

Common Core Standards Curriculum Map - English IV  
QUARTER 1

**Unit 1: Nonfiction Narrative Analysis (15-20 days)**

<b><i>Common Core Standards and Content to Be Learned</i></b>	<b><i>Essential Questions</i></b>	<b><i>Prior Learning, Current Learning and Future Learning</i></b>	<b><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></b>
<p>Focus CCSS Standards for this unit:</p> <ul style="list-style-type: none"> <li>● RI.11-12.2</li> <li>● RI.11-12.5</li> <li>● RI.11-12.9</li> <li>● RL.11-12.4</li> <li>● W.11-12.2</li> <li>● SL.11-12.3</li> <li>● L.11-12.5</li> </ul> <p>Content to be learned:</p> <ul style="list-style-type: none"> <li>● Identifying and analyzing the central ideas and arguments of a nonfiction narrative and provide a complex analysis of these elements</li> <li>● Writing a response to a nonfiction narrative which reflects the reader's response and criticism of the author's experience</li> <li>● Analyzing the meaning of the words and phrases as they are used in a nonfiction narrative, including figurative and connotative meanings and the impact of specific word choices on meaning and tone</li> </ul>	<ul style="list-style-type: none"> <li>● How does an author express his/her point of view and experience through the use of structure, syntax, and language?</li> <li>● How does a reader effectively express his/her response to an author's experience?</li> </ul>	<p><b>Prior Learning:</b></p> <ul style="list-style-type: none"> <li>● Determine two or more central ideas and analyze their development over the course of a text; provide objective summary</li> <li>● Analyze how an author's ideas are developed and refined by particular sentences, paragraphs, or larger portions of a text</li> <li>● Determine the meaning of author's language; analyze cumulative impact of word choice</li> <li>● Write informative/explanatory text to make important connections; develop topic with well-chosen facts</li> <li>● Evaluate speaker's point of view, reasoning, and use of rhetoric and identify exaggerated evidence or fallacious reasoning</li> <li>● Demonstrate understanding of figurative language and word relationships (interpret figures of speech, analyze nuances in meaning)</li> </ul>	<ul style="list-style-type: none"> <li>● Read sample nonfiction narratives (I)</li> <li>● Brainstorm definition of nonfiction narrative (I, FA)</li> <li>● Analysis of author's voice/word choice (I, FA)</li> <li>● Close reading / annotation of samples (I, FA)</li> <li>● Identification/analysis of central ideas/themes/evidence in samples (I, FA)</li> <li>● Freewriting of initial responses to reading (FA)</li> <li>● Formal response to nonfiction narrative (SA)</li> </ul>

		<p><b>Current Learning:</b></p> <ul style="list-style-type: none"> <li>● Determine two or more central ideas and analyze their development over the course of a text; provide objective summary</li> <li>● Analyze how an author's <i>choices regarding structure in certain parts of a text contribute to its overall structure, meaning, and impact</i></li> <li>● Determine the meaning of author's language; analyze impact of word choice on meaning and tone</li> <li>● Write informative/explanatory text to express complex ideas using appropriate structure, organization, language, and formal style</li> <li>● Evaluate speaker's point of view, reasoning, and use of rhetoric <i>assessing the stance, premises, links among ideas, word choice, points of emphasis and tone</i></li> <li>● Demonstrate use of figurative language and word relationships (figures of speech, nuances in meaning)</li> </ul>	
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**Resources:**

- "Shooting an Elephant" by George Orwell
- *Persepolis* by Marjane Satrapi
- "The Breaking Point" (excerpt from *Band of Brothers*) by Ambrose
- Excerpt from *The Glass Castle* by Jeannette Walls

