</p> <ul style="list-style-type: none"> • paradox • oxymoron • euphemism 	<p>Literary movements</p> <ul style="list-style-type: none"> • Renaissance <p>Themes</p> <p>Archetypal characters such as</p> <ul style="list-style-type: none"> • tragic hero
<p><u>Reading</u> Strategies</p>	<ul style="list-style-type: none"> • poetry – text annotation • drama - annotation 		

English 12 Curriculum Pacing Guide

Montgomery County Public Schools

2nd Quarter Pacing:

4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

12.5 The student will read, **comprehend (literally, inferentially and interpretively)**, and analyze a variety of nonfiction texts

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Reading</u> Comprehension</p> <p>Students will read nonfiction and technical texts and continue to develop their own reading-process skills</p> <p>Students will understand nonfiction as it relates to the cultural and historical period in which it was written.</p> <p>They will recognize how authors are influenced by the ideas and values of their times.</p> <p>They will understand that selections typically reflect not only the values and ideas of the authors who wrote them but also the values and ideas of the times in which they were written.</p> <p>Students will also learn how the ideas presented in literary works may influence the values or conditions of the society in which the works were written.</p>	<p>Q 3 & 4</p>	<p>Text Structures</p>	
<p><u>Reading</u> Strategies</p> <p>They will identify and analyze the steps in their own reading process in order to broaden their critical understanding.</p>			

12.7 The student will write, revise, and edit writing.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Writing</u> Usage and Mechanics</p> <p>Students will revise writing for clarity of content and depth of information.</p>	<p>c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations. (also addressed in Q1)</p> <ul style="list-style-type: none"> • apply MLA or APA style for punctuation conventions and formatting direct quotations, particularly for in-text citation in documented papers. • observe hyphenation rules. • use a style manual, such as MLA or APA, to apply punctuation rules and the formatting of quotations in documented papers. 		

12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Writing</u> Composition</p> <p>Students will produce expository, informational, analytic, and persuasive/argumentative papers that are logically organized and contain clear and accurate ideas.</p> <p>Students will clarify and defend a position using precise and relevant evidence.</p>	<p>c) Clarify and defend a position with precise and relevant evidence.</p> <ul style="list-style-type: none"> • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations and/logical reasoning. <p>g) Create arguments free of errors in logic and externally supported.</p> <ul style="list-style-type: none"> • construct arguments that: <ul style="list-style-type: none"> ◦ introduce precise, substantive claims; ◦ establish the significance of the claims; ◦ distinguish them from opposing claims; and ◦ sequence information logically (e.g., problem-solution, cause and effect). • recognize and avoid common logical fallacies or false premises. <p>h) Use computer technology to plan, draft, revise, edit, and publish writing.</p> <ul style="list-style-type: none"> • use computer technology as available to edit writing before submitting the final copy. <p>b) Generate, gather, and organize ideas for writing to address a specific audience and purpose.</p> <ul style="list-style-type: none"> • develop ideas in a logical sequence. 	<ul style="list-style-type: none"> • logical/ethical/emotional appeals (ethos/pathos /logos) • fallacies 	<p>Well supported argument requires planning (research/process/sound logic?)</p>

12.8 The student will write documented research papers.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Research</u> Collecting Information</p> <p>Students will engage in research that requires the selection, evaluation, use, and documentation of a variety of sources.</p> <p>Students will critically evaluate the accuracy, quality, and validity of all information and follow ethical and legal guidelines for using and gathering information.</p>	<p>d) Synthesize information to support the thesis and present information in a logical manner.</p> <ul style="list-style-type: none"> • identify and narrow a topic for research through a variety of strategies, such as mapping, listing, brainstorming, webbing, and using an Internet search engine. • collect, evaluate, analyze and synthesize relevant information, using a variety of primary and secondary print and electronic sources. 		
<p><u>Research</u> Crediting Resources</p> <p>Each student will present a research product that is clearly written and accurately documented according to a standard form of documentation.</p>	<p>e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). (building from Quarter 1)</p> <ul style="list-style-type: none"> • understand the ethical issues and responsibility of documentation in research writings. 		
<p><u>Research</u> Usage and Mechanics</p> <p>Students will revise writing for clarity of content and edit for correct use of language, sentence, formation, punctuation, capitalization, and spelling as part of the writing process.</p>	<p>g) Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.</p> <ul style="list-style-type: none"> • punctuating quotations (signal phrases) • formatting works cited 	<ul style="list-style-type: none"> • dropped quote 	

