



**\*\* English 12 Second Semester 2025 \*\***

Timeline	Unit	Standard	Student Focused Objective	Resources/ Suggested Activities
Jan 9, 2025 - March 21, 2025	Enlightenment through Romanticism	<p>Alabama Course of Study ELA (Grade 12)</p> <p><b>Reading Literature (RL)</b></p> <p><b>RL.11-12.1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly and inferences drawn.</p> <p><b>Example:</b> Students regularly use textual evidence in <i>A Modest Proposal</i>, <i>Frankenstein</i>, and Victorian/Modern short stories to develop short analytical essays and research papers (Weeks 1, 5–6, 7, etc.).</p> <p><b>RL.11-12.2:</b> Determine two or more themes and analyze their development over the course of</p>	<p>Students can...</p> <p><b>interpret and analyze</b> key ideas, themes, and central arguments in texts from the Enlightenment through Post-Modern eras, using <b>textual evidence</b> to support my conclusions.</p> <p><b>evaluate</b> how <b>literary elements</b> (e.g., characterization, setting, plot structure) and <b>techniques</b> (e.g., satire, irony, metaphor) contribute to an author’s purpose and meaning.</p> <p><b>compare and contrast</b> how authors across different literary periods—such as the Enlightenment, Romantic, Victorian, and Modern—address similar <b>themes</b> (e.g., human nature, progress, morality) or <b>issues</b> (e.g., social class, industrialization, scientific ambition).</p> <p><b>discuss and interpret</b> how <b>artwork</b> from each literary period (e.g., Joseph Wright of Derby for the Enlightenment, Pre-Raphaelite paintings for the</p>	<p>Literary Texts: Jonathan Swift, A Modest Proposal William Blake, “The Chimney Sweeper”, “The Lamb”, “The Tyger” Sonnets by Shakespeare Metaphysical Poets: Donne, et al Mary Shelley, Frankenstein Wordsworth, Coleridge, Keats, and Shelley</p> <p>Artwork: A Philosopher Giving a Lecture on the Orrery Ancient of Days and other Blake Engravings Marcus Gheeraets, The Ditchley Portrait of Queen Elizabeth I Portraits from the court of</p>



		<p>the text.</p> <p><b>Example:</b> In <i>Frankenstein</i> and Romantic poetry (Weeks 3–6), students trace themes of ambition, nature, and morality.</p> <p><b>RL.11-12.3:</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p><b>Example:</b> During the study of <i>Dr. Jekyll and Mr. Hyde</i> (Week 8), students examine Stevenson’s structure, setting, and character duality.</p> <p><b>RL.11-12.5:</b> Analyze how an author’s choices concerning structure contribute to its overall meaning.</p> <p><b>Example:</b> While reading Swift’s <i>Gulliver’s Travels</i> (Lilliput section) or Kafka’s <i>The Metamorphosis</i> (Week 9), students consider frame</p>	<p>Victorian era) <b>reflects or challenges</b> the values and themes found in corresponding texts.</p> <p><b>craft short analytical essays</b> (1–2 pages) that present a clear thesis, use <b>relevant textual evidence</b>, and demonstrate coherent organization when analyzing a specific aspect of a text (e.g., satire in Swift, Gothic elements in Stevenson).</p> <p><b>produce a 3–4 page expository research essay</b> in MLA format that synthesizes multiple primary and secondary sources, presenting a logical argument about a literary movement, author, or theme.</p> <p><b>revise</b> my writing for clarity, organization, and correctness, <b>incorporating feedback</b> from peer reviews and instructor comments to strengthen my essays.</p> <p><b>correctly cite and integrate</b> sources (literary works, scholarly articles, and art references) according to <b>MLA</b> guidelines, ensuring academic integrity and credibility.</p> <p><b>apply Standard English grammar</b>, usage, and mechanics consistently in all written assignments, using precise language and varied sentence structures.</p>	<p>Henry VIII</p>
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		<p>narrative vs. first-person structure and its effect on interpretation.</p> <p><b>Reading Informational Text (RI)</b></p> <p><b>RI.11-12.1 &amp; RI.11-12.2:</b> Cite evidence to support analysis of informational texts, determine central ideas, and summarize.</p> <p><b>Example:</b> Students conduct research using secondary sources (Weeks 11–13), evaluate credibility, and synthesize key points in annotated bibliographies.</p> <p><b>RI.11-12.7:</b> Integrate and evaluate multiple sources of information in different media or formats.</p> <p><b>Example:</b> Students compare historical/artistic context (Joseph Wright of Derby’s painting, Blake’s engravings)</p>	<p><b>expand</b> my <b>academic vocabulary</b> by reading and analyzing complex literary and informational texts from multiple periods, utilizing context clues and reference materials.</p> <p><b>participate</b> effectively in <b>collaborative discussions</b>, including Socratic seminars and peer-editing sessions, by posing and responding to relevant questions, building on others’ ideas, and articulating my perspective clearly.</p> <p><b>present</b> my <b>research findings</b> and literary interpretations in a well-structured oral presentation, using <b>visual aids</b> (e.g., slides with relevant artwork or data) that clarify my arguments and engage the audience.</p>	