- “The Big Apple” from *Beauty Disrupted* by Carre Otis
- “Mr. Irwin Lasher” from *Bad Boy: A Memoir* by Walter Dean Myers
- “I Am Not the Center of the Universe” from *Bad Boy: A Memoir* by Walter Dean Myers
- Excerpt from *All But My Life* by Gerda Weissman Klein
- “My Father’s Flag” by J. L. Torres from *Growing Up Latino: Memoirs and Stories*
- Excerpt from *Lucky* by Alice Sebold
- “Senior Project” from *The Pregnancy Project* by Gaby Rodriguez
- “One Drop of Rain” by Hannah Ebner from *License to Write*
- *A Prayer for Owen Meany* by John Irving
- “Richard Cory” by Edwin Arlington Robinson

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 QUARTER 1

**Unit 2: Autobiographical Narrative Study/Writing (20-25 days)**

<i>Common Core Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning, Current Learning and Future Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p>Focus CCSS Standards for this unit:</p> <ul style="list-style-type: none"> <li>● RI.11-12.1</li> <li>● RI.11-12.3</li> <li>● RI.11-12.4</li> <li>● RL.11-12.4</li> <li>● W.11-12.3</li> <li>● L.11-12.3</li> </ul> <p>Content to be learned:</p> <ul style="list-style-type: none"> <li>● The structure and purpose of personal narratives in memoir form including elements like dialogue, pacing, description, and reflection</li> </ul>	<ul style="list-style-type: none"> <li>● How does an author fully draw a reader into his/her memory through the use of sensory language?</li> <li>● How does an author help a reader share the significance of a personal experience?</li> </ul>	<p><b>Prior Learning:</b></p> <ul style="list-style-type: none"> <li>● Cite strong and thorough textual evidence</li> <li>● Analyze author’s series of events</li> <li>● Write narratives to develop real or imagined experiences or events:                             <ul style="list-style-type: none"> <li>○ Set problem and situation</li> <li>○ Sequence events to build a whole</li> <li>○ Use of sensory</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Read sample autobiographical narratives (I)</li> <li>● Scaffolded analysis of author’s language/syntax (I)</li> <li>● Brainstorming of memoir elements (I, FA)</li> <li>● Sensory language analysis/practice (I, FA)</li> </ul>

<ul style="list-style-type: none"> <li>● Crafting a memoir from a personal experience by setting out a problem, situation, or observation and clearly articulating its significance, establishing one focused point of view</li> <li>● Identification/analysis and use of sensory language within existing and student-crafted memoirs</li> </ul>		<ul style="list-style-type: none"> <li>○ language <ul style="list-style-type: none"> <li>○ Provide conclusion that follows and reflects on experience</li> </ul> </li> <li>● Conventions of standard grammar, usage, and punctuation</li> </ul> <p><b>Current Learning:</b></p> <ul style="list-style-type: none"> <li>● Cite strong and thorough textual evidence, <i>determining where text leaves matters uncertain</i></li> <li>● Analyze author’s series of events <i>and development of individuals, ideas, and events</i></li> <li>● Write narratives to develop real or imagined experiences or events: <ul style="list-style-type: none"> <li>○ Set problem/situation and <i>its significance</i></li> <li>○ Sequence events to build a whole and <i>build toward a tone</i></li> <li>○ Use of sensory language</li> <li>○ Provide conclusion that follows and reflects on experience</li> </ul> </li> <li>● Conventions of standard grammar, usage, and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>● Freewriting/brainstorming/peer editing of autobiographical experiences (I, FA)</li> <li>● Teacher/student conferencing (FA)</li> <li>● Student-written memoir (SA)</li> </ul>
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Resources:

- “Shooting an Elephant” by George Orwell (short story)
- Excerpt from *A Prayer for Owen Meany* by John Irving (novel)

- “One Drop of Rain” by Hannah Ebner (short story)
- *The Call to Write* by John Trimbur
- *In the Middle* by Nancie Atwell
- “Do You Remember?” Memoir Reference Guide
- “Letter to Me” Writing Assignment
- Genre Study: Memoir Information/Brainstorming Guide
- Teacher/Student Conferencing Feedback Form
- “ ‘Show’ not ‘Tell’ - Using Sensory Details in Writing” Guide
- Writing Memoir vs Writing Narrative Guide
- Peer Editing Instructions/Guides
- Memoir Writing Rubric

