# Jasper City Schools Curriculum Map

## Course Name: English 12

### Unit Name: Phrases/Modifiers

**Time Frame:** Weeks 7-11 *Time frame varies per teacher

**Unit Standards**

- Demonstrate the command of the convention of Standard English grammar and usage when writing or speaking [L. 11-12.1]
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. [L. 7.1c]
- Use parallel structure. [L. 9-10.1a]

**Unit Essential Questions**

- As a reader/writer, how must misplaced and dangling modifiers be revised in order for the writer’s language to be understood clearly?
- By using phrases, how can I vary sentence structure to make my writing more interesting?

**Unit Essential Vocabulary**

<table>
<thead>
<tr>
<th>1. modifiers</th>
<th>9. Dangling modifiers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Adverb Phrase</td>
<td>10. Misplaced modifiers</td>
</tr>
<tr>
<td>3. adverb</td>
<td></td>
</tr>
<tr>
<td>4. adjective</td>
<td></td>
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<tr>
<td>5. comparative modifiers</td>
<td></td>
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<tr>
<td>6. Adjective Phrase</td>
<td></td>
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<tr>
<td>7. superlative modifiers</td>
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<tr>
<td>8. comparisons</td>
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</tbody>
</table>

**Resources**

- Holt Elements of Language Textbook & Resource books
- iPad
- Articles relevant to topics
- Video clips
- Media resources
- Internet

*Resources will vary according to teacher.

**Assessment(s)**

- Hard copy retained by teacher.
- Choice of the following:
  - Tests and quizzes
  - Informal and Formal written responses
  - Class readings/discussions
# Jasper City Schools Curriculum Map

## English 12

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>English 12</th>
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<tbody>
<tr>
<td><strong>Unit Name:</strong></td>
<td>Punctuation: End Marks &amp; Commas, Other Punctuation</td>
</tr>
<tr>
<td><strong>Time Frame:</strong></td>
<td>Weeks 12-15 *Time frame varies per teacher</td>
</tr>
</tbody>
</table>
| **Unit Standards** | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.11-12.2]  
  a. Observe hyphenation conventions. [L.11-12.2a]  
  Choose punctuation for effect. [L.4.3b]  
  Use punctuation to separate items in a series. [L.5.2a]  
  Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements. [L.6.2a] |
| **Unit Essential Questions** | How can I use certain punctuations marks to help my writing flow with better understanding?  
How do I use the semicolon and colon in formal papers like the research paper? |
| **Unit Essential Vocabulary** | 1. punctuation  
  2. semicolon  
  3. colon  
  4. ellipsis  
  5. italics  
  6. quotation marks  
  7. apostrophes  
  8. hyphens  
  9. contractions  
  10. plurals |
| **Resources** | - Holt Elements of Language Textbook & Resource books  
- iPad  
- Articles relevant to topics  
- Video clips  
- Media resources  
- Internet  
  *Resources will vary according to teacher.* |
| **Assessment(s)** | Hard copy retained by teacher.  
Choice of the following:  
- Tests and quizzes  
- Informal and Formal written responses  
- Class readings/discussions |
**Course Name:** English Language Arts 12  

**Unit Name:** Anglo-Saxon Period: Beowulf  

**Time Frame:** Weeks 2-4  

<table>
<thead>
<tr>
<th>Unit Standards</th>
</tr>
</thead>
</table>
| Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. [RL.11-12.2]  
| Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) [RL.11-12.4]  
| Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.11-12.2]  
| Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. [L.11-12.3]  
| Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]  
| a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. [L.11-12.5a]  
| b. Analyze nuances in the meaning of words with similar denotations. [L.11-12.5b]  

**Unit Essential Questions**  
1. What is the central theme of Beowulf, and how does it relate to the real world?  
2. How has the English language changed over time, and what impact does it have on  

**Unit Essential Vocabulary**  
1. epic  
2. kenning  
3. alliteration  
4. purge  
5. talon  
6. livid  
7. loathsome  
8. Caesura  
9. affliction  
10. purge  
11. gorge  
12. infamous  
13. lair  