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		<p>with literary works (Weeks 1–2).</p> <p><b>Writing (W)</b></p> <p><b>W.11-12.1:</b> Write arguments to support claims in an analysis of substantive topics using valid reasoning and relevant evidence.</p> <p><b>Example:</b> Short analytical essays (Weeks 1–2, 5–6, 8) and the research essay (Weeks 11–13) require argumentative structure and textual support.</p> <p><b>W.11-12.2:</b> Write informative/explanatory texts to examine and convey complex ideas and information.</p> <p><b>Example:</b> The 3–4 page research essay (Weeks 11–13) focuses on expository writing in MLA format.</p> <p><b>W.11-12.4 &amp; W.11-12.5:</b> Produce clear and coherent writing appropriate to task,</p>		
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	<p>purpose, and audience, developing and strengthening writing through revision and editing.</p> <p><b>Example:</b> Drafting and peer-review cycle (Weeks 12–13) requires students to refine organization, style, and mechanics.</p> <p><b>Speaking &amp; Listening (SL)</b></p> <p><b>SL.11-12.1:</b> Initiate and participate effectively in a range of collaborative discussions.</p> <p><b>Example:</b> Socratic seminars on <i>Frankenstein</i>, group discussions on Victorian short stories, Modernist poetry (Weeks 5–6, 7, 9–10).</p> <p><b>SL.11-12.4:</b> Present information, findings, and supporting evidence clearly and logically.</p> <p><b>Example:</b> Students present</p>		
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		<p>research findings (Week 15) and final reflections on artwork/literature connections (Weeks 14 &amp; 15).</p> <p><b>Language (L)</b></p> <p><b>L.11-12.1 &amp; L.11-12.2:</b> Demonstrate command of grammar, usage, and mechanics.</p> <p><b>Example:</b> All short essays, the research paper, and peer editing (Weeks 11–13) emphasize strong grammar and MLA conventions.</p> <p><b>L.11-12.3:</b> Apply knowledge of language to understand how language functions in different contexts.</p> <p><b>Example:</b> Discussion of Swift's satirical tone, Shakespearean or Donne's poetic language (Weeks 1–2).</p>		
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<p>March 21, 2025 - May 20, 2025</p>	<p>Victorian Period through Postmodernism</p>	<p>ACT Reading Standards</p> <p><b>Key Ideas and Details (R.1, R.2, R.3)</b></p> <p><b>R.1:</b> Students must read closely to determine central ideas or themes.</p> <p>Swift's <i>A Modest Proposal</i> (Week 1) requires identifying the satirical "proposal" and the real argument underneath.</p> <p><b>R.2:</b> Summarize and paraphrase main ideas.</p> <p>Students summarize Romantic poems or short stories (Weeks 3–4, 7) to grasp overarching themes.</p> <p><b>R.3:</b> Recognize relationships among ideas and interpret significant details.</p> <p>Analyzing character motivations and symbolic elements in <i>Dr.</i></p>	<p>Students can...</p> <p><b>interpret and analyze</b> key ideas, themes, and central arguments in texts from the Enlightenment through Post-Modern eras, using <b>textual evidence</b> to support my conclusions.</p> <p><b>evaluate</b> how <b>literary elements</b> (e.g., characterization, setting, plot structure) and <b>techniques</b> (e.g., satire, irony, metaphor) contribute to an author's purpose and meaning.</p> <p><b>compare and contrast</b> how authors across different literary periods—such as the Enlightenment, Romantic, Victorian, and Modern—address similar <b>themes</b> (e.g., human nature, progress, morality) or <b>issues</b> (e.g., social class, industrialization, scientific ambition).</p> <p><b>discuss and interpret</b> how <b>artwork</b> from each literary period (e.g., Joseph Wright of Derby for the Enlightenment, Pre-Raphaelite paintings for the Victorian era) <b>reflects or challenges</b> the values and themes found in corresponding texts.</p> <p><b>craft short analytical essays</b> (1–2 pages) that present a clear thesis, use <b>relevant textual evidence</b>, and demonstrate coherent organization when analyzing a specific aspect of a text (e.g.,</p>	<p>Literary Texts:</p> <p>Robert Louis Stevenson, <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i></p> <p>Franz Kafka, <i>The Metamorphosis</i></p> <p>DH Lawrence, "The Rocking-Horse Winner"</p> <p>T. S. Eliot "the Love Song of J. Alfred Prufrock" and "The Hollow Men"</p> <p>W.B. Yeats "The Second Coming"</p> <p>Philip Larkin "This be verse"</p> <p>Carol Ann Duffy "Valentine" "War Photographer"</p> <p>Angela Carter, "The Bloody Chamber"</p> <p>Artwork:</p> <p>John Everett Millais, <i>Ophelia</i></p> <p>Late Victorian illustrations</p> <p>John William Waterhouse, <i>The Lady of Shallott</i></p> <p>Surrealist influences: Paul Nash, et al</p>