Common Core Standards Curriculum Map - English IV  
 QUARTER 2

**Unit 1: Researching, Citing, and Analyzing Informational Text (10-15 days)**

<p style="text-align: center;"><i>Common Core Standards and Content to Be Learned</i></p>	<p style="text-align: center;"><i>Essential Questions</i></p>	<p style="text-align: center;"><i>Prior Learning, Current Learning and Future Learning</i></p>	<p style="text-align: center;"><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></p>
<p>Focus CCSS Standards for this unit:</p> <ul style="list-style-type: none"> <li>● RI.11-12.1</li> <li>● RI.11-12.7</li> <li>● RI.11-12.10</li> <li>● W.11-12.7</li> <li>● W.11-12.9</li> <li>● L.11-12.1</li> </ul> <p>Content to be learned:</p> <ul style="list-style-type: none"> <li>● Integration and evaluation of multiple sources of information presented in different media / formats</li> </ul>	<ul style="list-style-type: none"> <li>● How does a student acquire relevant, viable, and reputable sources in order to address a self-generated question (essential question)?</li> <li>● How does a student draw</li> </ul>	<p><b>Prior Learning:</b></p> <ul style="list-style-type: none"> <li>● Cite strong and thorough textual evidence</li> <li>● Analyze various accounts of a subject told in different mediums determining which details are emphasized</li> <li>● Conduct short as well as more sustained research projects to answer a question; narrow or broaden the inquiry where appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</li> </ul>	<ul style="list-style-type: none"> <li>● Research Scavenger Hunt (I, FA)</li> <li>● Source Report Sheets (I, FA)</li> <li>● AoW analysis and annotation (I, FA)</li> <li>● Critical article analysis (I, FA)</li> <li>● JSTOR navigation activity</li> <li>● Senior Project source acquisition and analysis (I, FA)</li> <li>● Creating a source abstract (I, FA)</li> </ul>

<p>in order to address a question or solve a problem (essential question =&gt; thesis statement)</p> <ul style="list-style-type: none"> <li>Beginning a sustained research project to answer a self-generated question and writing an introduction which demonstrates understanding of the subject under investigation.</li> </ul>	<p>evidence from a variety of informational texts to support analysis, reflection, and research?</p> <ul style="list-style-type: none"> <li>What is the most effective way to engage a reader through an introduction paragraph?</li> </ul>	<ul style="list-style-type: none"> <li>Draw evidence from informational texts to support analysis, reflection, and research</li> <li>Demonstrate command of the conventions of standard English grammar - use parallel structure; use various types of phrases to convey meaning</li> </ul> <p><b>Current Learning:</b></p> <ul style="list-style-type: none"> <li>Cite strong and thorough textual evidence, <i>determining where text leaves matters uncertain</i></li> <li>Integrate and evaluate multiple sources of information presented in different media or formats</li> <li>Conduct short as well as more sustained research projects to answer a question; narrow or broaden the inquiry where appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</li> <li>Draw evidence from informational texts to support analysis, reflection, and research</li> <li>Demonstrate command of the conventions of standard English grammar - <i>apply the understanding that usage is a matter of convention and can change over time and is sometimes contested; resolve issues of complex or contested usage consulting references as needed</i></li> </ul>	<ul style="list-style-type: none"> <li>Peer editing of source abstracts (I)</li> <li>Anti-Plagiarism practice (I, FA)</li> <li>Annotated Bibliography (SA)</li> <li>Engaging your reader - writing an effective hook activity (i)</li> <li>Writing group work - Introduction and thesis statement (I, FA, SA)</li> <li>Teacher/student conferencing (FA)</li> </ul>
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## Resources:

- *Plagiarism* by Barry Gilmore
- *On Writing* by Stephen King
- *Article of the Week* - Kelly Gallagher (<http://kellygallagher.org/resources/articles.html>)
- Critical Article Analysis activity (Literacy Strategies binder)
- JSTOR for critical articles and research skills
- Source Report Sheet
- Annotated Bibliography Informational Sheets / Templates
- Abstract Format
- Abstract Peer Editing Feedback Form
- Student/Teacher Conference Form

