## ENGLISH IV-Grade 12

### CURRICULUM MAP

<table>
<thead>
<tr>
<th>English 1: Literary Genres</th>
<th>English 2: American Literature</th>
<th>English 3: British Literature</th>
<th>English 4: World Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading:</strong></td>
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<tr>
<td>Night</td>
<td>The Crucible</td>
<td>Beowulf</td>
<td>Hamlet</td>
</tr>
<tr>
<td>Romeo and Juliet</td>
<td>Fever</td>
<td>Macbeth</td>
<td>Personal statement</td>
</tr>
<tr>
<td>Poetry unit</td>
<td>Independent reading selection</td>
<td>Animal Farm</td>
<td>Anthem</td>
</tr>
<tr>
<td>Short Story unit</td>
<td>Of Mice and Men</td>
<td>On Demand Writing unit</td>
<td>Little Prince</td>
</tr>
<tr>
<td>Reading strategies</td>
<td>Reading strategies</td>
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<tr>
<td>Critical reading skills</td>
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<td>Critical reading skills</td>
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<tr>
<td>Vocabulary acquisition</td>
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<tr>
<td><strong>Writing:</strong></td>
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<tr>
<td>Writing process</td>
<td>Analytical writing skills</td>
<td>Analytical writing skills</td>
<td>Analytical writing skills</td>
</tr>
<tr>
<td>Grammar skills</td>
<td></td>
<td>Resume writing</td>
<td>Personal essay writing</td>
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</table>

- Reading strategies
- Critical reading skills
- Vocabulary acquisition
- Writing process
- Grammar skills
Essential Question: How is the thought process in decision making reflected in the play?

Assessments

Summative Assessment:
- In writing, students will reflect on decision making consequences?

Continuous Assessments:
- Students will demonstrate prior knowledge and zone of proximal development

Guiding Questions:
- How can a critical analysis of literature offer us unique insight into how we understand the process of decision making and its consequences?
- How can a critical analysis of literature enable us to determine the author’s deeper, intended meaning?

Suggested Materials:
- Class set of William Shakespeare’s play, *Hamlet*
- Supplemental audio/visual/media
- Ancillary Materials / Graphic Organizers

- Students will demonstrate understanding and analysis of literary elements and author’s craft through oral and written responses
- Students will demonstrate making connections between the text and broader world applications
- Students will demonstrate the ability to: read critically, find underlying meaning, and interpret the various, intended messages behind the author’s words.
- Students will demonstrate understanding of the writing craft including ideas, organization, voice, word choice, sentence fluency, and conventions
- Students will demonstrate citing information in oral and written responses
- Students will demonstrate the ability to listen and respond to others
- Students will demonstrate the ability to lead discussion and take responsibility of independent work
- Students will demonstrate continuous participation and preparation

<table>
<thead>
<tr>
<th>Knowledge/Skills:</th>
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<tbody>
<tr>
<td>How does the author go about conveying his message in a creative and powerful way?</td>
</tr>
<tr>
<td>How can the interpretation of characters’ behaviors be applied to the people we meet?</td>
</tr>
<tr>
<td>How can your writing communicate ideas and deepen understanding when responding to literature?</td>
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</table>

**Knowledge/Skills (continued):**

- Explore and share thoughts, observations and impressions by analyzing a condition of significance and using a range of elaboration

**Exemplars and Rubrics**

**Suggested Instructional Strategies/Scaffolds:**
- Cooperative learning
- Graphic organizers
- Pre-assessment test and tools
- Modeling
- Mini-lessons
- Annotations
- Think alouds/read alouds
- Student/teacher conferencing
- Think/pair/share
- Note-taking
- Independent and group work/projects
- Socratic seminars or scored discussions

**Rituals and Routines:**
- Differentiated instruction
- Student behavior expectations
- Academic expectations
techniques (i.e., questioning, comparing, connecting, interpreting, analyzing) to establish a focus (W-12-14.1-4)

- Support conclusions with text references and appropriate key ideas written and orally (W-12-3.3, W-12-2.1, W-12-6.5, R-12-6.1)
- Apply the writing process to a response to literature (W-12-10)
- Demonstrate proper use of voice and conventions in writing a response to literature (W-12-7.5, W-12-7.4, W-12-9.1-5)
- Demonstrate the habit of writing extensively by writing with frequency (in and out of school), sharing thoughts, observations, or impressions, and generating topics for writing (W-12-11.1-3)
- Make connections about what has been read (plot/ideas/concepts) to prior knowledge and personal ideas, as well as the broader world of ideas by referring to and explaining relevant ideas, themes, and motifs, potentially leading to new perspectives or insights (W-12-2.3, W-12-14.5-6)
- Make and support analytical judgments about the text by establishing an interpretive claim/assertion, making inferences about characters, theme, point of view and author’s style, and using specific details and references to the text as support (W-12-3.1-3)

Possible Applications:
- Class discussions
- Socratic seminars / Scored discussions
- Reading logs
- Journal entries
- Reading quizzes
- Quote analysis
- Homework assignments
- Independent and group work
- Independent and group projects
- Annotations (formal and informal)
| ➢ Presentations (formal and informal) |
**Essential Question:** How do the people and events in our lives shape us?

