

GRADING PERIOD 1				
Unit/Topics	Timeframe	State Standards	Textbook/Supplemental Materials	Assessments/Assignments
<p>The Essential Questions: How does reading influence us? How do readers reflect and respond? Enduring Understanding - Reading expands understand of the world, its people and oneself</p> <p>Mode/Genre  1. Reading Informational Text;  Writing; Speaking and Listening;  Language</p> <ul style="list-style-type: none"> <li>• Essential questions</li> <li>• Historical themes</li> <li>• Summarization</li> <li>• Critical thinking</li> <li>• Inference</li> <li>• Determining word meaning through context</li> <li>• Text complexity</li> <li>• Voice/Point of View</li> <li>• Plot/Theme</li> <li>• Purpose/Audience</li> </ul>	1 week	<p>Reading:</p> <p>RL12.1  RL12.2  RL12.3  RL12.6  RL12.10  SL 1  SL 2  SL 3  SL 4</p>	<p>Independent (nonfiction) reading selections - SEE Summer Reading  Suggested Reading list of biography, memoir, autobiography</p>	<p>Summer Reading</p> <ul style="list-style-type: none"> <li>• Review/Process</li> <li>• Presentations</li> <li>• Writing Responses</li> </ul> <p>Speaking and Listening</p> <ul style="list-style-type: none"> <li>• Panel discussions</li> <li>• Small group discussions</li> <li>• Evaluating Listening skills</li> <li>• Whole group Discussions</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>• Critical Thinking questions</li> <li>• Class Discussions</li> </ul>
<p>The Essential Questions: Why do we write? How do we approach writing? How does the purpose influence the format of your writing? How do people prepare for reading? What can a reader do when they don't understand? What impact does fluency have on comprehension?</p> <p>Academic Reading</p> <ul style="list-style-type: none"> <li>• annotate for a specific purpose</li> <li>• skim for a general overview</li> <li>• Scan for specific information</li> <li>• Identify author's main claim and enumerate supporting points)</li> </ul> <p>Academic Writing – summarizing</p> <p>Vocabulary (Ongoing)</p> <ul style="list-style-type: none"> <li>• New words grouped</li> <li>• by topic</li> <li>• Derivatives</li> </ul>	1 week	<p>Language: Vocabulary</p> <p>Ongoing  L12.3a.  L12.4a.-d.  L12.5b.  L12.6</p>	<p>A selection of essays <i>Patterns for College Writing (10<sup>th</sup> edition)</i></p>	<p>Reading</p> <p>Writing</p> <p>Speaking and Listening</p> <p>Language (On going)</p> <ul style="list-style-type: none"> <li>• Academic words</li> <li>• College/CCR</li> <li>• independence</li> <li>• in gathering knowledge and comprehension</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>• Vocabulary Weekly</li> <li>• non-fiction</li> <li>• readings</li> <li>• Sentences using words in context</li> <li>• Application tasks</li> </ul>