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**Unit 2a: Analyzing and Evaluating Literary Text (15-20 days)**

<b><i>Common Core Standards and Content to Be Learned</i></b>	<b><i>Essential Questions</i></b>	<b><i>Prior Learning, Current Learning and Future Learning</i></b>	<b><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></b>
<p>Focus CCSS Standards for this unit:</p> <ul style="list-style-type: none"> <li>● RL.11-12.1</li> <li>● RL.11-12.3</li> <li>● RL.11-12.5</li> <li>● RL.11-12.10</li> <li>● W.11-12.2</li> <li>● W.11-12.9</li> </ul>	<ul style="list-style-type: none"> <li>● What evidence can be used to support analysis of what the text says explicitly and what the reader infers?</li> <li>● How do an author's choices affect the impact of the text on the reader (re:</li> </ul>	<p><b>Prior Learning:</b></p> <ul style="list-style-type: none"> <li>● Cite strong and thorough textual evidence, <i>determining where text leaves matters uncertain</i></li> <li>● Analyze author's series of events and development of individuals, ideas, and events</li> </ul> <p><b>Current Learning:</b></p> <ul style="list-style-type: none"> <li>● Analyze how author's choices concerning text structure</li> </ul>	<ul style="list-style-type: none"> <li>● Brainstorm class definition of story elements (I, FA)</li> <li>● Analysis of author's voice/word choice (I, FA)</li> <li>● Close reading / annotation of sample short stories (I, FA)</li> <li>● Identification/analysis of central</li> </ul>

<p>Content to be learned:</p> <ul style="list-style-type: none"> <li>Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</li> <li>Draw evidence from literary texts to support analysis, reflection, and research.</li> </ul>	<p>development of story elements and characters)?</p>	<p>contribute to its overall impact</p> <ul style="list-style-type: none"> <li>Draw evidence from literary texts to support analysis</li> </ul> <p><b>Future Learning:</b></p> <ul style="list-style-type: none"> <li>Determine two or more themes or central ideas of a text and analyze their development over the course of the text</li> <li>Determine the meaning of words and phrases as they are used in the text</li> <li>Analyze point of view to distinguish what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</li> <li>Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.</li> </ul>	<p>ideas/themes/evidence in samples (I, FA)</p> <ul style="list-style-type: none"> <li>Freewriting of initial responses to reading (FA)</li> <li>Socratic Seminar (SA)</li> <li>Formal response to short story (SA)</li> <li>Formal short analysis of story element(s) in short story (SA)</li> </ul>
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<p>Resources:</p> <ul style="list-style-type: none"> <li><i>Prentice Hall Literature - The British Tradition</i></li> <li><i>Short Fiction</i> - Bohner</li> </ul>
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**Unit 2b: Informational Writing - Research Paper (15-20 days)**

