

# RCHS English Department Pacing Guide for Grade 12

Updated July 2024

[VDOE English Standards of Learning 2024](#)

Note: \*\*\* Senior resumes and mock interview timing is flexible and based on collaboration with POG Team and community interview days.

	Developing Skilled Readers (DSR)	Reading and Vocabulary (RV)	Reading Literary Text (RL)	Reading Informational Text (RI)	Writing (W) and Language Usage (LU)	Communication and Multimodal Literacies (C)	Research	Assessments	Theme & Texts
	12.DSR a,b,c,d,e	12.RV.1a,b,g	12.RL.1a,b,c,d 12.RL.3a,b,c	12.RI.2 a 12.RI.3 b	12.W.1a 12.W.2 12.W.3 12.LU.1 12.LU.2b	12.C.1a 12.C.2b 12.C.3 d,e	12.R.1	<p><b>Daily Practice (recommended as bellringer)</b>  <b>Mirrors &amp; Windows Writing and Grammar Unit 2 - Lessons 5-8, pronouns</b></p> <p><b>Performance Tasks</b>            1. Project: Analyze the hero cycle and show how Beowulf fits into the heroic cycle. Use the cycle model to create a visual diagram comparing Beowulf’s journey to that of a researched modern popular hero. (ex: Harry Potter, Luke Skywalker, etc).</p>	<p><b>Historical introductions to each period found in Mirrors &amp; Windows</b>            From <i>Beowulf</i>, Differentiated Instruction workbook, pp. 4-17</p> <p>“The Pardoner’s Tale”, Differentiated Instruction workbook, pp. 21-29</p>

								<p>Present to the class.</p> <p>2. Writing: <i>Mirrors &amp; Windows</i> Writing and Grammar, Unit 1, Narrative Writing using Beowulf as a model text. Includes brainstorming, graphic organizers, drafts</p> <p>3. Persuasive Essay: Why did Merlin decide to have Arthur raised by Sir Ector instead of Igraine and Uther, the child's parents? Was this the right decision to make? Why or why not?</p> <p>Unit Test (s)</p> <p><b>Selection-Specific Vocabulary and Grammar Assessments</b></p>	<p>LeMorte d'Arthur, p. 154 (<b>Mirrors &amp; Windows</b>) <b>Note extension topics in the TE.</b></p> <p>"Elizabeth I, Queen of England" (<b>Mirrors &amp; Windows</b>)</p>
	<b>Developing Skilled Readers (DSR)</b>	<b>Reading and Vocabulary (RV)</b>	<b>Reading Literary Text (RL)</b>	<b>Reading Informational Text (RI)</b>	<b>Writing (W) and Language Usage (LU)</b>	<b>Communication and Multimodal Literacies (C)</b>	<b>Research</b>	<b>Assessments</b>	<b>Theme &amp; Texts</b>
	12.DSR a,b,c,d,e	12.RV.1a,b,g	12.RL.1a,b,c,d 12.RL.3a,b,c	12.RI.2 a 12.RI.3 b	12.W.1a 12.W.2 12.W.3 12.LU.1 12.LU.2b	12.C.1a 12.C.2b 12.C.3 d,e	12.R.1	<p><b>Daily Practice (recommended as bellringer)</b> <i>Mirrors &amp; Windows</i> <b>Writing and Grammar</b></p> <p><b>Unit 3 - Lessons 19-21, subject verb</b></p>	<p>Shakespeare "Sonnet 130" / "Sonnet 29", Differentiated Instruction workbook, pp. 40-44</p>