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		<p><i>Jekyll and Mr. Hyde</i> (Week 8).</p> <p><b>Craft and Structure (R.4, R.5, R.6)</b></p> <p><b>R.4:</b> Understand the author’s purpose and perspective.</p> <p>Discussing Blake’s symbolic poetry (Week 1) or Victorian moral commentary (Week 7).</p> <p><b>R.5:</b> Analyze how an author’s word choice and structure affect meaning or tone.</p> <p>Deconstructing Swift’s irony or Mary Shelley’s epistolary framing (Weeks 1, 3–4).</p> <p><b>R.6:</b> Evaluate the use of literary devices (e.g., satire, metaphor, symbolism).</p> <p>Close reading of Shakespearean sonnets, Donne’s conceits, or Eliot’s modernist imagery (Weeks 2,</p>	<p>satire in Swift, Gothic elements in Stevenson).</p> <p><b>produce a 3–4 page expository research essay</b> in MLA format that synthesizes multiple primary and secondary sources, presenting a logical argument about a literary movement, author, or theme.</p> <p><b>revise</b> my writing for clarity, organization, and correctness, <b>incorporating feedback</b> from peer reviews and instructor comments to strengthen my essays.</p> <p><b>correctly cite</b> and <b>integrate</b> sources (literary works, scholarly articles, and art references) according to <b>MLA</b> guidelines, ensuring academic integrity and credibility.</p> <p><b>apply Standard English grammar</b>, usage, and mechanics consistently in all written assignments, using precise language and varied sentence structures.</p> <p><b>expand</b> my <b>academic vocabulary</b> by reading and analyzing complex literary and informational texts from multiple periods, utilizing context clues and reference materials.</p> <p><b>participate</b> effectively in <b>collaborative discussions</b>, including Socratic seminars and</p>	
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		<p>10).</p> <p><b>Integration of Knowledge and Ideas (R.7)</b></p> <p><b>R.7:</b> Integrate multiple sources and compare themes.</p> <p>Students connect themes across time (e.g., Enlightenment vs. Romantic) and integrate artwork analysis into literary discussions (Weeks 1–2, 3–6).</p> <hr/> <p>B. ACT Writing Standards</p> <p><b>W.1:</b> Write arguments using reasoning and evidence.</p> <p>Short analytical essays on Swift, Shelley, Stevenson (Weeks 1, 5–6, 8) require forming a clear thesis and supporting it.</p> <p><b>W.2:</b> Write</p>	<p>peer-editing sessions, by posing and responding to relevant questions, building on others' ideas, and articulating my perspective clearly.</p> <p><b>present</b> my <b>research findings</b> and literary interpretations in a well-structured oral presentation, using <b>visual aids</b> (e.g., slides with relevant artwork or data) that clarify my arguments and engage the audience.</p>	
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		<p>informative/explanatory texts.</p> <p>Students create 1–2 page analytical essays and a 3–4 page research essay focusing on literary/historical context (Weeks 11–13).</p> <p><b>W.3:</b> Employ analysis and interpretation of texts.</p> <p>Students use direct textual evidence to interpret and explain authors' themes, rhetorical strategies, or styles (all short essays).</p> <p><b>W.4:</b> Organization and coherence in writing.</p> <p>Peer-review sessions (Weeks 12–13) emphasize structure, transitions, and clarity.</p> <hr/> <p>C. ACT Language Standards</p> <p><b>Conventions of Standard</b></p>		
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		<p><b>English (L.1, L.2)</b></p> <p>Grammar, usage, and mechanics are integrated into every writing assignment, with focused revision in Weeks 12–13.</p> <p><b>Vocabulary Acquisition and Use (L.3, L.4)</b></p> <p>Students expand vocabulary through encountering complex texts (Swift, Blake, Shakespeare, Shelley, Eliot, etc.).</p> <p>Vocabulary tasks and discussions develop understanding of literary terminology (e.g., satire, conceit, metaphor).</p> <p><b>Knowledge of Language (L.5)</b></p> <p>Students analyze how language choices affect meaning and tone in poetry, satire, and gothic</p>		
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**ACADEMY**

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