<i>Common Core Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning, Current Learning and Future Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p>Focus CCSS Standards for this unit:</p> <ul style="list-style-type: none"> <li>● RI.11-12.6</li> <li>● RI.11-12.7</li> <li>● W.11-12.1</li> <li>● W.11-12.8</li> <li>● W.11-12.10</li> <li>● SL.11-12.2</li> <li>● L.11-12.3</li> </ul> <p>Content to be learned:</p> <ul style="list-style-type: none"> <li>● Evaluate the credibility of multiple sources of information in order to thoroughly answer a self-generated question.</li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>● Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> </ul>	<ul style="list-style-type: none"> <li>● What is the most effective way to integrate and evaluate multiple sources of information presented in different media or formats in order to address a question or solve a problem?</li> <li>● How can students effectively write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence?</li> </ul>	<p><b>Prior Learning:</b></p> <ul style="list-style-type: none"> <li>● Analyze various accounts of a subject told in different mediums determining which details are emphasized</li> <li>● Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence: (a) introduce precise claims, distinguish the claims from alternate and opposing claims, and create an organization that establishes clear relationships among evidence; (b) develop claims and counterclaims fairly, supplying evidence for each; (c) use words, phrases, and clauses to link major sections of text, create cohesion, and clarify relationships between reasons and evidence; (d) establish and maintain formal style and objective tone; (e) provide a concluding statement or section that follows from and supports the argument presented</li> <li>● Integrate multiple sources of information presented in diverse media or formats evaluating the</li> </ul>	<ul style="list-style-type: none"> <li>● Drafting and revision of Senior Project paper (I, FA)</li> <li>● Peer Editing Workshops (I, FA)</li> <li>● Writing Groups (I)</li> <li>● Textual Citation Activities (I, FA)</li> <li>● Building effective transitions (I, FA)</li> <li>● How to write conclusions (I, FA)</li> <li>● Submission of first drafts (partial or complete) (SA)</li> <li>● One-on-one teacher conferencing and feedback (FA)</li> </ul>

		<p>credibility and accuracy of each source</p> <ul style="list-style-type: none"> <li>• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</li> </ul> <p><b>Current Learning:</b></p> <ul style="list-style-type: none"> <li>• <i>Integrate and evaluate multiple sources of information presented in different media or formats</i></li> <li>• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence: (a) introduce precise, <i>knowledgeable</i> claims, <i>establish the significance of the claims</i>, distinguish the claims from alternate and opposing claims, and create an organization that <i>logically sequences claims, counterclaims, reasons, and evidence</i>; (b) develop claims and counterclaims fairly <i>and thoroughly</i>, supplying <i>the most relevant</i> evidence for each; (c) use words, phrases, and clauses <i>as well as varied syntax</i> to link major sections of text, create cohesion, and clarify relationships between reasons and evidence; (d) establish and maintain formal style and objective tone; (e) provide a concluding statement or section that follows from and supports</li> </ul>	
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		<p>the argument presented</p> <ul style="list-style-type: none"> <li>● Integrate multiple sources of information presented in diverse <i>formats and media in order to make informed decisions and solve problems</i>, evaluating the credibility and accuracy of each source <i>and noting any discrepancies among the data</i></li> <li>● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</li> </ul>	
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Resources:

- Senior Project Handbook
- *The Reviser's Toolbox* by Barry Lane
- Peer editing guides / information sheets
- Teacher/Student conferencing sheets

Common Core Standards Curriculum Map - English IV  
 QUARTER 3

**Unit 1: Informational Writing - Revision / Workshopping (10-15 days)**

<p><i>Common Core Standards and Content to Be Learned</i></p>	<p><i>Essential Questions</i></p>	<p><i>Prior Learning, Current Learning and Future Learning</i></p>	<p><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></p>
<p>Focus CCSS Standards for this unit:</p> <ul style="list-style-type: none"> <li>● RI.11-12.7</li> <li>● RI.11-12.8</li> <li>● W.11-12.1 abcde</li> <li>● W.11-12.4</li> <li>● W.11-12.5</li> <li>● W.11-12.6</li> <li>● SL.11-12.1 abcd</li> <li>● SL.11-12.3</li> <li>● L.11-12.1</li> <li>● L.11-12.2 ab</li> </ul> <p>Content to be learned:</p> <ul style="list-style-type: none"> <li>● Evaluate multiple sources of information presented in different media/formats as well as in words to address a question or solve a problem.</li> </ul>	<ul style="list-style-type: none"> <li>● What is the most effective way to integrate and evaluate multiple sources of information presented in different media or formats in order to address a question or solve a problem?</li> <li>● How can students develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each?</li> <li>● How can students establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing?</li> <li>● How can students provide a concluding</li> </ul>	<p><b>Prior Learning:</b></p> <ul style="list-style-type: none"> <li>● <i>Integrate and evaluate multiple sources of information presented in different media or formats</i></li> <li>● Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence: (a) introduce precise, <i>knowledgeable</i> claims, <i>establish the significance of the claims</i>, distinguish the claims from alternate and opposing claims, and create an organization that <i>logically sequences claims, counterclaims, reasons, and evidence</i>; (b) develop claims and counterclaims fairly <i>and thoroughly</i>, supplying <i>the most relevant</i> evidence for each; (c) use words, phrases, and clauses <i>as well as varied syntax</i> to link major sections of text, create cohesion, and clarify relationships between reasons and evidence; (d) establish and maintain formal style and objective tone; (e) provide a concluding statement or section</li> </ul>	<ul style="list-style-type: none"> <li>● Drafting and revision of Senior Project paper (I, FA)</li> <li>● Peer Editing Workshops (I, FA)</li> <li>● Writing Groups (I)</li> <li>● Building effective transitions (I, FA)</li> <li>● How to write conclusions (I, FA)</li> <li>● Submission of complete first draft (SA)</li> <li>● One-on-one teacher conferencing and feedback (FA)</li> </ul>

