

CURRICULUM MAP

Course: English 4	Grade Level: 12	Date: June 25, 2018
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Month/ Quarter/ Grading Per.	Missouri Learning Standard or National Standard	Content	Skills	Activities	Assessments
		Essential concepts/key content; what we want students to know (noun) ESSENTIAL QUESTIONS	Key abilities and processes related to specific content; what students should be able to do (verb)	Sample of the types of learning that occur during the timeframe; how skills and knowledge are acquired	Products or performances that demonstrate student learning
First Quarter Unit One (August) Narrative Writing	RLT 1.A RLT 1.B RLT 2..A RLT 2. B RLT 2. C RLT 2. D W 2. A W 2. A	How does an author develop the point of view of the narrator or speaker in a text? Why is active voice better to use than passive voice? How do writers use mentor texts? <u>Essential Vocabulary</u> Analyze, reading strategy, point of view, narrative, coherent, plot elements (exposition, rising action, climax, falling action, rising action), active voice, passive voice, sentence structure	<ol style="list-style-type: none"> 1. Read published authors, notice their craft, analyze text, and recognize poignant moments in the text. 2. Identify point of view in a story. 3. Write personal narratives about real life experiences focused on small moments with supporting details. 4. Use narrative techniques to develop experience and events. 5. Use descriptive words and phrases that create a vivid picture. 6. Understand and use correct verb tense. 7. Use active and passive voice correctly. 8. Use appropriate grammar and sentence structure. 9. Use spelling, punctuation and capitalization correctly. 	<ul style="list-style-type: none"> • Generate writing ideas based upon experiences • Learn techniques from authors (mentor text) and apply it to writing • “This is What it Means to Say Phoenix, Arizona” by Sherman Alexie (p. 319) • “Because My Father Always Said He Was the Only Indian Who Saw Jimi Hendrix...” by Sherman Alexie (handout) • “Once Upon a Time” by Nadine Gordimer (p. 151) • “Soundtrack” by Lisa Groen Braner (handout) 	Discussion questions Pop Up Debate 100-Word Story Six-Word Memoir Soundtrack of My Life Autobiography Project
First Quarter Unit Two (September) Dystopian Literature	RLT 1.A RLT 1.B RLT 1. D RLT 2. B RLT 2. C RLT 2. D RLT 3. B	What strategies do readers use? How do readers know they have a clear understanding of the text? What are the characteristics of a dystopian society?	<ol style="list-style-type: none"> 1. Recognize theme. 2. Analyze plot. 3. Read and annotate text. 4. Identify various forms of figurative language. 5. Analyze word choice. 6. Determine word meaning. 7. Cite strong and thorough 	<ul style="list-style-type: none"> • <i>The Machine Stops</i> by E.M.Forster (handout) • <i>Anthem</i> by Ayn Rand • Think, pair, share • Group discussion 	Graphic organizer Constructed response review questions Annotation notes Exit slip

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	RLT 3. C SL 1.A	<p>Essential concepts/key content; what we want students to know (noun) ESSENTIAL QUESTIONS</p> <p>How do I know and explain the author's purpose?</p> <p>What makes collaboration meaningful?</p> <p>Why do the rules of language matter?</p> <p>How do writers integrate quotations of text in a constructed response?</p> <p>Essential Vocabulary Annotate, theme, central idea, summary, objective, figurative language, denotative meaning, connotative meaning, syntax, tone, nuance, hyperbole, paradox, hyphen, colon, semi colon, objectivism, collectivism, egoism, propaganda</p>	<p>textual evidence.</p> <p>8. Participate in collaborative discussions.</p> <p>9. Use standard English grammar and usage when writing or speaking.</p> <p>10. Use correct capitalization, punctuation and spelling.</p>	<p>Sample of the types of learning that occur during the timeframe; how skills and knowledge are acquired</p>	<p>Products or performances that demonstrate student learning</p> <p>Quizzes</p> <p>Unit test</p>
<p>Second Quarter</p> <p>Unit Three (October)</p> <p>Career Preparation</p>	<p>W 2. A W 3. A SL 2. A</p>	<p>What is a résumé?</p> <p>What is the best type of résumé?</p> <p>What is a cover letter?</p> <p>How do I prepare for a job interview?</p> <p>Why do the rules of language matter?</p> <p>Essential Vocabulary Résumé, cover letter, job interview, collaboration, interpersonal skills, work ethic, analytical, detail oriented, references</p>	<ol style="list-style-type: none"> Participate in a job search process. Create a functional résumé. Write an e-mail message correctly. Write a cover letter. Use standard English grammar and usage when writing or speaking. Use correct capitalization, punctuation and spelling. Participate in a mock job interview. Write and send a thank you note. 	<ul style="list-style-type: none"> Career Directions seminar provided by the National Guard Career information (www.mymcpl.com) online resources for business communication Résumé Cover letter Mock job interview Thank you letter 	<p>Résumé rubric</p> <p>Cover Letter rubric</p> <p>Mock Job Interview rubric</p>