**Assessments**

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<thead>
<tr>
<th>Summative Assessment:</th>
<th>Continuous Assessments:</th>
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<tr>
<td>In writing, students will relate and reflect based on a person or event in their lives.</td>
<td>Students will demonstrate prior knowledge and zone of proximal development</td>
</tr>
<tr>
<td><strong>Guiding Questions:</strong></td>
<td>Students will demonstrate understanding of the writing craft including ideas, organization, voice, word choice, sentence fluency, and conventions</td>
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<tr>
<td>- How can self reflection offer us unique insight into how we perceive the world around us?</td>
<td>Students will demonstrate the ability to listen and respond to others</td>
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<tr>
<td>- How can we, as writers, produce writing that conveys a deeper meaning and purpose to our stories?</td>
<td>Students will demonstrate continuous participation and preparation</td>
</tr>
<tr>
<td>- How do we, as authors, go about conveying a message in a creative and powerful way?</td>
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**Student Understandings**

<table>
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<th>Knowledge/Skills:</th>
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<tr>
<td>- Participate in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence (R-12-17.2, OC-12-1.4)</td>
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<td>- Understand vocabulary in context, as well as in relation to word origin/translation (i.e. connotation) (R-12-3.1-2)</td>
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<tr>
<td>- Establishes a coherent story line that addresses the prompt (W-12-4.1)</td>
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<td>- Establishes context, character motivation, problem/conflict/challenge and resolution, setting, and point of view. (W-12-4.2)</td>
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<tr>
<td>- Uses a variety of effective literary devices such as flashback, foreshadowing, figurative language, imagery, relevant and descriptive language to enhance story line/plot. (W-12-4. 3, 4; W-12- 5.1, 5.6)</td>
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<tr>
<td>- Applies narrative strategies such as dialogue, action, diction to establish voice. (W-12-5.2, 3, 4)</td>
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<tr>
<td>- Maintains focus/theme. (W-12-4.5, 5.5)</td>
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**Instructional Plan**

<table>
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<th>Suggested Materials:</th>
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<tr>
<td>- Supplemental audio/visual/media</td>
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<td>- Ancillary Materials /Graphic Organizers</td>
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<td>- Exemplars and Rubrics</td>
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**Suggested Instructional Strategies/Scaffolds:**

<table>
<thead>
<tr>
<th>Graphic organizers</th>
<th>Modeling</th>
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<tbody>
<tr>
<td>Mini-lessons</td>
<td>Student/teacher conferencing</td>
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<tr>
<td>Think/pair/share</td>
<td>Independent work</td>
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**Rituals and Routines:**

<table>
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<tr>
<th>Differentiated instruction</th>
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<tr>
<td>Academic expectations</td>
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</table>
- Uses an organizational structure that allows for a progression of ideas to develop. (W-12-1.1-4, 3.4; W-10-4.6; W-12-14.3, 5)
- Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not interfere with meaning. (W-12-9.1-5)
- The response includes an opening, body, and closure.
- Explore and share thoughts, observations and impressions by analyzing a condition of significance and using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing) to establish a focus (W-12-14.1-4)
- Support conclusions with text references and appropriate key ideas written and orally (W-12-3.3, W-12-2.1, W-12-6.5, R-12-6.1)
- Apply the writing process to a response to literature (W-12-10)
- Demonstrate proper use of voice and conventions in writing a response to literature (W-12-7.5, W-12-7.4, W-12-9.1-5)
- Demonstrate the habit of writing extensively by writing with frequency (in and out of school), sharing thoughts, observations, or impressions, and generating topics for writing (W-12-11.1-3)
- Make connections about what has been read (plot/ideas/concepts) to prior knowledge and personal ideas, as well as the broader world of ideas by referring to and explaining relevant ideas, themes, and motifs, potentially leading to new perspectives or insights (W-12-2.3, W-12-14.5-6)
- Make and support analytical judgments about the text by establishing an interpretive claim/assertion, making inferences about characters, theme, point of view and author’s style, and using specific details and references to the text as support (W-12-3.1-3)
- Generate questions and personal responses (text-to-text, text-to-self, and text-to-world) before, during, and after reading to enhance understanding and/or gain new information relating to the text, literary elements and devices, and author’s style and purpose (R-12-4.3, R-12-6.1, R-12-16.1-2, R-12-13)