	<p>statement or section that follows from and supports the argument presented?</p> <ul style="list-style-type: none"> <li>• How can students develop writing by planning, revising, editing, rewriting or trying a new approach, focusing on what is most significant for purpose and audience?</li> <li>• Through peer review, how do students evaluate evidence and rhetoric of each other's work?</li> <li>• How can students demonstrate command of the conventions of standard English?</li> </ul>	<p>that follows from and supports the argument presented</p> <ul style="list-style-type: none"> <li>• Integrate multiple sources of information presented in diverse <i>formats and media in order to make informed decisions and solve problems</i>, evaluating the credibility and accuracy of each source <i>and noting any discrepancies among the data</i></li> <li>• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</li> </ul> <p><b>Current Learning:</b></p> <ul style="list-style-type: none"> <li>• Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>• Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> <li>• Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing.</li> </ul> <p><b>Future Learning:</b></p> <ul style="list-style-type: none"> <li>• Beginning to structure the presentation of information, findings</li> </ul>	
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## Resources:

- NPHS Senior Project Handbook
- *The Reviser's Toolbox* by Barry Lane
- Peer editing guides / information sheets
- Teacher/Student conferencing sheets

Common Core Standards Curriculum Map - English IV  
QUARTER 3

**Unit 2: Analyzing and Evaluating Literary Text (20-25 days)**

<b><i>Common Core Standards and Content to Be Learned</i></b>	<b><i>Essential Questions</i></b>	<b><i>Prior Learning, Current Learning and Future Learning</i></b>	<b><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></b>
<p>Focus CCSS Standards for this unit:</p> <ul style="list-style-type: none"> <li>● RL.11-12.2</li> <li>● RL.11-12.4</li> <li>● RL.11-12.6</li> <li>● RL.11-12.7</li> <li>● RL.11-12.10</li> <li>● L.11-12.4</li> </ul> <p>Content to be learned:</p> <ul style="list-style-type: none"> <li>● Determine two or more themes or central ideas of a</li> </ul>	<ul style="list-style-type: none"> <li>● How does an author develop themes within a text to produce a complex, engaging story?</li> <li>● How does point of view affect the reader's understanding of the story?</li> </ul>	<p><b>Prior Learning:</b></p> <ul style="list-style-type: none"> <li>● Cite strong and thorough textual evidence, <i>determining where text leaves matters uncertain</i></li> <li>● Analyze author's series of events and development of individuals, ideas, and events</li> <li>● Analyze how author's choices concerning text structure contribute to its overall impact</li> </ul>	<ul style="list-style-type: none"> <li>● Analysis of themes / motifs (I, FA)</li> <li>● Close reading / annotation of novel / drama (I, FA)</li> <li>● Reading aloud (whole group) of novel / drama (I, FA)</li> <li>● Pairs reading of novel / drama (I,FA)</li> <li>● Reading of multiple versions of one texts -</li> </ul>