12.8 The student will write documented research papers

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Research</u> Composing</p> <p>Students will complete a final product of formal research paper by the end of 1st semester.</p> <p>Students will produce well-documented research papers, using a standard method of documentation, such as MLA or APA.</p>	<p>d) Synthesize information to support the thesis and present information in a logical manner.</p> <ul style="list-style-type: none"> • record and organize information into a draft by: <ul style="list-style-type: none"> ◦ prioritizing and synthesizing information; ◦ summarizing and/or paraphrasing information; and ◦ selecting direct quotations. <p>f) Revise writing for clarity, depth of information, and technique of presentation.</p>		

12.5 The student will read and analyze a variety of nonfiction texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Reading</u></p>	<p>12.5 The student will read and analyze a variety of nonfiction texts.</p> <ul style="list-style-type: none"> • use a variety of reading strategies such as text annotation, QAR (Question-Answer, Relationship), thinking aloud, etc. <p>a) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.</p> <ul style="list-style-type: none"> • before, during, and after reading texts, generate and respond to a variety of critical thinking questions to activate prior knowledge, engage actively with learning new information, and reflect on new learning or fresh insights. <p>b) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.</p> <ul style="list-style-type: none"> • develop skill in analyzing, evaluating, and applying the format (structure) and content of a variety of informational and technical texts. Such informational and technical texts include statements of fact and essential information needed for making consumer choices and other important decisions. • examine the format (structure) of an informational or technical text as an aid to determining and analyzing its content. • analyze printed and Web-based informational and technical texts. • understand formats common to information resources. <p>c) Analyze two or more texts addressing the same topic to identify authors’ purpose and determine how authors reach similar or different conclusions.</p> <ul style="list-style-type: none"> • analyze how two or more texts develop and treat the same idea. 	<ul style="list-style-type: none"> • satire • ambiguity • contradiction • paradox • irony • overstatement • understatement • fallacies • utilitarianism • dystopia 	<p>Literary Movements</p> <ul style="list-style-type: none"> • Restoration <ul style="list-style-type: none"> ◦ Journalism (include modern journalism examples) • Gulliver’s Travels • Modest Proposal • Modern Satire <ul style="list-style-type: none"> ◦ analyze how to read ◦ identify audience ◦ identify persuasive techniques.

	<p>d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.</p> <p>e) Identify false premises in persuasive writing.</p> <ul style="list-style-type: none"> • Analyze and identify false premises in arguments and evaluate their role in the argument. • Students should recognize persuasive techniques, such as: <ul style="list-style-type: none"> ◦ ad hominem – means “to the man” does not argue the issue, instead it argues the person; ◦ red herring – is a deliberate attempt to divert attention; ◦ straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man"); and ◦ begging the question – assumes the conclusion is true without proving it; circular argument. <p>f) Draw conclusions and make inferences on explicit and implied information using textual support.</p> <ul style="list-style-type: none"> • determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, • make frequent references to texts in order to verify conclusions and support logical inferences. • recognize and apply specialized vocabulary. <p>12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.</p> <p>f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.</p> <p>g) Compare and contrast traditional and contemporary poems from many cultures.</p>	<p>Poetry Vocabulary</p> <ul style="list-style-type: none"> • suspense • supernatural • macabre • Byronic hero 	<p>Literary Movements</p> <ul style="list-style-type: none"> • Romanticism
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English 12 Curriculum Pacing Guide

Montgomery County Public Schools

3rd Quarter Pacing:

4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
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12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.