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<p>Second Quarter</p> <p>Unit Four (October and November)</p> <p>Nonfiction</p>	<p>RIT 1. A RIT 1.B RIT 1. D RIT 2. A RIT 2. B RIT 2. C RIT 2. D RIT 3. C</p> <p>SL 1. A</p>	<p>Essential concepts/key content; what we want students to know (noun) ESSENTIAL QUESTIONS</p> <p>What strategies do readers use?</p> <p>How do readers know they have a clear understanding of the text?</p> <p>How do readers know and explain the author’s purpose?</p> <p>What is a close read?</p> <p>What reading strategies help readers understand difficult texts?</p> <p>What is textual evidence and how does a reader use textual evidence to reach a logical conclusion?</p> <p>What makes a sound argument?</p> <p>Essential Vocabulary Textual evidence, inference, logical conclusion, explicit questions, advocacy, satire, sarcasm, verbal irony, situational irony, dramatic irony, logical appeal, emotional appeal, ethical appeal, rhetorical devices, altruism, logical fallacy, ambiguity, paraphrase, inference, analyze, overstatement, understatement, logos, pathos, ethos, Machiavellian, Socratic seminar</p>	<p>Key abilities and processes related to specific content; what students should be able to do (verb)</p> <ol style="list-style-type: none"> 1. Identify author’s purpose. 2. Recognize satire and how it is used to bring about social change. 3. Recognize sarcasm. 4. Identify proposition and support. 5. Recognize persuasive techniques. 6. Analyze an argument. 7. Use textual evidence to support analysis. 8. Explore the key idea of power. 	<p>Sample of the types of learning that occur during the timeframe; how skills and knowledge are acquired</p> <ul style="list-style-type: none"> • “Singer Solution to World Poverty” by Peter Singer (p. 1045) • “A Modest Proposal” by Jonathan Swift (handout) • Canned food drive for Community Services League • From <i>The Prince</i> by Niccolo Machiavelli (handout) • Qualities of a good and effective leader 	<p>Products or performances that demonstrate student learning</p> <p>Graphic organizers</p> <p>Pop Up Debate</p> <p>Constructed response review questions</p> <p>Socratic seminar</p> <p>Quizzes</p> <p>Unit Test</p>
<p>Second Quarter</p> <p>Unit Five (November and December)</p>	<p>RLT 1.A RLT 1.B RLT 2..A RLT 2. C</p>	<p>What influence does historical and cultural context have on a writer?</p>	<ol style="list-style-type: none"> 1. Analyze and evaluate the historical period and culture in which the play was written and the enduring qualities that 	<ul style="list-style-type: none"> • <i>The Tragedy of Macbeth</i> by William Shakespeare • Writing to analyze and interpret • Think, Pair, Share 	<p>Graphic organizers</p> <p>Pop Up Debate</p> <p>Constructed response</p>

