

**Ohio County High School
Curriculum Map / 12th Grade Language Arts
2020-2021**

Unit 1: Anglo-Saxon		Essential Questions:	
<p>Overview: Students study the Anglo-Saxon epic hero and his importance in society. Through close reading of an Anglo-Saxon text, students observe how oral tradition affects literature and how society can define a hero. Students will also examine changes in the English language.</p>		<ul style="list-style-type: none"> ● How does Anglo-Saxon literature reflect the values and behaviors of this time period? ● What are the key poetic elements of Anglo-Saxon poetry and how do these elements reflect the oral tradition in which the poem was created? ● How does the epic hero reflect the Anglo-Saxon culture? ● How do you define a hero? ● Are we morally obligated to answer a cry for help? ● How does Anglo-Saxon literature compare to other canonical texts? ● How do you define yourself? By your actions? By your reputation? By your legacy? 	
Quality Core Standards:			
Reading Across Curriculum			
A.1.b Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)		A.1.c Reading increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms	
Reading Strategies			
A.2.a Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging text	A.2.c Demonstrate comprehension of increasingly challenging texts (both print and non-print sources) by asking and answering literal, interpretive, and evaluative questions	A.2.d Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts	A.2.e Compare texts to previously read texts, past and present events, and/or content learned in other coursework
Knowledge of Literary and Non Literary Forms			
A.3.a Identify, analyze, and evaluate the defining characteristics of specific		A.3.d Identify and interpret works in various poetic forms (e.g., ballad, ode,	

literary and nonliterary forms (e.g., satire, allegory, parody, editorial, essay, memorandum) and describe how form affects the meaning and function of the texts		sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)	
Influence on Texts			
A.4.a Explain the relationship between the time in which a literary work is set, the time, during which the author wrote, and the time in which the reader reads		A.4.b Analyze and evaluate the influence of traditional and mythic literature on later literature and film	
Author's Voice and Method			
A.5.c Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts	A.5.e Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging text	A.5.h Identify the author's stated or implied purpose in increasingly challenging texts	
Persuasive Language and Logic			
A.6.b Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities	A.6.c Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources	A.6.d Distinguish between fact and opinion, basing judgments on evidence and reasoning	
Words and Their History			
A.8.d Use context clues (e.g., author's restatement, example) to understand unfamiliar words in increasingly challenging texts	A.8.f Identify and interpret common idioms and literary, classical, and biblical allusions in increasingly challenging texts	A.8.g Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language	A.8.h Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts
Required Reading		ACT Prep	
<ul style="list-style-type: none"> • excerpts from <i>Beowulf</i> • excerpts from <i>The Canterbury Tales</i> 		<ul style="list-style-type: none"> • ACT grammar practice • ACT vocabulary 	
Suggested Reading		Suggested Writing	
<ul style="list-style-type: none"> • <i>A Satirical Elegy of the Death of a Late Famous</i> 		<ul style="list-style-type: none"> • Journal responses • Resume 	

	<i>General</i> <ul style="list-style-type: none"> • <i>Excerpts of Leviathan</i> • <i>Jimmy Carter's Nobel Lecture</i> 	<ul style="list-style-type: none"> • Personal ballad 	
Arts & Humanities	Resources	PLCs	Suggested Activities
<ul style="list-style-type: none"> • Hero's Journey project • Personal narrative rhyming couplet poem 	<ul style="list-style-type: none"> • Prentice-Hall textbook • online articles • video supplements • Chromebooks • Google Classroom 	<ul style="list-style-type: none"> • Writing for real-world purposes (resume, cover letter, college application essay, ect) • Discussion and connection to contemporary culture 	<ul style="list-style-type: none"> • discussion • small group projects • presentations • quizzes • journaling • summative assessments
1st Quarter			
On-going: Bellringers to practice grammar and mechanics.			

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Unit 2: Renaissance		Essential Questions:	
<p>Overview: As students compare the works of the Renaissance with those of the Anglo-Saxon period, they consider how the outstanding works of the era transcend time and continue to inspire readers and writers. Students may analyze the ideas, principles, and form of a literary work; discuss how work exhibits attributes of both the Anglo-Saxon and the Renaissance.</p>		<ul style="list-style-type: none"> ● How do our flaws impact our choices? ● Why is it important to recognize our flaws and our mistakes? ● How has our view of life choices changed over the course of time? ● Do we choose our own fates or are certain aspects of our lives predetermined? ● How is the concept of love portrayed in both Renaissance drama and poetry? ● To what extent does power (or the lack of power) affect individuals and/or relationships? ● How might the basic themes of a Shakespearean work be conveyed in a contemporary setting? 	
Quality Core Standards:			
Reading Across Curriculum			
A.1.b Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)		A.1.c Reading increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms	
Reading Strategies			
A.2.a Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging text	A.2.c Demonstrate comprehension of increasingly challenging texts (both print and non-print sources) by asking and answering literal, interpretive, and evaluative questions	A.2.d Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts	A.2.e Compare texts to previously read texts, past and present events, and/or content learned in other coursework
Knowledge of Literary and Non Literary Forms			
A.3.a Identify, analyze, and evaluate the defining characteristics of specific literary and nonliterary forms (e.g., satire, allegory, parody, editorial, essay,			

