

Curriculum Pacing Guide
2014
Subject: English 12
Spring Semester

Week of . . .	SOL #	Unit	Objective
1/6/2014	12.1	Unit 1: Perception is Everything - Previewing the Unit	12.1.d) Use visual aids or technology to support presentation. 12.1.g - Evaluate formal presentations including personal, digital, visual, textual, and technological. 12.4 The student will read and analyze the development of British literature and literature of other cultures. a) Recognize major literary forms and their elements.
	12.1 12.2	Perception is Everything <u>English 12:</u> Beowulf- read in literature circles and silently in class and discuss. Complete reading by 1/14/14	12.2 - The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. 12.2.b - Determine the author's purpose and intended effect on the audience for media messages.
	12.3 12.8	Importance of Perspective	12.3 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 12.3.e - Expand general and specialized vocabulary through speaking, reading, and writing. Research 12.8 - The student will write documented research papers. 12.8.b - Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
	12.1	Different Ways of Reading the Text	12.1 - The student will make a formal oral presentation in a group or individually
	12.3	Introducing Reader Response Critical Theory	12.3 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 12.3.e - Expand general and specialized vocabulary through speaking, reading, and writing.
	12.3	Applying Reader Response Criticism	12.3 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 12.3.e - Expand general and specialized vocabulary through speaking, reading, and writing.
	12.3	Seeing the World from My Perspective Reading in literature circles and silently - Grendel by John Gardner	12.3 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 12.3.e - Expand general and specialized vocabulary through speaking, reading, and writing.
Week of . . .	SOL#	Unit	Objective
1/14/14	12.3	Another Perspective on the World	12.3 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 12.3.e - Expand general and specialized vocabulary through speaking, reading, and writing.

	12.2 a-b 12.4h a- h 12.7 a - b	Exploring Perspectives in Visual Art	12.2 - The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. 12.4h - The student will develop expository and informational, analyses, and persuasive/argumentative writings. 12.7 - The student will write, revise, and edit writing.
	12.6 12.7	Embedded Assessment 1 The student will create a photo essay	12.6 - The student will develop expository and informational, analyses, and persuasive/argumentative writings. 12.6.a - Generate, gather, and organize ideas for writing to address a specific audience and purpose. 12.6.b - Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions. 12.6.d - Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. 12.6.e - Use a variety of rhetorical strategies to accomplish a specific purpose. 12.6.f - Create arguments free of errors in logic and externally supported. 12.6.g - Revise writing for clarity of content, depth of information and technique of presentation. 12.6.h - Use computer technology to plan, draft, revise, edit, and publish writing. 12.7 - The student will write, revise, and edit writing. 12.7.a - Edit, proofread, and prepare writing for intended audience and purpose. 12.7.b - Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
1/20/14	12.3	Unit 2: The Collective Perspective	12.3 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 12.3.b - Use context, structure, and connotations to determine meanings of words and phrases. 12.3.e - Expand general and specialized vocabulary through speaking, reading, and writing.
	12.3	A close Reading of Film	12.3 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 12.3.e - Expand general and specialized vocabulary through speaking, reading, and writing.
	12.3	From an Archetypal Perspective	12.3 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 12.3.e - Expand general and specialized vocabulary through speaking, reading, and writing.

	12.4 b,h 12.4h	Viewing the Subjects Reading and viewing Pygmalion	12.4 The student will read and analyze the development of British literature and literature of other cultures. 12.4h The student will read and critique dramatic selections from a variety of authors.
	12.4 b,h 12.4h	Ladies and Gentlemen	12.4 The student will read and analyze the development of British literature and literature of other cultures. 12.4hThe student will read and critique dramatic selections from a variety of authors.
Week of . . .(cont.)	SOL#	Unit	Objective
1/27/2014	12.4 b,h 12.4h	Rules of Etiquette	12.4 The student will read and analyze the development of British literature and literature of other cultures. 12.4hThe student will read and critique dramatic selections from a variety of authors.
	12.4 b,h 12.4h	Reading Between the Lines	12.4 The student will read and analyze the development of British literature and literature of other cultures. 12.4hThe student will read and critique dramatic selections from a variety of authors.
	12.4 b,h 12.4h	Examining Eliza's Options	12.4 The student will read and analyze the development of British literature and literature of other cultures. 12.4hThe student will read and critique dramatic selections from a variety of authors.
	12.4 b,h 12.4h	Transformations	12.4 The student will read and analyze the development of British literature and literature of other cultures. 12.4hThe student will read and critique dramatic selections from a variety of authors.
2/3/14	SOL	Unit	Objective
	12.4 12.7 a - d	Embedded Assessment 1 - Illuminating Pygmalion - writing a script	12.4 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 12.7 - The student will write, revise, and edit writing.
	12.6 12.7	Reversal of Fortune	12.6 - The student will develop expository and informational, analyses, and persuasive/argumentative writings. 12.6.b - Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions. 12.6.d - Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. 12.6.f - Create arguments free of errors in logic and externally supported.