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<p>British Literature</p> <p>Shakespearean Drama</p>	<p>RLT 2. D RLT 3. C</p> <p>W 2. A W 3. A</p>	<p>Essential concepts/key content; what we want students to know (noun)</p> <p>ESSENTIAL QUESTIONS</p> <p>What impact do the author’s choices have on the overall structure of a drama?</p> <p>What strategies are used to comprehend complex texts?</p> <p>What are the characteristics of a tragedy?</p> <p>Essential Vocabulary Tragedy, tragic hero, tragic flaw, theme, blank verse, dialogue, stage directions, soliloquy, aside, irony, foreshadowing, iambic pentameter, tone, mood, paradox</p>	<p>Key abilities and processes related to specific content; what students should be able to do (verb)</p> <p>make it relevant today.</p> <ol style="list-style-type: none"> Identify elements of drama. Identify central idea, theme and characterization. Define and develop vocabulary using context clues and glossary. Draw conclusions about character and identify Macbeth’s attributes as a leader. Explore the key themes in the play and compare those ideas to what Niccolo Machiavelli writes in <i>The Prince</i>. Comprehend the plot of Macbeth and identify dramatic irony. Discuss key quotes analytically. 	<p>Sample of the types of learning that occur during the timeframe; how skills and knowledge are acquired</p> <ul style="list-style-type: none"> Group discussion Summarize and paraphrase Chart the key characteristics of Macbeth and Lady Macbeth Argumentative essay Review game 	<p>Products or performances that demonstrate student learning</p> <p>review questions</p> <p>Exit Slip</p> <p>Quizzes</p> <p>Unit Test with essay</p>
<p>Third Quarter</p> <p>Unit Six (January and February)</p> <p>Victorian Era</p>	<p>RLT 1.A RLT 1.B RLT 1. D RLT 2..A RLT 2. B RLT 2. C RLT 2. D RLT 3. A RLT 3. B RLT 3. C</p> <p>W 1. A W 3. A</p> <p>SL 2. A SL 2. B SL 2. C</p>	<p>Why is it important to be a savvy consumer?</p> <p>How does an author’s choice in words and phrases impact the development of the story?</p> <p>How do readers identify and analyze theme in a text?</p> <p>How does an author use figurative language?</p> <p>Essential Vocabulary Theme, simile, metaphor, repetition, alliteration, consonance, satire, irony, seriousness, triviality, respectability, credentials</p>	<ol style="list-style-type: none"> Compose a letter of complaint as instructed in the Consumer Action Handbook. Interpret and identify multiple themes in a story and support those ideas with textual evidence. Determine the meaning of words and phrases as they are used in the text. Develop critical reading, critical thinking, discussion, listening and team-building skills. Research the lives of Victorian England and create a Google slide show to present to the class. 	<ul style="list-style-type: none"> Complaint Letter “The Rocking Horse Winner” by D. H. Lawrence (handout) Theme project with Google Slides “The Yellow Wallpaper” by Charlotte Perkins Gilman (p. 660) Victorian Era Research Project Google Slide presentation <i>The Importance of Being Earnest</i> by Oscar Wilde Group discussion Think, Pair, Share 	<p>Business letter rubric</p> <p>Slideshow rubric</p> <p>Presentation rubric</p> <p>Pop Up Debate</p> <p>Constructed response review questions</p> <p>Unit Pretest</p> <p>Source Cards</p> <p>Quizzes</p> <p>Entrance/Exit Slips</p>