<p>text and analyze their development over the course of the text</p> <ul style="list-style-type: none"> <li>● Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices</li> <li>● Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</li> <li>● Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</li> </ul>	<ul style="list-style-type: none"> <li>● How does time period affect the context, content, and theme of a story?</li> <li>● How does an author's word choice / use of figurative language affect the mood / tone of a text?</li> <li>● How can a base understanding of a text inform our understanding and analysis of an adaptation / interpretation of that text?</li> </ul>	<ul style="list-style-type: none"> <li>● Draw evidence from literary texts to support analysis</li> </ul> <p><b>Current Learning:</b></p> <ul style="list-style-type: none"> <li>● Determine two or more themes or central ideas of a text and analyze their development over the course of the text</li> <li>● Determine the meaning of words and phrases as they are used in the text</li> <li>● Analyze point of view to distinguish what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</li> <li>● Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.</li> </ul>	<p>rewritten texts from a character's point of view; film/TV adaptations (I, FA)</p> <ul style="list-style-type: none"> <li>● Identification/analysis of central ideas/themes/evidence in texts (I, FA)</li> <li>● Freewriting of initial responses to reading (FA)</li> <li>● Socratic Seminar (SA)</li> <li>● Production of scenes - on stage or through multimedia (SA)</li> <li>● Rewriting sections of text from another point of view (SA)</li> <li>● Formal response to novel / drama (SA)</li> <li>● Formal critical analysis of themes / motifs / author choices in novel / drama (SA)</li> </ul>
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Resources:

*Prentice Hall Literature - The British Tradition*

- *Beowulf*
  - *Beowulf* (DVD - Jolie)
  - *Grendel*
- *The Canterbury Tales*

Fitzgerald, *The Great Gatsby*

Shakespeare: *Macbeth*

- *Scotland, PA* (DVD)

- *Macbeth*

Shakespeare: *Hamlet*

- *Hamlet* - (various versions - Gibson, Olivier, Stewart, Tennant)
- *Rosencrantz and Guildenstern are Dead* (drama and/or DVD)

Common Core Standards Curriculum Map - English IV  
QUARTER 4

**Unit 1: Analyzing and Evaluating Literary Text (continued)** (5-10 days)

<b><i>Common Core Standards and Content to Be Learned</i></b>	<b><i>Essential Questions</i></b>	<b><i>Prior Learning, Current Learning and Future Learning</i></b>	<b><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></b>
<p>Focus CCSS Standards for this unit:</p> <ul style="list-style-type: none"> <li>● RL.11-12.2</li> <li>● RL.11-12.4</li> <li>● RL.11-12.6</li> <li>● RL.11-12.7</li> <li>● RL.11-12.9</li> <li>● RL.11-12.10</li> <li>● L.11-12.4</li> <li>● SL.11-12.1ad</li> </ul> <p>Content to be learned:</p> <ul style="list-style-type: none"> <li>● Determine two or more themes or central ideas of a text and analyze their development</li> </ul>	<ul style="list-style-type: none"> <li>● How does an author develop themes within a text to produce a complex, engaging story?</li> <li>● How does point of view affect the reader's understanding of the story?</li> <li>● How does time period affect the context, content, and theme of a story?</li> <li>● How does an author's word</li> </ul>	<p><b>Prior Learning:</b></p> <ul style="list-style-type: none"> <li>● Cite strong and thorough textual evidence, <i>determining where text leaves matters uncertain</i></li> <li>● Analyze author's series of events and development of individuals, ideas, and events</li> <li>● Analyze how author's choices concerning text structure contribute to its overall impact</li> <li>● Draw evidence from literary texts to support analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Analysis of themes / motifs (I, FA)</li> <li>● Close reading / annotation of novel / drama (I, FA)</li> <li>● Reading aloud (whole group) of novel / drama (I, FA)</li> <li>● Pairs reading of novel / drama (I,FA)</li> <li>● Reading of multiple versions of one texts - rewritten texts from a character's point of view; film/TV adaptations (I, FA)</li> </ul>