			12.7 - The student will write, revise, and edit writing. 12.7.a - Edit, proofread, and prepare writing for intended audience and purpose. 12.7.b - Apply grammatical conventions
	12.3	Battle of the Sexes	12.3 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 12.3.a - Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. 12.3.e - Expand general and specialized vocabulary through speaking, reading, and writing.
	12.3	From a Feminist Perspective	12.3 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 12.3.a - Use structural analysis of roots, affixes
	12.4h	Review of Film Terms	12.4hThe student will read and critique dramatic selections from a variety of authors.
Week of . . .	SOL#	Unit	Objective
2/10/14	12.4	View from a Lens	12.4hThe student will read and critique dramatic selections from a variety of authors.
	12.1 a,d,f,g 12.4	Applying Film Terms to Rear Window	12.1 - The student will make a formal oral presentation in a group or individually. 12.4 The student will read and analyze the development of British literature and literature of other cultures. 12.4hThe student will read and critique dramatic selections from a variety of authors.
	12.4	Rear Window Screening	12.1 - The student will make a formal oral presentation in a group or individually. 12.4hThe student will read and critique dramatic selections from a variety of authors. 12.4 The student will read and analyze the development of British literature and literature of other cultures.
	12.4b, c	Evolving Perspectives Preview Introduction to Shakespeare: Othello - Literature circles reading and class discussion of play	12.4 The student will read and analyze the development of British literature 12.4.b - Recognize major literary forms and their elements. 12.4.c - Recognize the characteristics of major chronological eras.
2/17/14	12.4	Creating Acting Companies Othello - Literature circles reading and class discussion of play	12.4 The student will read and analyze the development of British literature 12.4.b - Recognize major literary forms and their elements. 12.4.c - Recognize the characteristics of major chronological eras.
	12.4 12.4	Bringing the Plot to Life Othello - Literature circles reading and class discussion of play	12.4 The student will read and analyze the development of British literature 12.4.b - Recognize major literary forms and their elements. 12.4.c - Recognize the characteristics of major chronological eras.
	12.4 12.4h	Cast of Characters Othello - Literature circles readingand class discussion of play	12.4 The student will read and analyze the development of British literature 12.4.b - Recognize major literary forms and their elements. 12.4.c - Recognize the characteristics of major chronological eras.

	12.4h	A Father's Reaction Othello - Literature circles reading and class discussion of play	12.4 The student will read and analyze the development of British literature 12.4.b - Recognize major literary forms and their elements. 12.4.c - Recognize the characteristics of major chronological eras.
Week of . . .	SOL#	Unit	Objective
2/24/14	12.4 12.6	The Moor Othello - Literature circles reading and class discussion of play	12.4 The student will read and analyze the development of British literature 12.4.b - Recognize major literary forms and their elements. 12.4.c - Recognize the characteristics of major chronological eras. 12.6 - The student will develop expository and informational, analyses, and persuasive/argumentative writings.
	12.4 12.4h	A Husband's Response Othello - Literature circles reading and class discussion of play	12.4 The student will read and analyze the development of British literature 12.4.b - Recognize major literary forms and their elements. 12.4.c - Recognize the characteristics of major chronological eras.
	12.1	Knavery's Plain Face	12.4 The student will read and analyze the development of British literature 12.4.b - Recognize major literary forms and their elements. 12.4.c - Recognize the characteristics of major chronological eras.
	12.1 12.4	A Historical Look at the Moor	12.4 The student will read and analyze the development of British literature 12.4.b - Recognize major literary forms and their elements. 12.4.c - Recognize the characteristics of major chronological eras.
	12.1 12.4	Friendly Banter or Pointed Comments	12.1 - The student will make a formal oral presentation in a group or individually. 12.4 The student will read and analyze the development of British literature 12.4.b - Recognize major literary forms and their elements. 12.4.c - Recognize the characteristics of major chronological eras.
3/3/14	12.4	Honest Iago	12.4 The student will read and analyze the development of British literature 12.4.b - Recognize major literary forms and their elements. 12.4.c - Recognize the characteristics of major chronological eras.
	12.1 12.4	Emilia's Secret	12.4 The student will read and analyze the development of British literature 12.4.b - Recognize major literary forms and their elements. 12.4.c - Recognize the characteristics of major chronological eras.

