

Curriculum Map

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| Month: To Be Completed on a Quarterly Basis. | Course: English 12 | Grade Level: 12 |
| Last Revision: 6/08 | | |

| CONTENT (what you want students to know) | SKILLS (what you want students to be able to do) | ASSESSMENTS (what you use to determine if student learned) |
|--|--|--|
| <p>Outside Reading.</p> <p>Introduce (in September) various critical literary theories by which Outside Reading must be analyzed. These include: feminist literary theory, postcolonial literary theory, Marxist literary theory, reader-response literary theory, psychoanalytic criticism, and new-historicism.</p> <p>Critical literary theories are applied during class time through discussion of class-work, and students generalize these examples to complete their O.R. assignments.</p> <p>Modern Language Association (MLA) formatting.</p> <p>Texts are student-chosen.</p> | <p>Students will be able to:</p> <p>Choose literature of merit that is both age appropriate and worthy of literary analysis.</p> <p>Read chosen text(s) for analysis.</p> <p>Compose from a critical literary perspective, carefully avoiding plot summary.</p> <p>Expostulate with concision, using the text as support for thesis given.</p> <p>Correctly format work according to the rules of the Modern Language Association.</p> | <ul style="list-style-type: none"> Students will had in a two to three page paper written in correct MLA format that adequately presents and supports a thesis, and is not a mere plot summary, but instead chooses a literary theory from which analysis is completed. (Benchmark Assessment). |

- ELA Standard 1: Language for information and understanding.
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- ELA Standard 4: Language for social interaction.

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|-------------------------|---------------------------|------------------------|
| Month: September | Course: English 12 | Grade Level: 12 |
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| CONTENT (what you want students to know) | SKILLS (what you want students to be able to do) | ASSESSMENTS (what you use to determine if student learned) |
|---|--|--|
| <p>Introduction to the course, followed by a brief explanation of the history of the English language.</p> <p>Texts: <i>Beowulf</i>, <i>Grendel</i>, various medieval poetry.</p> | <p>Students will be able to:</p> <p>Understand and recall how the migrational patterns of society led to English as we know it contemporarily.</p> <p>Analyze the mythic nature of the heroic journey.</p> <p>Analyze thematically and symbolically (as in the symbology of the sword in <i>Beowulf</i> and the inherent power of words in <i>Grendel</i>).</p> <p>Discuss allegory (as in character Beowulf as Christ-figure/warrior angel).</p> <p>Analyze early forms of poetic verse and the epic tradition.</p> | <p>-Tests and quizzes for understanding.</p> <p>-In-class writing and reading assignments.</p> <p>-Homework (reading and writing assignments).</p> <p>-Class discussion and notes.</p> |

ELA Standard 1: Language for information and understanding.
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Curriculum Map

ELA Standard 4: Language for social interaction.

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|------------------------|---------------------------|------------------------|
| Month: October | Course: English 12 | Grade Level: 12 |
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| CONTENT (what you want students to know) | SKILLS (what you want students to be able to do) | ASSESSMENTS (what you use to determine if student learned) |
|--|---|--|
| College Preparatory Unit. | <p>Students will be able to:</p> <p>Research career fields of interest via the internet and through the guidance office.</p> <p>Research colleges/universities with programs of interest.</p> <p>Compose college entrance essays.</p> <p>Devise and distribute resumes highlighting their extracurricular involvement and work experience.</p> <p>Apply to three colleges: one that is a “reach,” another that is a “safety school,” and lastly a “mid-range” school.</p> <p>Apply for financial aid.</p> | <p>-Resumes.</p> <p>-College entrance essays.</p> <p>-Class discussion.</p> <p>-Guided internet research.</p> <p>-Financial Aid Night, which is put on by Guidance, and to which parents are encouraged to attend.</p> |

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|---|---------------------------|------------------------|
| Month: Starting in October, concluding in May. | Course: English 12 | Grade Level: 12 |
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| CONTENT (what you want students to know) | SKILLS (what you want students to be able to do) | ASSESSMENTS (what you use to determine if student learned) |
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| <p>Grammar Units.</p> <p>Excerpts from the following texts:</p> <p>Hacker, Diana. <i>The Bedford Handbook</i>. 6th ed. New York: Bedford/St. Martin's, 2002.</p> <p>Truss, Lynn. <i>Eats, Shoots & Leaves, The Zero Tolerance Approach to Punctuation</i>. New York: Gotham, 2003.</p> <p>Warriner, John E. <i>Warriner's Handbook</i>. 6th ed. New York: Holt, Rinehart, Winston, 2008.</p> | <p>Students will be able to:</p> <p>Identify, define, and use correctly, all eight parts of speech, prepositions and their objects, phrases and clauses, indirect and direct objects, predicate nominatives and adjectives, relative pronouns and subordinating conjunctions...etc.</p> <p>Identify and classify sentences according to structure and purpose.</p> <ul style="list-style-type: none"> • Diagram Sentences. (Benchmark Activity). <p>Correctly identify and use correctly verbs and pronouns for agreement and tense.</p> <p>Apply the rules of mechanics in writing with accuracy and style.</p> | <p>-Tests and quizzes for understanding.</p> <p>-In-class writing and reading assignments.</p> <p>-Homework (reading and writing assignments as well as workbook exercises).</p> <p>-Class discussion and notes.</p> |

