Unit: Vocabulary				
Resources:	**Standard(s):** • **Learning Target(s)**	**Assessment:**	**First Semester**	**Second Semester**
• Sadlier-Oxford Vocabulary Workshop – Level F	12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues. – Synthesis • I can define what a context clue is. (12.R.1.1) • I can find the meaning of an unfamiliar word using context clues. (12.R.1.1) • I can write a detailed summary of the text. (12.R.1.1) • I can provide a reasonable interpretation of a text. (12.R.1.1)	• Practice Worksheets • Multiple Choice Tests	X	X

Unit: MLA Documented Research Paper				
Resources:	**Standard(s):** • **Learning Target(s)**	**Assessment:**	**First Semester**	**Second Semester**
• MLA Handbook (7th Edition) • Bud's Easy Research Paper Manual (7th Edition)	12.R.2.1 Students can evaluate how style affects the meaning of text. – Evaluation • I can explain how word choice constructs meaning in the text. (12.R.2.1) • I can explain how sentence length constructs meaning in the text.	• Note Cards and Outline • Rough Drafts • Final Paper • Works Cited Page	X	

	(12.R.2.1) • I can explain how tone constructs meaning in the text. (12.R.2.1) • I can explain how imagery constructs meaning in the text. (12.R.2.1) • I can explain how dialogue constructs meaning in the text. (12.R.2.1) • I can explain how point of view constructs meaning in the text. (12.R.2.1) • I can explain how narrative structure (letters / journals / flashbacks / flash forwards / etc) constructs meaning in the text. (12.R.2.1) 12.R.5.1 Students can synthesize information from multiple sources to analyze issues and to make decisions for research. –Synthesis • I can analyze information from multiple, credible sources. (12.R.5.1) • I can select information to support a clear and defendable thesis. (12.R.5.1) 12.W.1.2 Students can write a research document which will defend a position or recommend a plan of action. – Synthesis ▪ I can identify primary and secondary sources. (12.W.1.2) ▪ I can find sources to use. (12.W.1.2) ▪ I can evaluate the credibility and usefulness of a source. (12.W.1.2)		

	- I can create an outline. (12.W.1.2) - I can write a thesis statement. (12.W.1.2) - I can express my ideas logically. (12.W.1.2) - I can paraphrase information from my sources. (12.W.1.2) - I can quote information from my sources. (12.W.1.2) - I can summarize information from my sources. (12.W.1.2) - I can write a paper using sources to support my position. (12.W.1.2) - I can cite my sources using MLA style. (12.W.1.2) - I can create a reference page using MLA style. (12.W.1.2) - I can make conclusions using information from my sources. (12.W.1.2) 12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation. – Evaluation - I can revise my writing for ideas. (12.W.1.3) - I can revise my writing for organization. (12.W.1.3) - I can revise my writing for word choice/diction. (12.W.1.3)			

	▪ I can revise my writing for sentence fluency. (12.W.1.3) ▪ I can revise my writing for voice. (12.W.1.3) 12.W.2.1 Students can edit a document for all conventions. – Evaluation ▪ I can edit my writing for spelling. (12.W.2.1) ▪ I can edit my writing for punctuation. (12.W.2.1) ▪ I can edit my writing for grammar and usage. (12.W.2.1) ▪ I can edit for MLA style guidelines.(12.W.2.1)			

Unit: Short Story				
Resources:	**Standard(s):** • **Learning Target(s)**	**Assessment:**	**First Semester**	**Second Semester**
• "Minority Report" – Philip K. Dick • Video • "Paycheck" – Philip K. Dick • Video	12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues. – Synthesis • I can define what a context clue is. (12.R.1.1) • I can find the meaning of an unfamiliar word using context clues. (12.R.1.1) • I can write a detailed summary of the text. (12.R.1.1) • I can provide a reasonable	• Test • Study Guide • Discussion	X	X