**Resources**  
-Holt McDougal Literature Textbook Grade 12  
-Holt McDougal Online Textbook and resources  
-iPad  
-Articles relevant to topics  
-Movies/clips  
-Music  
-Media resources  
-Internet  
*Resources will vary according to teacher.*
| Assessment(s) | Hard copy retained by teacher. Choice of the following:  
| - Tests and quizzes  
| - Informal and Formal written responses  
| - Media connections  
| - Class readings/discussions  
| - Creative response projects  
| - Literary analysis  
| - Dramatic presentations |
### Course Name: English Language Arts 12

### Unit Name: Middle Ages & Canterbury Tales

#### Time Frame:
Weeks 5-7

#### Unit Standards
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RL.11-12.1]

- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). [RL.11-12.3]

- Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) [RL.11-12.4]

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 12 reading and content, choosing flexibly from a range of strategies. [L.11-12.4]

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]

- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.11-12.6]

#### Unit Essential Questions
1. How do the pilgrims in *The Canterbury Tales* represent the society during the Middle Ages?
2. How did Chaucer use satire to comment on the church during this time?

#### Unit Essential Vocabulary
- satire
- irony
- direct characterization
- indirect characterization
- vernacular
- iambic pentameter
- couplets
- frame story
- pilgrimage
- anachronism

#### Resources
- Holt McDougal Literature Textbook Grade 9
- Holt McDougal Online Textbook and resources
- iPad
- Articles relevant to topics
- Movies/clips
- Music
- Media resources
- Internet

*Resources will vary according to teacher.*
| Assessment(s) | Hard copy retained by teacher.
Choice of the following:
- Tests and quizzes
- Informal and Formal written responses
- Media connections
- Class readings/discussions
- Creative response projects
- Literary analysis
- Dramatic presentations |
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<tr>
<td>Unit Name:</td>
<td>Modes of Writing: Descriptive Essay</td>
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</tbody>
</table>

| Time Frame: | Weeks 1-2 |

**Unit Standards**

- Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.11-12.2]

- Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured even sequences. [W.11-12.3]

**Unit Essential Questions**

- How do I effectively describe a significant event or object in which it relates to my own life?

**Unit Essential Vocabulary**

| 1. describe | 9. outline |
| 2. descriptive essay | 10. edit |
| 3. simile | 11. revise |
| 4. metaphor | 12. introduction |
| 5. Imagery | 13. Conclusion |
| 6. personification | 14. |
| 7. dialogue | 15. |
| 8. modes of writing | 16. |

**Resources**

- iPad
- Articles relevant to topics
- Movies/clips
- Music
- Media resources
- Internet

*Resources will vary according to teacher.*

**Assessment(s)**

- Hard copy rubric retained by teacher.

  Choice of the following:
  - Tests and quizzes
  - Informal and Formal written responses
  - Media connections
  - Class readings/discussions
  - Dramatic presentations
# Jasper City Schools Curriculum Map

## English 12

### Course Name: English Language Arts 12

### Unit Name: Macbeth

#### Time Frame: Weeks 11-14

#### Unit Standards

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. [RL.11-12.1]
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). [RL.11-12.3]
- Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) [RL.11-12.4]
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 12 reading and content, choosing flexibly from a range of strategies. [L.11-12.4]
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.11-12.5]
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. [L.11-12.6]
- CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

#### Unit Essential Questions

1. How does power corrupt people?
2. How does superstition affect human behavior?
3. How can appearances be different from reality? What influences our perceptions?

#### Unit Essential Vocabulary

| 1. characterization | 9. iambic pentameter |
| 2. drama | 10. theme |
| 3. tragedy | 11. Dramatic irony |
| 4. soliloquy | 12. staging |
| 5. monologue | 13. scene |
| 6. tragic flaw | 14. aside |
| 7. tragic hero | 15. dialogue |
| 8. paradox |

#### Resources

- Holt McDougal Literature Textbook Grade 12
- Holt McDougal Online Textbook and resources
- iPad
- Articles relevant to topics
- Movies/clips
- Music
- Media resources
- Internet
*Resources will vary according to teacher.