<p><u>Writing</u></p>	<p>Argumentation</p> <ul style="list-style-type: none"> ◦ establish the significance of the claims; ◦ distinguish them from opposing claims; and ◦ sequence information logically (e.g., problem-solution, cause and effect). <ul style="list-style-type: none"> • use a range of strategies to elaborate and persuade, such as: <ul style="list-style-type: none"> ◦ descriptions; ◦ anecdotes; ◦ case studies, ◦ analogies; and ◦ illustrations. • develop claim(s) and counterclaims thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both. • provide a clear and effective conclusion. • develop a thesis that demonstrates clear and knowledgeable judgments. • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations and/logical reasoning. • strategically focus paragraphs by using a variety of techniques. • use transition words and phrases to signal progression of ideas within and between paragraphs, and use appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution, cause and effect). • use words, phrases, and clauses to link the major sections of the text. 	<ul style="list-style-type: none"> • voice • tone • audience • purpose • logos • ethos • pathos 	<p>Restoration</p> <ul style="list-style-type: none"> • Satirical writing
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12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Reading</u></p>	<p>a) Compare and contrast the development of British literature in its historical context.</p> <ul style="list-style-type: none"> • understand how British literature has influenced and has been influenced by the literature of other cultures. • trace and examine the development of British literature by recognizing characteristics of chronological periods and literary techniques. Students will relate literary works and their authors to major themes and issues. • relate literary works and their authors to major themes and issues. • analyze the representation of a subject or a key scene in two different media. <p>b) Recognize major literary forms and their elements.</p> <ul style="list-style-type: none"> • recognize literary forms employed in major literary eras. • understand that critical evaluation is the process of judging the merit or value of a piece of literature and that the process includes evaluating the author’s effectiveness in integrating component parts to create a whole. <p>g) Compare and contrast traditional and contemporary poems from many cultures.</p> <ul style="list-style-type: none"> • analyze how British literature has provided social commentary on various cultural developments including religious and political struggles, changing mores and traditions, etc. • understand traditional and contemporary dramatic works of authors from a variety of cultures. • understand how a writer’s choice of words reveals the content of a poem and the speaker’s attitude regarding the content of the poem. 	<ul style="list-style-type: none"> • archetypes • prudery • propaganda • big brother • disillusionment 	<p>Literary Movements</p> <ul style="list-style-type: none"> • Victorian • British Gothic • Modernism <p>Texts:</p> <ul style="list-style-type: none"> • Jekyll and Hyde • 1984 • Picture of Dorian Gray • Dracula

English 12 Curriculum Pacing Guide**Montgomery County Public Schools****4th Quarter Pacing:**

4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

- explain how the reader's response to the poem is manipulated by imagery, figures of speech, and diction (word choice).
- understand a reader's response to poetry is manipulated by imagery and figures of speech.
- compare and contrast traditional and contemporary poetry and drama from many cultures.

12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Communication</u></p>	<p>a) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.</p> <ul style="list-style-type: none"> • develop media literacy by examining how media messages influence people’s beliefs and behaviors. • determine author’s purpose and distinguish factual content from opinion and possible bias. • identify fact and opinion in media messages and how those elements relate to purpose and audience. <p>b) Determine the author’s purpose and intended effect on the audience for media messages.</p> <ul style="list-style-type: none"> • evaluate visual and verbal media messages for content (word choice and choice of information), intent (persuasive techniques), impact (public opinion trends), and effectiveness (effect on the audience). • analyze and critique how media reach the targeted audience for specific purposes (to persuade, to entertain, to push to action, to appeal to ethics or beliefs, etc.). • recognize that media messages express points of view and contain values to influence the beliefs and behaviors of the intended audience. • understand the difference between objectivity, or fact, and subjectivity, or bias, in media messages. • realize the purposeful use of persuasive language and word connotations to convey viewpoint and bias. 	<ul style="list-style-type: none"> • propaganda • dystopia • credibility • bias • ethics 	<p>Modernism</p> <p>Governmental/ Societal Control vs. Individualism</p>

English 12 Curriculum Pacing Guide**Montgomery County Public Schools****4th Quarter Pacing:**

4X4 Block (4.5 weeks)

A/B Block and Traditional (9 weeks)

12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<u>Writing</u>	<ul style="list-style-type: none"> a) Generate, gather, and organize ideas for writing to address a specific audience and purpose. b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions. c) Clarify and defend a position with precise and relevant evidence. d) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. e) Use a variety of rhetorical strategies to accomplish a specific purpose. f) Create arguments free of errors in logic and externally supported. g) Revise writing for clarity of content, depth of information and technique of presentation. h) Use computer technology to plan, draft, revise, edit, and publish writing. 		Culminating Activity to showcase collective skills