								<p><b>agreement</b></p> <p>Memorize and present a speech from Macbeth (Tomorrow, tomorrow, and tomorrow)</p> <p>Unit Test (s)</p>	<p><b><i>The Tragedy of Macbeth (Mirrors &amp; Windows):</i></b> Scaffold with Differentiated Instruction workbook workbook close readings and exercises.</p> <p><b>Grammar and Vocabulary associated with each selection</b></p>
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	12.DSR b,c,e	12.RV.1a,b,d	12.RL.1d 12.RL.2b,c 12.RL.3c	12.RI.1a 12.RI.2a,b	12.W.1b,c 12.W.2 12.W.3 12.LU.1 12.LU.2	12.C.1a 12.C.2 a,v-vi 12.C.3a,c,d,e	12.R.1a,b,c,g ,h	<p><b>Daily Practice (recommended as bellringer)</b> <b><i>Mirrors &amp; Windows</i></b> <b>Writing and Grammar</b></p> <p><b>Performance Tasks</b> <b>Daily Practice (recommended as bellringer)</b> <b><i>Mirrors &amp; Windows</i></b> <b>Writing and Grammar</b> <b>Unit 7 -Lessons 45-51, Punctuation and Capitalization</b> 1. Research Project - Lyric Poet Podcast or presentation which considers the</p>	<p><b>Historical introductions to each period found in Mirrors &amp; Windows</b></p> <p>Lyric/Romantic Poets (p.492 -568) "The Lamb" and "The Tyger", Differentiated Instruction workbook, pp. 97-102</p> <p>Excerpt from "A Vindication of the Rights of</p>

								biographies, historical influences, and poem analysis. TPCASTT graphic organizer	Woman”, Differentiated Instruction workbook, 105-113. Discuss the relationships between Mary Wollstonecraft, William Godwin, Mary Godwin Shelley, and Percy Bysshe Shelley
	<b>Developing Skilled Readers (DSR)</b>	<b>Reading and Vocabulary (RV)</b>	<b>Reading Literary Text (RL)</b>	<b>Reading Informational Text (RI)</b>	<b>Writing (W) and Language Usage (LU)</b>	<b>Communication and Multimodal Literacies (C)</b>	<b>Research</b>	<b>Assessments</b>	<b>Theme &amp; Texts</b>
	12.DSR a, b,c,e	12.RV.1a,b,d	12.RL.1d 12.RL.2b,c 12.RL.3c	12.RI.1a 12.RI.2a,b	12.W.1b,c 12.W.2 12.W.3 12.LU.1 12.LU.2	12.C.1a 12.C.2 a,v-vi 12.C.3a,c,d,e	12.R.1a,b,c,g ,h	<b>Daily Practice (recommended as bellringer)</b> <b><i>Mirrors &amp; Windows</i></b> <b>Writing and Grammar</b>  <b>Unit 8 - Lessons 52-58, Sentences and Paragraphs</b>  <b>Performance Task:</b> <b>Write a literary analysis. Examine modern and postmodern poetry using TPCASTT. Choose one poem to analyze in essay format, using MLA quotes and citations.</b>	Modernism and Postmodernism Poetry Differentiated Instruction workbook, pp. 124-127 “Dulce et Decorum Est” Differentiated Instruction workbook, pp. 176-182 “Do Not Go Gentle Into That Good Night”
	<b>Developing Skilled Readers (DSR)</b>	<b>Reading and Vocabulary (RV)</b>	<b>Reading Literary Text (RL)</b>	<b>Reading Informational Text (RI)</b>	<b>Writing (W) and Language Usage (LU)</b>	<b>Communication and Multimodal Literacies (C)</b>	<b>Research</b>	<b>Assessments</b>	<b>Theme &amp; Texts</b>

<p>12.DSR a, b,c,d,e</p>	<p>12.RV.1a,b,c, d</p>	<p>12.RL.1d 12.RL.2b,c 12.RL.3c</p>	<p>12.RI.1a 12.RI.2a,b</p>	<p>12.W.1b,c 12.W.2 12.W.3 12.LU.1 12.LU.2</p>	<p>12.C.1a 12.C.2 a,v-vi 12.C.3a,c,d,e</p>	<p>12.R.1 a,b,c,e,f,g,h</p>	<p><b>Daily Practice (recommended as bellringer)</b> <i>Mirrors &amp; Windows</i> <b>Writing and Grammar</b></p> <p><b>1. ***Narrative Writing, p. 89 - 100. Tell About a Person's Life. Students may write about themselves as preparation for the resumes and mock interviews.</b></p> <p><b>2.College &amp; Career Readiness: Applied Interview Worksheet (Conduct mock interviews in class.) A. College &amp; Career Readiness: Career Success Parts 1-3 Worksheets</b></p> <p><b>B.Draft a resume or revise a resume to appeal to a particular job/employer.</b></p> <p><b>C. Team with POG/Visit from CareerWorks to further discuss resume writing and offer support to students and Interview skills workshop.</b></p> <p><b>D. Senior Mock</b></p>	<p>Novel Choices and Literary Circles</p> <ul style="list-style-type: none"> <li>• Life of Pi</li> <li>• Grendel</li> </ul> <p><b>Reading journals, chapter summaries, and/or graphic organizers are recommended</b></p> <p><b>Grammar and Vocabulary associated with each selection.</b></p>
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								<b>Interviews with community leaders/Team with POG.</b>  <b>Selection-Specific Vocabulary and Grammar Assessments</b>  <b>Unit Test(s) or projects on novel study</b>	
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**English Standards of Learning for Virginia Public Schools 2024 Grade 12**

