

CURRICULUM MAP

Course: RC English IV

Grade Level: 12

Month	Essential Question	Content	Skills	Assessment	Standard(s)
<p><b>September December</b>  <b>Unit 1:</b>  <b>Beowulf and Grendel</b></p>	<p>What are the most important values?</p> <p>Does art shape our values or do our values shape our art?</p> <p>What pieces of “art” (literature, television, radio, film, live entertainment, music) best reflect our current social values?</p> <p>What is a role model?</p> <p>When do you cross the line from being a good person to a not-so-good-person?</p>	<p>Characteristics of an epic</p> <p>Critical plot, setting, and character details in Beowulf.</p> <p>Anglo-Saxon Culture</p> <p>List and define current cultural values.</p> <p>The importance of writing for practical purposes.</p>	<p>Identify characteristics of an epic.</p> <p>Summarize plot details.</p> <p>Infer what Anglo-Saxon cultural beliefs were through plot, setting, character details in Beowulf.</p> <p>Compare and contrast Anglo-Saxon cultural values to present day cultural values.</p> <p>Write narrative, persuasive, and expository essays.</p>	<p>Quizzes</p> <p>Class discussion</p> <p>Response to short writing prompts.</p> <p>Essays</p> <p>Test (Task Board Choice Test)</p> <p>Various DI activities will be implemented with both books.</p>	<p><b>LA.11-12.R - [Strand]</b>                      - Reading  <b>LA.11-12.RL –</b>                      Literature  <b>LA.11-12.RL.11-12.2</b>                      - [Grade Level Standard] -  <b>LA.11-12.RL.11-12.3</b>                      - [Grade Level Standard]  <b>LA.11-12. -</b> Craft and Structure  <b>LA.11-12.RL.11-12.4</b>                      - [Grade Level Standard]  <b>LA.11-12.RL.11-12.5</b>                      - [Grade Level Standard]  <b>LA.11-12.RL.11-12.6</b>                      - [Grade Level Standard]  <b>LA.11-12. -</b> Integration of Knowledge and Ideas  <b>LA.11-12.RL.11-12.7</b>                      - [Grade Level Standard]  <b>LA.11-12.RL.CCR.9 -</b>                      [Anchor Standard]  <b>LA.11-12. -</b> Range of Reading and Level of Text Complexity</p>

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					<p><b>LA.11-12.RL.CCR.10</b> - [Anchor Standard]  <b>LA.11-12.</b> - [Note]  <b>LA.11-12.RI</b> - Informational Text  <b>LA.11-12.</b> - Key Ideas and Details  <b>LA.11-12.RI.11-12.1</b> - [Grade Level Standard]  <b>LA.11-12.RI.11-12.2</b> - [Grade Level Standard]  <b>LA.11-12.RI.11-12.3</b> - [Grade Level Standard]  <b>LA.11-12.</b> - Craft and Structure  <b>LA.11-12.RI.11-12.4</b> - [Grade Level Standard]  <b>LA.11-12.RI.11-12.5</b> - [Grade Level Standard]  <b>LA.11-12.RI.11-12.6</b> - [Grade Level Standard]  <b>LA.11-12.</b> - Integration of Knowledge and Ideas  <b>LA.11-12.RI.11-12.7</b> - [Grade Level Standard]  <b>LA.11-12.</b> - Range of Reading and Level of Text Complexity  <b>LA.11-12.RI.CCR.10</b> - [Anchor Standard]  <b>LA.11-12.</b> - [Note]  <b>LA.11-12.W</b> - [Strand] – Writing  <b>LA.11-12.</b> - Text Types and Purposes  <b>LA.11-12.W.CCR.1</b> - [Anchor Standard]  <b>LA.11-12.W.11-12.1</b> - [Grade Level Standard]  <b>LA.11-12.W.11-12.1.a</b>  <b>LA.11-12.W.11-12.1.b</b>  <b>LA.11-12.W.11-12.1.c</b>  <b>LA.11-12.W.11-12.1.d</b>  <b>LA.11-12.W.11-12.1.e</b></p>