memorandum) and describe how form affects the meaning and function of the texts				
Influence on Texts				
A.4.a Explain the relationship between the time in which a literary work is set, the time, during which the author wrote, and the time in which the reader reads		A.4.b Analyze and evaluate the influence of traditional and mythic literature on later literature and film		A.4.c Explain the effects of the author's life upon his or her work
Author's Voice and Method				
A.5.c Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts	A.5.d Identify, analyze, and evaluate the author's use of parallel plots and subplots in increasingly challenging texts	A.5.e Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts	A.5.g Evaluate ways authors develop style to achieve specific rhetorical and aesthetic purposes, noting the impact of diction and figurative language on tone, mood, and theme; cite specific examples from increasingly challenging texts	A.5.h Identify the author's stated or implied purpose in increasingly challenging texts
Persuasive Language and Logic				
A.6.b Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities		A.6.c Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources		A.6.d Distinguish between fact and opinion, basing judgments on evidence and reasoning
Words and Their History				
A.8.b Infer word meanings by analyzing relationships between words (e.g., synonyms, metaphors, analogies) in increasingly challenging texts	A.8.d Use context clues (e.g., author's restatement, example) to understand unfamiliar words in increasingly challenging texts	A.8.f Identify and interpret common idioms and literary, classical, and biblical allusions in increasingly challenging texts	A.8.g Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English	A.8.h Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts

			language	
Required Reading	Suggested Reading	Suggested Writing	ACT Prep	
<ul style="list-style-type: none"> • <i>Macbeth</i> 	<ul style="list-style-type: none"> • Shakespearean sonnets 	<ul style="list-style-type: none"> • Journal responses • College application essay 	<ul style="list-style-type: none"> • ACT grammar practice • ACT vocabulary 	
Arts & Humanities	Resources	PLCs	Suggested Activities	
<ul style="list-style-type: none"> • Sonnets 	<ul style="list-style-type: none"> • Prentice-Hall textbook • online articles • video supplements • Chromebooks • Google Classroom 	<ul style="list-style-type: none"> • Writing for real-world purposes (college application essay) • Discussion and connection to contemporary culture 	<ul style="list-style-type: none"> • discussion • small group projects • presentations • quizzes • journaling • summative assessments 	
2nd Quarter				
On-going: Bellringers to practice grammar and mechanics.				

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Unit 3: Non-Fiction/Romantic		Essential Questions:	
<p>Overview: Observing themes related to nature, students consider whether nature appears as a force of good or evil. Students also explore some of the philosophical ideas in a Romantic work – questions of free will, fate, human conflict, and loss. In discussion, students consider a philosophical question in relation to a particular text. By the end of this unit, students will have an appreciation for some of the tendencies of early Romanticism.</p>		<ul style="list-style-type: none"> ● In what ways does nature impact our physical and mental well-being? ● How is romance different from Romantic? ● How does the romantic view of life and death compare to reality? 	
Quality Core Standards:			
Reading Across Curriculum			
A.1.b Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)		A.1.c Reading increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms	
Reading Strategies			
A.2.a Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging text	A.2.c Demonstrate comprehension of increasingly challenging texts (both print and non-print sources) by asking and answering literal, interpretive, and evaluative questions	A.2.d Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts	A.2.e Compare texts to previously read texts, past and present events, and/or content learned in other coursework

Knowledge of Literary and Non Literary Forms			
A.3.a Identify, analyze, and evaluate the defining characteristics of specific literary and nonliterary forms (e.g., satire, allegory, parody, editorial, essay, memorandum) and describe how form affects the meaning and function of the texts	A.3.c Read dramatic literature and analyze its conventions to identify how they express a writer's meaning	A.3.d Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)	
Influence on Texts			
A.4.a Explain the relationship between the time in which a literary work is set, the time, during which the author wrote, and the time in which the reader reads	A.4.b Analyze and evaluate the influence of traditional and mythic literature on later literature and film	A.4.c Explain the effects of the author's life upon his or her work	
Author's Voice and Method			
A.5.c Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts	A.5.e Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging text	A.5.h Identify the author's stated or implied purpose in increasingly challenging texts	
Persuasive Language and Logic			
A.6.b Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities	A.6.c Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources	A.6.d Distinguish between fact and opinion, basing judgments on evidence and reasoning	
Words and Their History			
A.8.b Infer word meanings by analyzing relationship between words (e.g., synonyms, metaphors, analogies) in increasingly challenging texts	A.8.d Use context clues (e.g., author's restatement, example) to understand unfamiliar words in	A.8.f Identify and interpret common idioms and literary, classical, and biblical allusions in increasingly challenging texts	A.8.h Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging