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|---|---------------------------|------------------------|
| Month: November through December | Course: English 12 | Grade Level: 12 |
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| CONTENT (what you want students to know) | SKILLS (what you want students to be able to do) | ASSESSMENTS (what you use to determine if student learned) |
|--|---|---|
| <p>Renaissance Literature Unit.</p> <p>Introduce Elizabethan era political history, changes to English language development, and Shakespeare’s personal history.</p> <p>Texts: <i>The Tempest</i>, <i>Hamlet</i>, various sonnets of mixed age and authorship.</p> | <p>Students will be able to:</p> <p>Fluently read Shakespeare’s work aloud.</p> <p>Identify and analyze the Shakespearean sonnet in form and function.</p> <p>Analyze the use of various literary elements and iambic pentameter/blank verse in context.</p> <p>Memorize and dramatize elements of both plays.</p> <p>Work cooperatively in groups to defend or prosecute character Hamlet, who will be put on trial in class based on issues of conflict (such as man vs. man) and thematic importance (such as that of madness).</p> <p>Research to gather appropriate information useful for defense or prosecution of character Hamlet.</p> | <p>-Tests and quizzes for understanding.</p> <p>-In-class writing and reading assignments.</p> <p>-Homework (reading and writing assignments).</p> <p>-Class discussion and notes.</p> <p>-Oral presentations.</p> <ul style="list-style-type: none"> • Hamlet Trial (Benchmark Assessment). |

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|--|---|--|
| <p>Introduction to Victorian literature, followed by a brief historical contextualization of social mores and scientific developments as applied to writings.</p> <p>Texts: <i>Tess of the D'Urbervilles</i>, <i>Ethan Frome</i>, and/or <i>Heart of Darkness</i>.</p> | <p>Students will be able to:</p> <p>Demonstrate their understanding of these texts on several levels, including factual analysis, critical analysis, and personal analysis via questions derived from story studied.</p> <p>Synthesize past material and these texts in order to better contextualize the social mores of the time period and answer those questions put forth by the texts, including those brought up by historically relevant psychological developments, gender conflict, the conflict of man vs. society and/or self, madness, and symbolism.</p> <p>Write for analysis based on class discussion.</p> | <p>-Tests and quizzes for understanding.</p> <p>-In-class writing and reading assignments.</p> <p>-Homework (reading and writing assignments).</p> <p>-Class discussion and notes.</p> |

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| CONTENT (what you want students to know) | SKILLS (what you want students to be able to do) | ASSESSMENTS (what you use to determine if student learned) |
|---|---|--|
| <p>Introduction to Poetry unit.</p> <p>Texts: Poems of mixed origin, varied time, authorship, and movement.</p> | <p>Students will be able to:</p> <p>Read for understanding.</p> <p>Read for analysis, focusing on literary elements and techniques, as well as artistic movement, time period and authorship to inform understanding.</p> <p>Author own poetry, tapping into creative reserves through such exercises as journaling, reassembling cut-up poems, and dramatizing one-line parts from well-known poems in teams of two.</p> <p>Explore connections between metaphysical and physical worlds, political persuasions, gender identities and sexuality, issues relating to life and death, love and hate, and other such dichotomies.</p> <p>Perform own poetry in front of class.</p> | <p>-Tests and quizzes for understanding.</p> <p>-In-class writing and reading assignments.</p> <p>-Homework (reading and writing assignments).</p> <p>-Class discussion and notes.</p> <p>-Compilation of representative poetry authored by students.</p> <p>-Compose narrative poem about a journey.</p> <p>-Oral presentation.</p> |

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| <p>Introduction to the Research Paper.</p> <p>A more thorough presentation of Modern Language Association (MLA) standards will be presented, as will methods for locating and utilizing the research of others to support an argument.</p> | <p>Students will be able to:</p> <p>Pick a topic that interests them, however broadly ranging it may be, then develop a thesis based on preliminary research.</p> <p>Research using all available tools (such as primary and secondary sources, and the internet), being particularly cautious to properly document and cite from where all research has been gleaned.</p> <p>Compose a four to six page researched paper that supports a position via a well-formed thesis statement and outside supporting materials. Must conform to MLA standards.</p> <p>Prepare a five to ten minute presentation on the information gathered and learned for the edification of peers.</p> | <p>-Approval of thesis statement.</p> <p>-Index cards containing properly cited direct quotes from at least 6 appropriate sources.</p> <p>-First draft of research paper.</p> <p>-Final copy of research paper.</p> <p>-Oral presentation.</p> <ul style="list-style-type: none"> • These are benchmark assessments for skills within research and development, composition, and ability as a public speaker. |