In twelfth grade, there is a sustained emphasis on reading comprehension by comparing, analyzing, and evaluating literary and informational texts. The student will examine and analyze literary texts by British authors evaluating how authors use key elements to contribute to meaning and interpreting how themes are connected across texts. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. With an explicit focus to integrate reading and writing processes, the grade-twelve student will use mentor texts as models to analyze and evaluate informational text and use the writing process to write with an emphasis on technical writing for multiple purposes and audiences to create focused, organized, and coherent writing. The student will write to a standard acceptable to both the workplace and to postsecondary education. The student will explain and analyze how media influences beliefs, interpretations, and behaviors. The student will create interactive multimodal presentations both independently and in collaborative groups. The student will produce a research product synthesizing information from primary and secondary sources while maintaining ethical and legal guidelines for gathering and using information. The student will continue to demonstrate the ability to work within diverse teams and collaborative groups.

\*The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.

**Developing Skilled and Building Reading Stamina**

**12.DSR. The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.**

- A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (**Reading Fluency, K-12**).
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (**Text Complexity, 2-12**).
- C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (**Textual Evidence, K-12**).

- D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning. (**Deep Reading on Topics to Build Knowledge and Vocabulary, K-12**).
- E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (**Reading Strategies, 3-12**).

**\*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

## **Reading and Vocabulary**

**12.RV The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.**

### **12.RV.1 Vocabulary Development and Word Analysis**

- A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
- B. Use context and sentence structure to clarify the meanings of words and phrases.
- C. Use structural analysis of roots, affixes, and etymology to understand the meanings of unfamiliar and complex words.
- D. Analyze the nuances in the meaning of words with similar denotations (e.g., assertive, aggressive, domineering).
- E. Explain and analyze idiomatic language in context.
- F. Interpret the meaning of figurative language and literary and classical allusions and analyze their role in texts.
- G. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

## **Reading Literary Text**

**12.RL. The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.**

### **12.RL.1 Key Ideas and Plot Details**

- A. Analyze the development of universal themes (e.g., loss of innocence, coming of age, relationship with nature) prevalent in British literature (e.g., short stories, poems, plays, novels, essays, and literary nonfiction) of different eras.
- B. Examine how authors structure a text and order events within it through parallel episodes, subplots, and conflicts, and explain how they create such effects as mystery, tension, or surprise.
- C. Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.
- D. Analyze and evaluate how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures.

### **12.RL.2 Craft and Style**

- A. Evaluate how the use of figurative language in poetry and prose contributes to the reader's understanding of the subject, form, mood, and theme.
- B. Interpret and analyze how authors create intended effects using diction and impact the tone and mood of the story, play, or poem.
- C. Evaluate the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied.

### **12.RL.3 Integration of Concepts**

- A. Compare and contrast traditional and contemporary texts that draw on similar themes, patterns of events, or character types with an emphasis on poetry, from various cultures.
- B. Compare and contrast the development of a universal theme over the course of two or more literary works including how each theme emerges and is shaped and refined by specific details.
- C. Analyze how authors' attitudes, viewpoints, and beliefs reflect larger historical, social, or cultural contexts.

### **Reading Informational Text**

**12.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.**

#### **12.RI.1 Key Ideas and Confirming Details**

- A. Interpret and complete an application for employment or college admission, and summarize the intent, main ideas, and purpose of the workplace or technical documents.
- B. Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including how the structure advances their point of view.
- C. Analyze the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false premises or unsupported claims.

#### **12.RI.2 Craft and Style**

- A. Analyze text structures to discern how they affect the meaning and message of informational and technical writing and how their text structures differ from those in narrative texts.
- B. Analyze the cumulative impact of specific word choices on meaning, author's attitude toward the subject, and mood.