**Possible Applications:**

- Homework assignment
- Independent work
- In-class writing workshops
Curriculum Planning - Grade 12: *Anthem* Unit  

**Essential Question:** How do authors convey their ideologies in literature?

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<tr>
<th>Assessments</th>
<th>Student Understandings</th>
<th>Instructional Plan</th>
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</table>
| **Summative Assessment:**  
- Students will generate a narrative response which reflects Ayn Rand’s philosophical views of society.  
- Students will demonstrate prior knowledge and zone of proximal development  
- Students will demonstrate understanding and analysis of literary elements and author’s craft through oral and written responses  
- Students will demonstrate making connections between the text and broader world applications  
- Students will demonstrate understanding of the writing craft including ideas, organization, voice, word choice, sentence fluency, and conventions  
- Students will demonstrate citing information in oral and written responses  
- Students will demonstrate the ability to listen and respond to others  
- Students will demonstrate the ability to lead discussion and take responsibility of independent work | **Guiding Questions:**  
- How can a critical analysis of literature offer us unique insight into how we perceive the world around, as well as how we perceive ourselves?  
- How does the author go about conveying her message in a creative and powerful way?  
- How can the study of themes and values in texts prepare one for responsible participation in society?  
- How can writing communicate ideas and deepen understanding when responding to literature?  
- Demonstrate initial understanding of literary text by making logical predictions about characters, problems/solutions, plots/subplots, and relationships (R-12-5.1-3, R-12-4.1)  
- Generate questions before, during, and after reading to enhance/expand understanding (R-12-4.3)  
- Demonstrate knowledge of author’s style or use of literary elements in relation to author’s purpose (R-12-5.4-5)  
- Generate questions and personal responses (text-to-text, text-to-self, and text-to-world) before, during, and after reading to enhance understanding and/or gain new information relating to the text, literary elements and devices, and author’s style and purpose (R-12-4.3, R-12-6.1, R-12-16.1-2, R-12-13) | **Suggested Materials:**  
- Class set of Ayn Rand’s novella, *Anthem*  
- Ancillary Materials / Graphic Organizers  
  - Concepts Defined - i.e., Socialism, Egoism, Collectivism, Conformity, Self-Actualization  
- Exemplars and Rubrics  
- **Suggested Instructional Strategies/Scaffolds:**  
  - Cooperative learning  
  - Graphic organizers  
  - Pre-assessment test and tools  
  - Modeling  
  - Mini-lessons  
  - Note-taking and annotations  
  - Think alouds/read alouds  
  - Student/teacher conferencing  
  - Think/pair/share  
  - Note-taking  
  - Independent and group work/projects  
  - Socratic seminars or scored discussions  
| **Continuous Assessments:**  
- Students will demonstrate prior knowledge and zone of proximal development  
- Students will demonstrate understanding and analysis of literary elements and author’s craft through oral and written responses  
- Students will demonstrate making connections between the text and broader world applications  
- Students will demonstrate understanding of the writing craft including ideas, organization, voice, word choice, sentence fluency, and conventions  
- Students will demonstrate citing information in oral and written responses  
- Students will demonstrate the ability to listen and respond to others  
- Students will demonstrate the ability to lead discussion and take responsibility of independent work  

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Rituals and Routines:  
- Differentiated instruction  
- Student behavior expectations  
- Academic expectations
- Students will demonstrate continual participation and preparation

- Participate in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence (R-12-17.2, OC-12-1.4)
- Demonstrate ability to monitor comprehension and read critically through techniques such as annotating (R-12-12.1)
- Understand vocabulary in context (R-12-3.2)

Knowledge/Skills (continued):
- Explore and share thoughts, observations and impressions by using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing) to establish a focus (W-12-14.4)
- Support conclusions with text references and appropriate key ideas written and orally (W-12-3.3, W-12-2.1, W-12-6.5, R-12-6.1)
- Apply the writing process to a response to literature (W-12-10)
- Use MLA format and formal writing guidelines in a response to literature (W-12-6.5)
- Demonstrate proper use of voice and conventions in writing a response to literature (W-12-7.5, W-12-7.4, W-12-9.1-5)
- Demonstrate the habit of writing extensively by writing with frequency (in and out of school), sharing thoughts, observations, or impressions, and generating topics for writing (W-12-11.1-3)
- Make connections about what has been read (plot/ideas/concepts) to prior knowledge and personal ideas, as well as the broader world of ideas by referring to and explaining relevant ideas, themes, and motifs, potentially leading to new perspectives or insights (W-12-2.3, W-12-14.6)
- Make and support analytical judgments about the text by establishing an interpretive claim/ assertion, making inferences about
characters, theme, point of view and author’s style, and using specific details and references to the text as support (W-12-3.1-3)