	increasingly challenging texts		texts
Required Reading	Suggested Reading	Suggested Writing	ACT Prep
<ul style="list-style-type: none"> • <i>1984</i> 	<ul style="list-style-type: none"> • <i>Stop and Frisk</i> • <i>Allegory of the Cave</i> 	<ul style="list-style-type: none"> • Journal responses • Argumentative research-based essay 	<ul style="list-style-type: none"> • ACT grammar practice • ACT vocabulary
Arts & Humanities	Resources	PLCs	Suggested Activities
<ul style="list-style-type: none"> • Character sketch presentations 	<ul style="list-style-type: none"> • <i>1984</i> text • video supplements • Chromebooks • Google Classroom 	<ul style="list-style-type: none"> • Research skills • Discussion and connection to contemporary culture 	<ul style="list-style-type: none"> • discussion • small group projects • presentations • quizzes • journaling • summative assessments
3rd Quarter			
On-going: Bellringers to practice grammar and mechanics.			

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Unit 3: Modern/Contemporary		Essential Questions:	
<p>Overview: Students consider the problems inherent in fashioning a perfect society or a perfect individual. Examining how authors rework classical stories and themes, students ponder how historical context affects an enduring story or theme. They engage in discussions resembling college discussions, where they pursue focused questions in depth over the course of one or two class sessions.</p>		<ul style="list-style-type: none"> ● What are the defining characteristics of literature in the modern world? ● How does the historical context impact the literature? ● What are the cross-cultural connections in the literature? ● What do the themes of the literature suggest about society? 	
Quality Core Standards:			
Reading Across Curriculum			
A.1.b Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)		A.1.c Reading increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms	
Reading Strategies			
A.2.a Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging text	A.2.c Demonstrate comprehension of increasingly challenging texts (both print and non-print sources) by asking and answering literal, interpretive, and evaluative questions	A.2.d Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts	A.2.e Compare texts to previously read texts, past and present events, and/or content learned in other coursework
Knowledge of Literary and Non Literary Forms			

A.3.a Identify, analyze, and evaluate the defining characteristics of specific literary and nonliterary forms (e.g., satire, allegory, parody, editorial, essay, memorandum) and describe how form affects the meaning and function of the texts		A.3.c Read dramatic literature and analyze its conventions to identify how they express a writer's meaning		
Influence on Texts				
A.4.a Explain the relationship between the time in which a literary work is set, the time, during which the author wrote, and the time in which the reader reads		A.4.b Analyze and evaluate the influence of traditional and mythic literature on later literature and film		A.4.c Explain the effects of the author's life upon his or her work
Author's Voice and Method				
A.5.c Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts	A.5.d Identify, analyze, and evaluate the author's use of parallel plots and subplots in increasingly challenging texts	A.5.e Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts	A.5.g Evaluate ways authors develop style to achieve specific rhetorical and aesthetic purposes, noting the impact of diction and figurative language on tone, mood, and theme; cite specific examples from increasingly challenging texts	A.5.h Identify the author's stated or implied purpose in increasingly challenging texts
Persuasive Language and Logic				
A.6.b Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities		A.6.c Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources		A.6.d Distinguish between fact and opinion, basing judgments on evidence and reasoning
Words and Their History				
A.8.b Infer word meanings by analyzing relationships between words (e.g., synonyms, metaphors,	A.8.d Use context clues (e.g., author's restatement, example) to understand unfamiliar words in	A.8.f Identify and interpret common idioms and literary, classical, and biblical allusions in increasingly	A.8.h Apply knowledge of connotation and denotation to determine the meanings of words and	

analogies) in increasingly challenging texts	increasingly challenging texts	challenging texts	phrases in increasingly challenging texts
Required Reading	Suggested Reading	Suggested Writing	ACT Prep
<ul style="list-style-type: none"> • <i>Into the Wild</i> 	<ul style="list-style-type: none"> • <i>Walden</i> • Non-fiction articles • Selected poems 	<ul style="list-style-type: none"> • Journal responses • Personal bucket list writing • Epigrams 	<ul style="list-style-type: none"> • ACT grammar practice • ACT vocabulary
Arts & Humanities	Resources	PLCs	Suggested Activities
<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • <i>Into the Wild</i> text • video supplements • Chromebooks • Google Classroom 	<ul style="list-style-type: none"> • Writing for real-world purposes • Discussion and connection to contemporary culture 	<ul style="list-style-type: none"> • discussion • small group projects • presentations • quizzes • journaling • summative assessments
4th Quarter			
On-going: Bellringers to practice grammar and mechanics.			