#### **12.RI.3 Integration of Concepts**

- A. Evaluate texts with differing points of view on the same or similar events or issues by assessing claims, reasoning, evidence, and connections to other works or historical events.
- B. Analyze how the author organizes an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### **Writing**

**12.W. The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.**

#### **12.W.1 Modes and Purposes for Writing**

- A. Write extended pieces that:
  - i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.



- ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.
  - iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
  - iv. Provide a concluding section that follows from the information or explanation presented.
- B. Write technical pieces that:
- i. Describe personal qualifications for potential occupational or educational opportunities.
  - ii. Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
  - iii. Generate technical writing (e.g., job description, questionnaire, job application, or business communication) that clearly address specific audiences with identified purposes.
- C. Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

### **12.W.2 Organization and Composition**

- A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
- i. Composing a thesis statement that clearly communicates the writer's position or assertion.
  - ii. Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
  - iii. Selecting appropriate evidence from multiple texts to clarify ideas, illustrate a counterargument, and/or strengthen a thesis in writing.
  - iv. Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.
  - v. Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.
  - vi. Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.

### **12.W.3 Usage and Mechanics**

- A. Revise writing for clarity of content, accuracy, and depth of information.
- B. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
- C. Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
- D. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

## **Language Usage**

**12.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.**

### **12.LU.1 Grammar**

- A. Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

### **12.LU.2 Mechanics**

- A. Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations in writing.
- B. Spell correctly, consulting reference materials to check as needed.

## **Communication and Multimodal Literacies**

**12.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

### **12.C.1 Communication, Listening, and Collaboration**

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:
  - i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.
  - ii. Responding thoughtfully and tactfully with evidence to diverse perspectives.
  - iii. Summarizing points of agreement and disagreement.
  - iv. Selecting and applying multimodal tools to design and develop presentation content appropriate for topic and purpose.
  - v. Evaluating the content of presentations, including introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.
  - vi. Using reflection to evaluate one's own role in the group process in small group activities.

### **12.C.2 Speaking and Presentation of Ideas**

- A. Report orally on a topic or text or present an opinion. This includes:
  - i. Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
  - ii. Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting.
  - iii. Incorporating various rhetorical devices to enhance purpose and strengthening clarity of ideas.
  - iv. Anticipating and addressing alternative or opposing perspectives and counterclaims and rebuttals, as appropriate.
  - v. Monitoring audience engagement effectively and adjusting delivery accordingly during presentations.
  - vi. Evaluating the content and effectiveness of one's presentations, including the introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion.
- B. Memorize and recite an excerpt or monologue from a dramatic work portraying the emotions and motivations of the character through voice and body language that conveys the intended tone and mood of the selection.

### **12.C.3 Integrating Multimodal Literacies**

- A. Create and deliver planned, multimodal, interactive presentations collaboratively and individually for a variety of purposes and audiences.
- B. Examine multimodal sources' claims, arguments, ideas, and any point of personal bias by evaluating them for reliability and relevance to serve as credible supporting evidence.
- C. Synthesize multiple streams of information on the same or similar topic to create a summary or formulate a position.
- D. Organize information to create media messages with visual, audio, and graphic components to convey meaning.
- E. Provide appropriate citation of all content from external sources.

#### **12.C.4 Examining Media Messages**

- A. Defend hypotheses about an author's underlying values, viewpoints, and purposes and reflect on how they shape the content.
- B. Analyze and critique the effectiveness of media messages by evaluating the purpose, evidence, and clarity for specific purposes with targeted audiences.
- C. Analyze and evaluate how the media's use of symbolism, imagery, metaphor, and bias impacts the message.
- D. Explain and analyze how values and viewpoints are included or excluded and how media influences beliefs, interpretations, and behaviors.
- E. Analyze media to determine the cause-and-effect relationship(s) between media coverage and public opinion trends.

#### **Research**

**12.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.**

#### **12.R.1 Evaluation and Synthesis of Information**

- A. Formulate and revise questions about a research topic broadening or narrowing the inquiry as necessary.
- B. Gather and organize information from various sources.
- C. Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations; that includes identifying the main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.
- D. Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.
- E. Create research products aligned with the demands of the reading and writing standards.
- F. Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).
- G. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- H. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.