*Adapted from the Charles A. Dana Center*



<p>over the course of the text</p> <ul style="list-style-type: none"> <li>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices</li> <li>Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</li> <li>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</li> </ul>	<p>choice / use of figurative language affect the mood / tone of a text?</p> <ul style="list-style-type: none"> <li>How can a base understanding of a text inform our understanding and analysis of an adaptation / interpretation of that text?</li> <li>How do choices made by directors / producers / creations of various adaptations of a text change the focus or overall impact of the content?</li> </ul>	<p><b>Current Learning:</b></p> <ul style="list-style-type: none"> <li>Determine two or more themes or central ideas of a text and analyze their development over the course of the text</li> <li>Determine the meaning of words and phrases as they are used in the text</li> <li>Analyze point of view to distinguish what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</li> <li>Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.</li> </ul>	<ul style="list-style-type: none"> <li>Identification/analysis of central ideas/themes/evidence in texts (I, FA)</li> <li>Freewriting of initial responses to reading (FA)</li> <li>Socratic Seminar (SA)</li> <li>Production of scenes - on stage or through multimedia (SA)</li> <li>Rewriting sections of text from another point of view (SA)</li> <li>Formal response to novel / drama (SA)</li> <li>Formal critical analysis of themes / motifs / author choices in novel / drama (SA)</li> </ul>
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#### Resources:

##### *Prentice Hall Literature - The British Tradition*

- Beowulf*
  - Beowulf* (DVD - Jolie)
  - Grendel*
- The Canterbury Tales*

##### Shakespeare: *Macbeth*

- Scotland, PA* (DVD)
- Macbeth*

Shakespeare: *Hamlet*

- *Hamlet* - (various versions - Gibson, Olivier, Stewart, Tennant)
- *Rosencrantz and Guildenstern are Dead* (drama and/or DVD)

Common Core Standards Curriculum Map - English IV  
QUARTER 4

**Unit 2: Senior Project Presentation (30-40 days)**

<b><i>Common Core Standards and Content to Be Learned</i></b>	<b><i>Essential Questions</i></b>	<b><i>Prior Learning, Current Learning and Future Learning</i></b>	<b><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></b>
<p>Focus CCSS Standards for this unit:</p> <ul style="list-style-type: none"> <li>• SL.11-12.4</li> <li>• SL.11-12.5</li> <li>• SL.11-12.6</li> <li>• L.11-12.6</li> </ul>	<ul style="list-style-type: none"> <li>• How can students prepare to present their ideas clearly and persuasively?</li> <li>• How does a presenter determine which digital media is appropriate to support a specific style of presentation?</li> <li>• How can students plan to adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated</li> </ul>	<p><b><u>Prior Learning:</u></b></p> <ul style="list-style-type: none"> <li>• Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> </ul> <p><b><u>Current Learning:</u></b></p> <ul style="list-style-type: none"> <li>• Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among</li> </ul>	<ul style="list-style-type: none"> <li>• How to effectively present data and findings from Senior Project experience - review of project and presentation expectations (I)</li> <li>• Use of digital media (Powerpoint, Prezi, Keynote, etc) (I)</li> <li>• Presentation exercises - Charades, Pop Topics, Improvisational Opportunities (I)</li> <li>• Practice Presentation (FA)</li> <li>• Peer Review of Practice Presentation with feedback (FA)</li> </ul>

	<p>or appropriate?</p> <ul style="list-style-type: none"> <li>• How can students orally present their ideas clearly and persuasively in an organized speech?</li> <li>• How can digital media be used to enhance, and not detract from, a formal presentation?</li> <li>• How can students incorporate and demonstrate a command of formal English when appropriate?</li> </ul>	<p>ideas, word choice, points of emphasis, and tone used.</p> <ul style="list-style-type: none"> <li>• Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> </ul> <p><b>Future Learning:</b></p> <ul style="list-style-type: none"> <li>• How to adapt a speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. Using feedback and experience to modify an existing presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Final Presentation (SA)</li> </ul>
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Resources:

NPHS Senior Project Handbook