#### Assessment(s)

Hard copy retained by teacher.
Choice of the following:
- Tests and quizzes
- Informal and Formal written responses
- Media connections
- Class readings/discussions
- Creative response projects
- Literary analysis
- Dramatic presentations
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<tr>
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<tbody>
<tr>
<td>Unit Name:</td>
<td>Sentence Structure/Parts of Speech</td>
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<tr>
<td>Time Frame:</td>
<td>Weeks 1-6 *Time frame varies per teacher</td>
</tr>
</tbody>
</table>
| Unit Standards | 36. Demonstrate command of the convention of Standard English grammar and usage when writing or speaking. [L. 9-10.10.1]  
37.f Ensure subject-verb and pronoun-antecedent agreement.*[L.3.1f]  
37.f Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.* [L.6.1.e] |
| Unit Essential Questions | How do we use formal grammar effectively in writing and speaking?  
What is the importance of being able to identify the parts of speech? |
| Unit Essential Vocabulary | 1. abstract noun  
2. adjective  
3. noun  
4. subject  
5. relative pronoun  
6. proposition  
7. pronoun  
8. predicate  
9. Action verb  
10. conjunction  
11. Linking verb  
12. Predicate nominative  
13. fragment  
14. Predicate adjective  
15. interjection  
16. verb |
| Resources | Holt Language book-Holt Elements of Language Textbook & Resource books  
- iPad  
- Articles relevant to topics  
- Video clips  
- Media resources  
- Internet  
*Resources will vary according to teacher. |
| Assessment(s) | Hard copy retained by teacher.  
Choice of the following:  
- Tests and quizzes  
- Informal and Formal written responses  
- Class readings/discussions |
<table>
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<tr>
<th>Unit Name: Research Process</th>
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<tbody>
<tr>
<td>Time Frame: Weeks 7 - 10</td>
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</tbody>
</table>

**Unit Standards**
- Conduct short as well as more sustained research projects to answer a question, including a self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience;
- Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following the standard format for citation.

**Unit Essential Questions**
- How does the research process help me to write a well-developed research paper?
- How can a topic of interest be developed into a research paper?
- How does a thesis drive a research paper?

**Unit Essential Vocabulary**
1. plagiarism  
2. works cited  
3. citation  
4. working bibliography  
5. MLA format  
6. revise  
7. edit  
8. parenthetical citations  
9. sources  
10. thesis  
11. outline  
12. argument  
13. periodicals  
14. conclusion  
15. Research paper  
16. opinion

**Resources**
- Alabama Virtual Library
- iPad
- Online Sources
- Library
- Articles relevant to topics
- Movies/clips
- Music
- Media resources
- Internet

*Resources will vary according to teacher.*

**Assessment(s)**
- Hard copy rubric retained by teacher.
- Choice of the following:
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  - Media connections
  - Class readings/discussions
  - Creative response projects
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>English Language Arts 12</th>
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</thead>
<tbody>
<tr>
<td>Unit Name:</td>
<td>Restoration and 18th Century</td>
</tr>
<tr>
<td>Time Frame:</td>
<td>Weeks 15-17</td>
</tr>
<tr>
<td>Unit Standards</td>
<td>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). [RL.11-12.6]</td>
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<tr>
<td></td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 19-21 above.) [W.11-12.4]</td>
</tr>
<tr>
<td></td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-12.) [W.11-12.5]</td>
</tr>
<tr>
<td></td>
<td>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. [RL.11-12.5]</td>
</tr>
</tbody>
</table>
| Unit Essential Questions | 1. How has satire evolved over time?  
2. In what situations are satirical techniques frequently used?  
3. What elements of satire can I use in my own writing? |
| Unit Essential Vocabulary | 1. satire  
2. parody  
3. exaggeration  
4. sarcasm |
| Resources | Holt McDougal Literature Textbook Grade 12  
-Holt McDougal Online Textbook and resources  
-iPad  
-Articles relevant to topics  
-Movies/clips  
-Music  
-Media resources  
-Internet  
*Resources will vary according to teacher. |
| Assessment(s) | Hard copy retained by teacher.  
Choice of the following:  
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-Informal and Formal written responses  
-Media connections  
-Class readings/distributions  
-Creative response projects  
-Literary analysis  
-Dramatic presentations |