	12.4 12.6	Who's That Girl?	12.4 The student will read and analyze the development of British literature 12.4.b - Recognize major literary forms and their elements. 12.4.c - Recognize the characteristics of major chronological eras. 12.6 - The student will develop expository and informational, analyses, and persuasive/argumentative writings.
	12.4 12.5 12.6	Staging Iago's Lies	12.1 - The student will make a formal oral presentation in a group or individually. 12.4 The student will read and analyze the development of British literature 12.4.b - Recognize major literary forms and their elements. 12.4.c - Recognize the characteristics of major chronological eras. 12.6 - The student will develop expository and informational, analyses, and persuasive/argumentative writings.
	12.1 12.4	Shifting Perspectives	12.1 - The student will make a formal oral presentation in a group or individually. 12.4 The student will read and analyze the development of British literature 12.4.b - Recognize major literary forms and their elements. 12.4.c - Recognize the characteristics of major chronological eras.
3/10/14	12.1 12.4h	Revisiting the Cast of Characters	12.1 - The student will make a formal oral presentation in a group or individually. 12.4 The student will read and analyze the development of British literature 12.4.b - Recognize major literary forms and their elements. 12.4.c - Recognize the characteristics of major chronological eras.
	12.1 12.4 12.4h	Historical Othello	12.1 - The student will make a formal oral presentation in a group or individually.
	12.3 12.4 12.6	Embedded Assessment 1: Writing an Analysis	12.3.e - Expand general and specialized vocabulary through speaking, reading, and writing 12.4 The student will read and analyze the development of British literature 12.4.b - Recognize major literary forms and their elements. 12.4.c - Recognize the characteristics of major chronological eras. 12.6 - The student will develop expository and informational, analyses, and persuasive/argumentative writings.
3/17/14	12.1 12.3	Embedded Assessment 2: Staging an Interpretation	12.1 - The student will make a formal oral presentation in a group or individually. 12.3.e -

	12.4		Expand general and specialized vocabulary through speaking, reading, and writing 12.4 The student will read and analyze the development of British literature 12.4.b - Recognize major literary forms and their elements. 12.4.c - Recognize the characteristics of major chronological eras.
	12.3 b, e 12.6 a, d	Unit 4 - Multiple Perspectives Unit overview	12.3.b - Use context, structure, and connotations to determine meanings of words and phrases. 12.3.e - Expand general and specialized vocabulary through speaking, reading, and writing. 12.6 - The student will develop expository and informational, analyses, and persuasive/argumentative writings.
	12.3	Beginning the Graphic Novel	12.3 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 12.3.e - Expand general and specialized vocabulary through speaking, reading, and writing.
	12.3	Framing the Narrative	12.3 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 12.3.e - Expand general and specialized vocabulary through speaking, reading, and writing.
	12.3	Angles and Perspectives	12.3 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 12.3.e - Expand general and specialized vocabulary through speaking, reading, and writing.
(Spring Break)	(Spring Break)	(Spring Break)	(Spring Break)
3/31/13	12.2 12.4h	Transitioning to a New Land	12.2 - The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. 12.2.a - Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion. 12.2.b - Determine the author's purpose and intended effect on the audience for media messages
	12.6	Choosing a Perspective	12.6 - The student will develop expository and informational, analyses, and persuasive/argumentative writings. 12.6.f - Create arguments free of errors in logic and externally supported
	12.1 a,c,f 12.7	Adapting for an Audience	12.1 - The student will make a formal oral presentation in a group or individually. 12.1.a - Choose the purpose of the presentation. 12.1.c - Use details, illustrations, statistics, comparisons, and analogies to support the presentation. 12.1.f - Collaborate and report on small group learning activities. Writing 12.7 - The student will write, revise, and edit writing. 12.7.a - Edit, proofread, and prepare writing for intended audience and purpose.