	interpretation of a text. (12.R.1.1)			
	12.R.2.1 Students can evaluate how style affects the meaning of text. – Evaluation			
	• I can explain how word choice constructs meaning in the text. (12.R.2.1)			
	• I can explain how sentence length constructs meaning in the text. (12.R.2.1)			
	• I can explain how tone constructs meaning in the text. (12.R.2.1)			
	• I can explain how imagery constructs meaning in the text. (12.R.2.1)			
	• I can explain how dialogue constructs meaning in the text. (12.R.2.1)			
	• I can explain how point of view constructs meaning in the text. (12.R.2.1)			
	• I can explain how narrative structure (letters / journals / flashbacks / flash forwards / etc) constructs meaning in the text. (12.R.2.1)			
	12.R.2.2 Students can read fluently to comprehend grade-level text. – Application			
	• I can answer questions about different types of text. (12.R.2.2)			
	• I can summarize different types of text. (12.R.2.2)			
	• I can adjust my reading speed for			

	different types of text. (12.R.2.2) 12.R.3.1 Students can analyze text for the author's style. –Evaluation • I can explain what the author's style is using what I know about literary elements and devices. (12.R.3.1) 12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods. – Evaluation • I can explain lifestyle and conditions of other times, locations and cultures based on what I read. (12.R.4.1) • I can use the lessons of history to discuss ethical issues. (12.R.4.1) • I can compare and contrast the priorities of a variety of cultures. (12.R.4.1) • I can compare and contrast the priorities of various locations. (12.R.4.1) 12.LVS.1.1 Students can evaluate diction, tone, and syntax used in communication. – Evaluation ▪ I can identify a speaker's word choice/diction as formal or informal and explain how it affects purpose. (12.LVS.1.1) ▪ I can identify a speaker's tone and			

	explain how it affects purpose. (12.LVS.1.1)
	▪ I can identify a speaker's syntax and explain how it affects purpose. (12.LVS.1.1)
	12.LVS.1.2 Students can evaluate the interactions between society and media. – Evaluation
	▪ I can identify propaganda devices/techniques in various media. (12.LVS.1.2)
	▪ I can evaluate the effect of propaganda devices/techniques in various media. (12.LVS.1.2)
	  o I can identify how a subculture generates types of media. (12.LVS.1.2)
	  o I can identify how media generates subcultures. (12.LVS.1.2)
	▪ I can identify how media has changed how a society communicates. (12.LVS.1.2)
	▪ I can identify how media has changed how people interact. (12.LVS.1.2)			

Unit: Novel				
Resources:	**Standard(s):** • **Learning Target(s)**	**Assessment:**	**First Semester**	**Second Semester**

• Adolus Huxley's *Brave New World* • *Beowulf* • Bram Stoker's *Dracula* • William Golding's *Lord of the Flies* • Emily Bronte's *Wuthering Heights* • Mary Shelley's *Frankenstein* • Alexandre Dumas' *The Count of Monte Cristo* • Jane Austen's *Sense and Sensibility* • Videos as Needed • French Revolution Part I and Part II	12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues. – Synthesis • I can define what a context clue is. (12.R.1.1) • I can find the meaning of an unfamiliar word using context clues. (12.R.1.1) • I can write a detailed summary of the text. (12.R.1.1) • I can provide a reasonable interpretation of a text. (12.R.1.1) 12.R.2.1 Students can evaluate how style affects the meaning of text. – Evaluation • I can explain how word choice constructs meaning in the text. (12.R.2.1) • I can explain how sentence length constructs meaning in the text. (12.R.2.1) • I can explain how tone constructs meaning in the text. (12.R.2.1) • I can explain how imagery constructs meaning in the text. (12.R.2.1) • I can explain how dialogue constructs meaning in the text. (12.R.2.1) • I can explain how point of view constructs meaning in the text. (12.R.2.1)	• Study Guide • Daily Reading Quizzes • Final Test • Discussion • Writing • Projects	X	X

	• I can explain how narrative structure (letters / journals / flashbacks / flash forwards / etc) constructs meaning in the text. (12.R.2.1)
	
	12.R.2.2 Students can read fluently to comprehend grade-level text. – Application
	   • I can answer questions about different types of text. (12.R.2.2)
	   • I can summarize different types of text. (12.R.2.2)
	   • I can adjust my reading speed for different types of text. (12.R.2.2)
	
	12.R.3.1 Students can analyze text for the author's style. –Evaluation
	   • I can explain what the author's style is using what I know about literary elements and devices. (12.R.3.1)
	