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<p>Third Quarter Unit Seven (March) Research paper</p>	<p>W 1. A W 2. A W 3. A</p>	<p>What is the purpose for writing and how is an argument developed?</p> <p>How do writers compose an argumentative essay?</p> <p>What are the stages of a writing process?</p> <p>How does someone conduct research?</p> <p><u>Essential Vocabulary</u> Theme, claim, counterclaim, elaboration, organization, unity, coherence, transitions, voice, sentence fluency, direct quotations integrated quotations, peer reviewed sources, data bases, internal documentation, works cited, bibliography, sentence structure (simple, compound, complex, compound-complex)</p>	<p>6. Discuss conflict, symbolism and theme (how it relates to the Victorian values and expectations for women).</p> <p>1. Identify a problem facing society today and devise a solution to that problem with thorough research. 2. Create an outline. 3. Gather information from multiple sources. 4. Work with peers in collaborative discussions. 5. Write a paper that expresses ideas thoughtfully. 6. Review, revise and edit writing. 7. Use standard English grammar and usage when writing or speaking. 8. Use correct capitalization, punctuation and spelling. 9. Revise for unity and coherence.</p>	<ul style="list-style-type: none"> • Letter of proposal • Problem and solution research paper • Works cited page 	<p>Unit Summative Test</p> <p>Writing process checkpoints and deadlines</p> <p>Research Writing Rubric</p>
<p>Third Quarter- Fourth Quarter Unit Eight (April and May) Novel</p>	<p>RLT 1.A RLT 1.B RLT 1. D RLT 2..A RLT 2. B RLT 2. C RLT 2. D RLT 3. B RLT 3. C RLT 3. D</p>	<p>What reading strategies are necessary to comprehend and evaluate a novel?</p> <p>How do I participate in collaborative discussions?</p> <p>How do I create questions and locate key textual evidence?</p>	<p>1. Apply reading strategies. 2. Analyze characterization to make informed predictions. 3. Analyze characters and their relationships with each other to demonstrate understanding of cause and effect. 4. Make inferences about character and evaluate characters' decisions.</p>	<p>(Choice of Novels)</p> <ul style="list-style-type: none"> • <i>Lord of the Flies</i> by William Golding • <i>Into the Wild</i> by Jon Krakauer • <i>A Walk Across America</i> by Peter Jenkins • <i>On the Road</i> by Jack Kerouac • Character analysis 	<p>Graphic organizers</p> <p>CommonLit assignments</p> <p>Pop Up Debate</p> <p>Constructed response review questions</p> <p>Exit Slip</p>

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Personal Narrative Portfolio	RIT 3. B RIT 3. D W 2. A W 3. A SL 1. A	What is an individual's responsibility to community? How do society's views and stereotypes influence a person? <u>Essential Vocabulary</u> Decoding, inference, symbolism, allegory, irony, parallelism, perspective	5. Discuss and evaluate the main characters and situations the characters find themselves in. 6. Gather vocabulary knowledge independently. 7. Engage in thoughtful discussions. 8. Produce clear and coherent writing.	<ul style="list-style-type: none"> • "This I Believe" essays (www.thisibelieve.org) • Personal Narrative Portfolio 	Quizzes Character analysis Summative Test Personal Narrative Portfolio project

Resources

1. *Legacies: Fiction, Poetry, Drama and Nonfiction* by Jan Zlotnik and Lynne Crockett, Wadsworth Cengage Learning, copyright 2013
2. *Elements of Literature sixth course: Literature of Britain with World Classics* by Holt, Rinehart and Winston, copyright 2000
3. *Literature: British Literature Grade 12* by Holt McDougal, Houghton Mifflin Harcourt publishers, copyright 2012
4. *Language Network: Grammar, Writing, and Communication* by McDougal Littell, copyright 2001
5. *Write Like This: Teaching Real-World Writing Through Modeling and Mentor Texts* by Kelly Gallagher, Stenhouse Publisher, copyright 2011
6. *Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School* by Matt Copeland, Stenhouse Publishers, copyright 2005
7. *Lord of the Flies: Teaching Success Guide for the Advanced Placement Classroom* by Timothy J. Duggan, Ed. D, Prufrock Press Inc., copyright 2013
8. **CommonLit: Free Reading Passages and Literacy Resources** at www.commonlit.org
9. Consumer Action Handbook, www.USA.gov , Pueblo, CO
10. *Anthem* by Ayn Rand
11. *Lord of the Flies* by William Golding
12. *Into the Wild* by Jon Krakauer
13. *A Walk Across America* by Peter Jenkins
14. *On the Road* by Jack Kerouac