			12.7.b - Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
	12.1 12.7	Designing a Media Communication	12.1 - The student will make a formal oral presentation in a group or individually. 12.1.a - Choose the purpose of the presentation. 12.1.c - Use details, illustrations, statistics, comparisons, and analogies to support the presentation. 12.1.f - Collaborate and report on small group learning activities. Writing 12.7 - The student will write, revise, and edit writing. 12.7.a - Edit, proofread, and prepare writing for intended audience and purpose. 12.7.b - Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
	12.1	The Author's Perspective	12.1 - The student will make a formal oral presentation in a group or individually. 12.1.a - Choose the purpose of the presentation.
4/7/14	12.6 12.7	Multiple Perspectives of a Graphic Novel	12.6 - The student will develop expository and informational, analyses, and persuasive/argumentative writings. 12.6.b - Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions. 12.6.f - Create arguments free of errors in logic and externally supported. 12.7 - The student will write, revise, and edit writing. 12.7.b - Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
	12.1 12.4	Independent Reading and Discussion – Literature Circles British/Irish Poets –, Lord Byron, Keats, Yeats, Shelley, Auden, Dylan Thomas	12.1 - The student will make a formal oral presentation in a group or individually. 12.3.e - Expand general and specialized vocabulary through speaking, reading, and writing 12.4 The student will read and analyze the development of British literature 12.4.b - Recognize major literary forms and their elements. 12.4.c - Recognize the characteristics of major chronological eras.
	12.1 12.4	Exploring Critical Perspectives Literature Circles – British/Irish Poets	12.1 - The student will make a formal oral presentation in a group or individually. 12.3.e - Expand general and specialized vocabulary through speaking, reading, and writing 12.4 The student will read and analyze the development of British literature 12.4.b - Recognize major literary forms and their elements. 12.4.c - Recognize the characteristics of major chronological eras.
	12.6	Assessing Perspectives	12.6 - The student will develop expository and informational, analyses, and persuasive/argumentative writings. 12.6.f - Create arguments free of errors in logic and externally

	12.1 12.7	Embedded Assessment - Presenting Literary Work - write an analysis of a literary work using critical perspectives and present.	12.1 - The student will make a formal oral presentation in a group or individually. 12.1.a - Choose the purpose of the presentation. 12.1.d - Use media, visual literacy, and technology skills to create and support the presentation. 12.1.f - Collaborate and report on small group learning activities. Writing 12.7 - The student will write, revise, and edit writing. 12.7.a - Edit, proofread, and prepare writing for intended audience and purpose.
	12.1	Presentations of Literary Analysis	12.1 - The student will make a formal oral presentation in a group or individually. 12.1.a - Choose the purpose of the presentation. 12.1.d - Use media, visual literacy, and technology skills to create and support the presentation.
4/14/13	12.3 12.6	Unit 5 - Creating Perspective Previewing the Unit	12.3 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 12.3.b - Use context, structure, and connotations to determine meanings of words and phrases. 12.3.e - Expand general and specialized vocabulary through speaking, reading, and writing. Writing 12.6 - The student will develop expository and informational, analyses, and persuasive/argumentative writings. 12.6.a - Generate, gather, and organize ideas for writing to address a specific audience and purpose. 12.6.d - Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
	12.2 12.3 12.8	How do you get information? Analyzing the Media	12.2 - The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. 12.2.b - Determine the author's purpose and intended effect on the audience for media messages. Reading 12.3 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 12.3.e - Expand general and specialized vocabulary through speaking, reading, and writing. Research 12.8 - The student will write documented research papers. 12.8.b - Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
	12.2 12.7 12.8	Constructing Public Opinion	12.2 - The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. 12.2.b - Determine the author's purpose and intended effect on the audience for media messages. 12.7 - The student will write, revise, and edit writing. 12.7.a - Edit, proofread, and prepare writing for intended audience and purpose. Research