	12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods. – Evaluation
	   • I can explain lifestyle and conditions of other times, locations and cultures based on what I read. (12.R.4.1)
	   • I can use the lessons of history to discuss ethical issues. (12.R.4.1)
	   • I can compare and contrast the priorities of a variety of cultures. (12.R.4.1)		

	• I can compare and contrast the priorities of various locations. (12.R.4.1) 12.LVS.1.1 Students can evaluate diction, tone, and syntax used in communication. – Evaluation 　▪ I can identify a speaker's word choice/diction as formal or informal and explain how it affects purpose. (12.LVS.1.1) 　▪ I can identify a speaker's tone and explain how it affects purpose. (12.LVS.1.1) 　▪ I can identify a speaker's syntax and explain how it affects purpose. (12.LVS.1.1) 12.LVS.1.2 Students can evaluate the interactions between society and media. – Evaluation 　▪ I can identify propaganda devices/techniques in various media. (12.LVS.1.2) 　▪ I can evaluate the effect of propaganda devices/techniques in various media. (12.LVS.1.2) 　　○ I can identify how a subculture generates types of media. (12.LVS.1.2) 　　○ I can identify how media generates			

	subcultures. (12.LVS.1.2)			
	▪ I can identify how media has changed how a society communicates. (12.LVS.1.2)			
	▪ I can identify how media has changed how people interact. (12.LVS.1.2)			

Unit: Shakespeare				
Resources:	**Standard(s):** • **Learning Target(s)**	**Assessment:**	**First Semester**	**Second Semester**
• Macbeth	12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues. – Synthesis • I can define what a context clue is. (12.R.1.1) • I can find the meaning of an unfamiliar word using context clues. (12.R.1.1) • I can write a detailed summary of the text. (12.R.1.1) • I can provide a reasonable interpretation of a text. (12.R.1.1) 12.R.2.1 Students can evaluate how style affects the meaning of text. – Evaluation • I can explain how word choice constructs meaning in the text. (12.R.2.1) • I can explain how sentence length constructs meaning in the text.	• Study Guide • Quizzes • Test • Discussion • Writing • Project		

	(12.R.2.1) • I can explain how tone constructs meaning in the text. (12.R.2.1) • I can explain how imagery constructs meaning in the text. (12.R.2.1) • I can explain how dialogue constructs meaning in the text. (12.R.2.1) • I can explain how point of view constructs meaning in the text. (12.R.2.1) • I can explain how narrative structure (letters / journals / flashbacks / flash forwards / etc) constructs meaning in the text. (12.R.2.1) 12.R.2.2 Students can read fluently to comprehend grade-level text. – Application • I can answer questions about different types of text. (12.R.2.2) • I can summarize different types of text. (12.R.2.2)I can adjust my reading speed for different types of text. (12.R.2.2) 12.R.3.1 Students can analyze text for the author's style. –Evaluation • I can explain what the author's style is using what I know about literary elements and devices. (12.R.3.1) 12.R.4.1 Students can evaluate the depiction of human experience in literary works from			

	diverse cultures, locations, and time periods. – Evaluation			
	- I can explain lifestyle and conditions of other times, locations and cultures based on what I read. (12.R.4.1) - I can use the lessons of history to discuss ethical issues. (12.R.4.1) - I can compare and contrast the priorities of a variety of cultures. (12.R.4.1) - I can compare and contrast the priorities of various locations. (12.R.4.1) 12.LVS.1.1 Students can evaluate diction, tone, and syntax used in communication. – Evaluation - I can identify a speaker's word choice/diction as formal or informal and explain how it affects purpose. (12.LVS.1.1) - I can identify a speaker's tone and explain how it affects purpose. (12.LVS.1.1) - I can identify a speaker's syntax and explain how it affects purpose. (12.LVS.1.1) 12.LVS.1.2 Students can evaluate the interactions between society and media. – Evaluation			

	• I can identify propaganda devices/techniques in various media. (12.LVS.1.2)
	• I can evaluate the effect of propaganda devices/techniques in various media. (12.LVS.1.2)
	    o I can identify how a subculture generates types of media. (12.LVS.1.2)
	    o I can identify how media generates subcultures. (12.LVS.1.2)
	• I can identify how media has changed how a society communicates. (12.LVS.1.2)
	• I can identify how media has changed how people interact. (12.LVS.1.2)			