Possible Applications:
- Class discussions
- Socratic seminars / Scored discussions
- Reading logs
- Journal entries
- Reading quizzes
- Quote analysis
- Homework assignments
- Independent and group work
- Independent and group projects
- Annotations (formal and informal)
- Presentations (formal and informal) - i.e., a speech encouraging others to join Prometheus in the Uncharted Forest
- Technology based assignments
### Curriculum Planning - Grade 12: The Little Prince Unit  
**Semester Two**

**Essential Question:** How can literature impact our philosophies of life?

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Student Understandings</th>
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<tbody>
<tr>
<td>Summative Assessment:</td>
<td>Guiding Questions:</td>
<td>Suggested Materials:</td>
</tr>
<tr>
<td>➢ Written or orally, students will</td>
<td>➢ How can a critical analysis of literature offer us</td>
<td>➢ Class set of Antoine de Saint Exupery’s</td>
</tr>
<tr>
<td>analyze the underlying</td>
<td>unique insight into how we perceive the world</td>
<td>Exupery’s allegory, <em>The Little Prince</em></td>
</tr>
<tr>
<td>philosophical depth of Antoine de</td>
<td>around us, as well as how we perceive ourselves?</td>
<td>(required text)</td>
</tr>
<tr>
<td>Saint Exupery’s <em>The Little Prince</em></td>
<td>➢ How can a critical analysis of literature enable us</td>
<td>➢ Ancillary Materials / Graphic Organizers</td>
</tr>
<tr>
<td>➢ reflecting on how any attained</td>
<td>to garner the author’s deeper, intended meaning?</td>
<td><em>Concepts Defined</em> - i.e., Philosophy,</td>
</tr>
<tr>
<td>insight relates to and impacts its</td>
<td>➢ How does the author go about conveying his</td>
<td>Allegory, Symbolism</td>
</tr>
<tr>
<td>own philosophies of life.</td>
<td>message in a creative and powerful way?</td>
<td>➢ Exemplars and Rubrics</td>
</tr>
<tr>
<td>Continuous Assessments:</td>
<td>➢ How can the study of themes and values in texts</td>
<td></td>
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<tr>
<td>➢ Student prior knowledge and zone</td>
<td>prepare one for responsible participation in</td>
<td></td>
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<tr>
<td>of proximal development</td>
<td>society?</td>
<td></td>
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<td>➢ Student understanding and analysis of literary elements and author’s craft through oral and written responses</td>
<td>➢ How can writing communicate ideas and deepen understanding when responding to literature?</td>
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<tr>
<td>➢ Student makes connections between the text and broader world applications</td>
<td>Knowledge/Skills:</td>
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<td>➢ Student ability to: read critically, find underlying meaning, and interpret the various, intended messages behind the author’s words.</td>
<td>➢ Demonstrate initial understanding of literary text</td>
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<td>➢ Student understanding of the writing craft including ideas, organization, voice, word choice, sentence fluency, and conventions</td>
<td>by making logical predictions about characters, problems/solutions, plots/subplots, and relationships (R-12-5.1-3, R-12-4.1)</td>
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<td>➢ Citing information in oral and written responses</td>
<td>➢ Identify literary devices as appropriate to genre (i.e., foreshadowing, symbolism, bias) (R-12-4.5)</td>
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<tr>
<td></td>
<td>➢ Demonstrate knowledge and draw inferences relating to author’s style or use of literary elements in relation to author’s purpose (R-12-5.4-5, R-12-8.3)</td>
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<td>➢ Generate questions and personal responses (text-to-text, text-to-self, and text-to-world) before, during, and after reading to enhance understanding and/or gain new information relating to the text, literary elements and devices,</td>
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**Suggested Instructional Strategies/Scaffolds:**
- Cooperative learning
- Graphic organizers
- Pre-assessment test and tools
- Modeling
- Mini-lessons
- Annotations
- Think alouds/read alouds
- Student/teacher conferencing
- Think/pair/share
- Note-taking
- Independent and group work/projects
- Socratic seminars or scored discussions

**Rituals and Routines:**
- Differentiated instruction
- Student behavior expectations
- Academic expectations
- Student ability to listen and respond to others
- Student ability to lead discussion and take responsibility of independent work
- Student participation and preparation

and author’s style and purpose (R-12-4.3, R-12-6.1, R-12-16.1-2, R-12-13)

- Participate in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence (R-12-17.2, OC-12-1.4)
- Demonstrate ability to monitor comprehension and read critically through techniques such as annotating (R-12-12.1)
- Understand vocabulary in context, as well as in relation to word origin/translation (i.e. connotation) (R-12-3.1-2)

Knowledge/Skills (continued):
- Explore and share thoughts, observations and impressions by analyzing a condition of significance and using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing) to establish a focus (W-12-14.1-4)
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- Reading quizzes
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- Annotations (formal and informal)
- Presentations (formal and informal)
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