			12.8 - The student will write documented research papers.
	12.2 12.7 12.8	Reporting Live	12.2 - The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. 12.2.b - Determine the author's purpose and intended effect on the audience for media messages. 12.7 - The student will write, revise, and edit writing. 12.7.a - Edit, proofread, and prepare writing for intended audience and purpose. Research 12.8 - The student will write documented research papers.
	12.1 12.3 12.8	Framing the Investigation Examine critically a news event using non-fiction text	12.1 a formal oral presentation in a group or individually. 12.1.a - Choose the purpose of the presentation. 12.1.b - Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose. 12.1.d - Use media, visual literacy, and technology skills to create and support the presentation. 12.1.e - Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. 12.1.f - Collaborate and report on small group learning activities. 12.3 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 12.3.a - Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. 12.3.e - Expand general and specialized vocabulary through speaking, reading, and writing. Research 12.8 - The student will write documented research papers
4/21/14	12.3 12.8	Throwing Light	12.3 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. 12.3.a - Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. 12.3.e - Expand general and specialized vocabulary through speaking, reading, and writing. 12.8 - The student will write documented research papers
	12.2	Considering the Medium	12.2 - The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. 12.2.a - Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion. 12.2.b - Determine the author's purpose and intended effect on the audience for media messages.
	12.8	Looking for Trouble	12.8 - The student will write documented research papers. 12.8.b - Frame, analyze, and synthesize information to solve problems, answer questions,

			and generate new knowledge. 12.8.c - Critically evaluate the accuracy, quality, and validity of the information.
	12.6 12.8	Evaluating Sources	12.6The student will develop expository and informational, analyses, and persuasive/argumentative writings. 12.6.a - Generate, gather, and organize ideas for writing to address a specific audience and purpose. 12.6.b - Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions. 12.6.d - Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. 12.6.e - Use a variety of rhetorical strategies to accomplish a specific purpose. 12.6.f - Create arguments free of errors in logic and externally supported. Research 12.8 - The student will write documented research papers.
	12.5 12.6 12.7 12.8	Embedded Assessment 1 Examining How An Issue is Presented in Media Texts Write an argumentative essay asserting a critical interpretation using at least five sources.	12.5 - The student will read and analyze a variety of nonfiction texts. 12.5.b - Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge. 12.5.c - Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions. 12.5.f - Draw conclusions and make inferences on explicit and implied information using textual support. Writing 12.6 - The student will develop expository and informational, analyses, and persuasive/argumentative writings. 12.6.a - Generate, gather, and organize ideas for writing to address a specific audience and purpose. 12.6.b - Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions. 12.6.d - Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. 12.6.e - Use a variety of rhetorical strategies to accomplish a specific purpose. 12.6.f - Create arguments free of errors in logic and externally supported. 12.6.g - Revise writing for clarity of content, depth of information and technique of presentation. 12.7 - The student will write, revise, and edit writing. 12.7.a - Edit, proofread, and prepare writing for intended audience and purpose. 12.7.b - Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization. Research 12.8 - The student will write documented research papers. 12.8.b - Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge. 12.8.c - Critically evaluate the accuracy, quality, and validity of the information.

			<p>12.8.f - Revise writing for clarity, depth of information, and technique of presentation.</p> <p>12.8.g - Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.</p>
4/28/14	<p>12.4</p> <p>12.1</p> <p>12.2</p>	<p>Creating Perspectives –That Sounds Just Right</p>	<p>12.4hThe student will read and critique dramatic selections from a variety of authors.</p> <p>12.1 - The student will make a formal oral presentation in a group or individually.</p> <p>12.1 - The student will make a formal oral presentation in a group or individually. 12.1.a - Choose the purpose of the presentation.</p> <p>12.1.b - Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose.</p> <p>12.1.e - Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.</p> <p>12.1.f - Collaborate and report on small group learning activities.</p>
	<p>12.1</p> <p>12.2</p> <p>12.6</p>	<p>Facing a Jury of Your Peers</p>	<p>12.1 - The student will make a formal oral presentation in a group or individually.</p> <p>12.1.g - Evaluate formal presentations including personal, digital, visual, textual, and technological.</p> <p>12.2 - The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.</p> <p>12.2.a - Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.</p> <p>12.2.b - Determine the author’s purpose and intended effect on the audience for media messages.</p> <p>Writing</p> <p>12.6 - The student will develop expository and informational, analyses, and persuasive/argumentative writings.</p> <p>12.6.a - Generate, gather, and organize ideas for writing to address a specific audience and purpose.</p>
	<p>12.2</p>	<p>Turning Facts into Narrative</p>	<p>12.2 - The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. 12.2.b - Determine the author’s purpose and intended effect on the audience for media messages.</p>
5/5/14	<p>12.6</p> <p>12.8 b,f,g</p> <p>12.7 a,b</p>	<p>Timed Writing</p> <p>Senior Research Paper overview, MLA</p>	<p>12.6 - The student will develop expository and informational, analyses, persuasive</p> <p>12.6.a - Generate, gather, and organize ideas for writing to address a specific audience and purpose.</p> <p>12.8 - The student will write documented research papers.</p>
	<p>12.8 b,f,g</p> <p>12.7 a,b</p>	<p>Choosing a Topic</p>	<p>12.8 - The student will write documented research papers.</p>
	<p>12.8 b,f,g</p> <p>12.7 a,b</p>	<p>Brainstorming</p>	<p>12.8 - The student will write documented research papers.</p> <p>12.7 - The student will write, revise, and edit writing.</p>
	<p>12.8 b,f,g</p> <p>12.7 a,b</p>	<p>Library research</p>	<p>12.8 - The student will write documented research papers.</p>