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<ul style="list-style-type: none"> <li>• Parts of speech</li> <li>• Pronunciation</li> <li>• Denotation/Connotation</li> <li>• Alternate meanings</li> <li>• Commonly confused words</li> <li>• Words from other languages</li> </ul>				<ul style="list-style-type: none"> <li>• Bi-weekly quizzes</li> <li>• Collins Type 2 writing samples</li> <li>• Constructed response questions</li> <li>• Semester exams</li> </ul>
<p>The Essential Questions: Why is it important to be able to communicate professionally?</p> <p>Resume Updates (Resume Writing. Facility with Language and writing (adapt writing strategies for audience, purpose and task. Produce text whose meaning and purpose can be readily understood by a cold reader)</p>	2 Weeks		<p>Patterns for College Writing (10th Edition)</p> <p>“Indian Education” (Sherman Alexie)</p> <p>“Ground Zero” (Suzanne Berne); various personal experience essays</p> <p>-“Strange Tools” p. 747</p> <p>-“College Pressures” p. 466</p>	<p>Reading</p> <p>Writing</p> <p>RE-visit Resumes and update for Portfolio requirements</p> <p>Speaking and Listening</p> <p>Language</p> <p>Assessments</p> <p>Peer editing</p> <p>Conference editing</p>
<p>The Essential Questions: How do effective writers hook and hold their readers? In what ways are language and power inseparable?</p> <p>Common Application Essay/Narrative</p> <ul style="list-style-type: none"> <li>• Anaphora</li> <li>• Meaningful</li> <li>• Conversation</li> <li>• Purposeful Fragments</li> <li>• Descriptive Details</li> </ul>	2 Weeks	<p>Reading:</p> <p>RI12.1</p> <p>RI12.2</p> <p>RI12.3</p> <p>RI12.4</p> <p>RI12.5</p> <p>RI12.6</p> <p>Writing/Language:</p> <p>W12.3a.-e.</p> <p>W12.4</p> <p>W12.5</p> <p>W12.6</p> <p>L12.1</p> <p>L12.2</p> <p>L12.3</p>	<p>Sample college essays: Link to College requirements and The Common Application.</p>	<p>Reading</p> <p>Sample college essays</p> <p><a href="http://teenink.com/college_guide/college_essays">http://teenink.com/college_guide/college_essays</a></p> <p>Writing</p> <p>Writing Portfolio First Quarter Prompt: Choose one of the following real-world college essay topics:</p> <p>a. Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.</p> <p>b. Discuss some issue of personal, local, national, or international concern and its importance to you.</p> <p>c. Indicate a person who has had a significant influence on you, and describe that influence.</p> <p>d. Describe a character in fiction, a historical figure, or a creative work's</p>

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				<p>(as in art, music, science, etc.) influence on you, and explain that influence.  Speaking and Listening</p> <p>Language</p> <p>Assessments  Collins Type 1 or  Type 2 Writing (reading response checks)  Guided reading questions  Student  (pair/small group discussion)  Text-based Quiz</p>
<p>The Essential Questions: How does reading influence us? How might being able to recognize literary features held in appreciating literature?</p> <p><b>Beowulf</b>  Reading Literature; Reading Informational Text; Writing; Speaking and Listening; Language  Critical thinking questions  Epic  Critical viewing  Legendary hero  Determining main idea through paraphrasing  Comparing/contrasting Close reading  Determining word meaning through roots  Determining word meaning through context  Inference  Coordinating conjunctions  Word analogies</p>	<p>3 ½ weeks</p>	<p>Reading:  RL12.1  RL12.2  RL12.3  RL12.4  RL12.5  RL12.6  RL12.7  RL12.10  Language:  L12.5a.  L12.6  Speaking/Listening: SL12.1  SL12.2  SL12.3  SL12.4</p>	<p>EPIC: <i>Beowulf</i> (Burton Raffel - translation)  <i>Literature: The British Tradition</i>  “Focus on Literary Forms: The Epic”  pp. 33-35  Contemporary Commentary: Burton Raffel Introduces <i>Beowulf</i> pp. 36-37  “About</p>	<p>Reading  Contemporary Commentary: Burton Raffel Introduces <i>Beowulf</i> (nonfiction) <i>Beowulf</i> (fiction)</p> <p>Writing  Journaling, Research writing</p> <p>Speaking and Listening  Listening to passages read in Old English.  Translation exercises</p> <p>Language  <i>Vocabulary Central</i>  Vocabulary  Games  Worksheets  <i>Grammar and Usage</i>  Integrated Language Skills: Latin roots, analogies, coordinating conjunctions</p> <p>Assessments  Reading  Responses  Collins Writing  Text-based Quiz</p>

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				<p>Oral Reading Background reading to the time period/text Exit tickets</p> <p>Intervention/Enrichment Have students work individually or in groups of two or three to write lyrics for a song (rap, R&amp;B, rock, blues, etc.) based on the story of Beowulf. Have students re-read Beowulf's death scene and his request of Wiglaf. Then, assign pairs to make a list of the many accomplishments Beowulf had achieved in his life. Use this list to write Beowulf's obituary utilizing the newspaper to assist in the structure.</p> <p>Have students create an Anglo-Saxon boast of themselves as a Geat or a Dane utilizing the tenants of the epic/legendary hero. Students will present to an audience of students and/or faculty judges.</p> <p>Have students create a graphic novel excerpt of an action scene from Beowulf. Students may choose one of Beowulf's boasts of his adventures or any of the three battle scenes.</p>
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