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| <p>Introduction to Modernist Literature, its struggles, philosophical queries and aims, as well as historical contexts of import.</p> <p>Texts: <i>Brave New World</i>, <i>The Stranger</i>.</p> | <p>Students will be able to:</p> <p>Read for understanding.</p> <p>View with critical eyes the difference in writing style from previous readings and take note of the social statements each author is making.</p> <p>Critique Camus’ philosophical notion of “absurdity” and his assertion that “humanity has neither rational meaning nor order.” Further, critique the philosophical notions of hedonism, and utopic and dystopic societies as these apply to both texts.</p> <p>Analyze American society based on Huxley’s futuristic view of the world and scientific progress through the mode of contemporary media advertising.</p> <p>Write to express ideas and analyze.</p> | <p>-Tests and quizzes for understanding.</p> <p>-In-class writing and reading assignments.</p> <p>-Homework (reading and writing assignments).</p> <p>-Class discussion and notes.</p> <p>-<i>Brave New World</i> essay project, in which students are tasked with analyzing their society through the mode of media advertising as it applies to the novel.</p> |

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|--|---|---|
| <p>Introduction to Contemporary American Fiction, its aims and historical relevancies.</p> <p>Texts: <i>The Great Gatsby</i>, <i>Their Eyes Were Watching God</i>, <i>Catcher in the Rye</i>, <i>The Collected Works of Billy the Kid</i>.</p> | <p>Students will be able to:</p> <p>Read for understanding.</p> <p>Compare and contrast the writing styles of these authors when compared with the earlier styles of those whose work we read previously.</p> <p>Note the historical significance of each work (particularly with regards to <i>Their Eyes Were Watching God</i> and <i>The Great Gatsby</i>), and regard through analysis how autobiographical details affected the writing of each work.</p> <p>Interpret in-text symbols, allegorical representations, Biblical allusions, the motif of enlightenment, the coming of age story, and spiritual or psychological epiphanies.</p> | <p>-Tests and quizzes for understanding.</p> <p>-In-class writing and reading assignments, including prompts and journal writing.</p> <p>-Homework (reading and writing assignments).</p> <p>-Class discussion and notes.</p> <p>-Group Work.</p> |

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|---|--|---|
| <p>Introduction to American and British Short Fiction. Up for discussion will be the aims of short fiction, the difference between fiction, non-fiction, creative non-fiction, and autobiography. Also addressed will be different forms of short works: the short story, the short-short, flash fiction, and micro-fiction.</p> <p>Texts: Stories will be collected from various sources but will include representative authors from each movement and country.</p> | <p>Students will be able to:</p> <p>Read for understanding and analysis.</p> <p>Synthesize the concepts taught in prior units to the short, more encapsulated forms of short fiction to see how each applies here.</p> <p>Analyze thematically, symbolically, and for reader-response.</p> <p>Discuss each story's relevance to world today (compare/contrast).</p> <p>Elucidate metaphoric meanings.</p> <p>Fluently discuss through writing the various literary elements and techniques each author used in order to make his/her point, and how the length of the work effects this.</p> | <p>-Quizzes for understanding.</p> <p>-In-class writing and reading assignments, particularly those of a more personal nature.</p> <p>-Homework (reading and writing assignments).</p> <p>-Class discussion and notes.</p> <p>-Memoir Assignment in which students are tasked with writing a memoir of their own, focusing on all elements of plot and character development.</p> |

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| <p>Introduce Final Portfolio Project.</p> <p>This project will act as their final in English 12 and will appear on the report card as the 5th Quarter Average.</p> <p>The final portfolio is an assessment designed to highlight the knowledge that seniors have gained over four years worth of English classes, and refined in this last of years. It is also a chance to be creative in a new and differently challenging way, as well as provide closure to an experience fraught with emotion for most.</p> | <p>Students will be able to:</p> <p> Create a 6-word memoir that encapsulates who they are and what their life has been like thus far.</p> <p> Write a series of critical essays analyzing a least favorite and most favorite character from a major literary work.</p> <p> Author a critical essay in defense of a novel that all students must read before graduating high school.</p> <p> Provide an edited copy, with introduction, of the work for which he/she is proudest from this year.</p> <p> Provide a copy (as is), with introduction, of the work from middle school for which he/she is proudest.</p> <p> Provide a copy (as is), with introduction, of the work from the first three years of high school for which he/she is most proud.</p> | <ul style="list-style-type: none"> • Students will turn into their final portfolios and give a presentation to their peers which shows off their work. • Students must then give a speech based on either their “This I Believe” essay or their retrospective. • Students will be graded on their analytical skills, ability as writers and grammarians, their creativity, and skill as orators. (This is a benchmark assessment). |

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| | <p>Compose a statement of belief, ala NPR's famed series "This I Believe."</p> <p>Prepare a high school retrospective, in which they look back at their four years in either a creative or literarily critical way.</p> <p>Put together a photo montage, as well as a page in lyrics and/or quotes that ties into the retrospective, and bind the whole in a unique and visually appealing way.</p> <p>Prepare a speech based on either their "This I Believe" essay or their retrospective for a five to ten minute presentation to their peers.</p> | |
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