			12.7 - The student will write, revise, and edit writing.
	12.8 b,f,g 12.7 a,b	MLA/Works Cited	12.8 - The student will write documented research papers. 12.7 - The student will write, revise, and edit writing.
5/12/14	12.8 b,f,g 12.7 a,b	Finalizing a Draft – peer editing	12.8 - The student will write documented research papers. 12.7 - The student will write, revise, and edit writing.
	12.1 12.2 12.7 12.8	Embedded Assessment 2 Creating Media Text Write a program script Outline and Draft	12.1 - The student will make a formal oral presentation in a group or individually. 12.1.a - Choose the purpose of the presentation. 12.1.d - Use media, visual literacy, and technology skills to create and support the presentation. 12.1.f - Collaborate and report on small group learning activities. 12.1.g - Evaluate formal presentations including personal, digital, visual, textual, and technological. 12.1.i - Critique effectiveness of presentations. 12.2 - The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. 12.2.a - Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion. 12.2.b - Determine the author’s purpose and intended effect on the audience for media messages. Writing 12.7 - The student will write, revise, and edit writing. 12.7.a - Edit, proofread, and prepare writing for intended audience and purpose. 12.7.b - Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization. Research 12.8 - The student will write documented research papers. 12.8.b - Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge. 12.8.f - Revise writing for clarity, depth of information, and technique of presentation. 12.8.g - Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.
	12.1 12.2	Embedded Assessment 2 Creating Media Text Peer Edit and Revise	12.1 - The student will make a formal oral presentation in a group or individually. 12.1.a - Choose the purpose of the presentation. 12.1.d - Use media, visual literacy, and technology skills to create and support the presentation. 12.1.f - Collaborate and report on small group learning activities. 12.1.g - Evaluate formal presentations including personal, digital, visual, textual, and technological. 12.1.i - Critique effectiveness of presentations. 12.2 - The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

			<p>12.7 - The student will write, revise, and edit writing.</p> <p>12.7.a - Edit, proofread, and prepare writing for intended audience and purpose.</p>
	<p>12.1</p> <p>12.2</p>	<p>Present Media Program and Reflection</p>	<p>12.1 - The student will make a formal oral presentation in a group or individually.</p> <p>12.1.a - Choose the purpose of the presentation.</p> <p>12.1.d - Use media, visual literacy, and technology skills to create and support the presentation.</p> <p>12.1.f - Collaborate and report on small group learning activities.</p> <p>12.1.g - Evaluate formal presentations including personal, digital, visual, textual, and technological.</p> <p>12.1.i - Critique effectiveness of presentations.</p> <p>12.2 - The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.</p>
	<p>12.1</p> <p>12.2</p>	<p>Present Media Program and Reflection</p>	<p>12.1 - The student will make a formal oral presentation in a group or individually.</p> <p>12.1.a - Choose the purpose of the presentation.</p> <p>12.1.d - Use media, visual literacy, and technology skills to create and support the presentation.</p> <p>12.1.f - Collaborate and report on small group learning activities.</p> <p>12.1.g - Evaluate formal presentations including personal, digital, visual, textual, and technological.</p> <p>12.1.i - Critique effectiveness of presentations.</p> <p>12.2 - The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.</p>
5/19/14			
FINAL EXAMS	FINAL EXAMS	FINAL EXAMS	FINAL EXAMS