					<p> <b>LA.11-12.W.11-12.2</b> - [Grade Level Standard]  <b>LA.11-12.W.11-12.2.a</b>  <b>LA.11-12.W.11-12.2.b</b>  <b>LA.11-12.W.11-12.2.c</b>  <b>LA.11-12.W.11-12.2.d</b>  <b>LA.11-12.W.11-12.2.e</b>  <b>LA.11-12.W.11-12.2.f</b>  <b>LA.11-12.W.CCR.3</b> - [Anchor Standard]  <b>LA.11-12.W.11-12.3</b> - [Grade Level Standard <b>LA.11-12.W.11-12.3.a</b>  <b>LA.11-12.W.11-12.3.b</b>  <b>LA.11-12.W.11-12.3.c</b>  <b>LA.11-12.W.11-12.3.d</b>  <b>LA.11-12.W.11-12.3.e</b>  <b>LA.11-12.</b> - Production and Distribution of Writing  <b>LA.11-12.W.11-12.4</b> - [Grade Level Standard]  <b>LA.11-12.W.11-12.5</b> - [Grade Level Standard]  <b>LA.11-12.W.11-12.6</b> - [Grade Level Standard]  <b>LA.11-12.</b> - Research to Build and Present Knowledge  <b>LA.11-12.W.11-12.7</b> - [Grade Level Standard]  <b>LA.11-12.W.11-12.8</b> - [Grade Level Standard]  <b>LA.11-12.W.11-12.9</b> - [Grade Level Standard]  <b>LA.11-12.W.11-12.9.a</b>  <b>LA.11-12.W.11-12.9.b</b>  <b>LA.11-12.</b> - Range of Writing  <b>LA.11-12.W.11-12.10</b> - [Grade Level Standard]  <b>LA.11-12.SL</b> - [Strand] - Speaking and Listening  <b>LA.11-12.</b> - Comprehension and Collaboration  <b>LA.11-12.SL.11-12.1</b> - [Grade Level Standard]  <b>LA.11-12.SL.11-12.1.a</b>  <b>LA.11-12.SL.11-12.1.b</b>  <b>LA.11-12.SL.11-12.1.c</b>  <b>LA.11-12.SL.11-12.1.d</b>  <b>LA.11-12.SL.11-12.2</b> - [Grade Level Standard] </p>
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					<p><b>LA.11-12.SL.11-12.3</b> - [Grade Level Standard] <b>LA.11-12.</b> - Presentation of Knowledge and Ideas <b>LA.11-12.SL.11-12.4</b> - [Grade Level Standard] <b>LA.11-</b> <b>LA.11-12.SL.11-12.5</b> - [Grade Level Standard] <b>LA.11-12.SL.11-12.6</b> - [Grade Level Standard] <b>LA.11-12.L</b> - [Strand] – Language <b>LA.11-12.</b> - Conventions of Standard English <b>LA.11-12.L.11-12.1</b> - [Grade Level Standard] <b>LA.11-12.L.11-12.1.a</b> <b>LA.11-12.L.11-12.1.b</b> <b>LA.11-12.L.11-12.2</b> - [Grade Level Standard] <b>LA.11-12.L.11-12.2.a</b> <b>LA.11-12.L.11-12.2.b</b> <b>LA.11-12.</b> - Knowledge of Language <b>LA.11-12.L.11-12.3</b> - [Grade Level Standard] <b>LA.11-12.L.11-12.3.a</b> <b>LA.11-12.</b> - Vocabulary Acquisition and Use <b>LA.11-12.L.11-12.4</b> - [Grade Level Standard] <b>LA.11-12.L.11-12.4.a</b> <b>LA.11-12.L.11-12.4.b</b> <b>LA.11-12.L.11-12.4.c</b> <b>LA.11-12.L.11-12.4.d</b> <b>LA.11-12.L.11-12.5</b> - [Grade Level Standard] <b>LA.11-12.L.11-12.5.a</b> <b>LA.11-12.L.11-12.5.b</b> <b>LA.11-12.L.11-12.6</b> - [Grade Level Standard]</p>
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<b>Unit 2 Short Stories</b>	<p>What characteristics make up and differentiate fiction from nonfiction?</p> <p>What writing techniques are used to display the types of writing? Indirect and direct characterization?</p> <p>How can we utilize reading strategies for comprehension and meaning?</p> <p>Why and how are internal and external conflicts a part of everyday life?</p> <p>Can we understand the difference between real and imagined conflicts?</p>	<p>*All genres can be used to present common themes</p> <p>*Readers can write in response to the messages presented in literature in a variety of ways</p> <p>*Nonfiction in the forms of essays, journals, letters, biographies and autobiographies present personal</p>	<p>Identify plot, conflict, climax, foreshadowing, suspense, internal conflict</p> <p>Write a persuasive, narrative, and/or expository essay</p> <p>Debate with valid/relevant data</p>	<p><b>Quizzes</b></p> <p><b>End of story tests</b></p> <p><b>Formal essays</b></p> <p><b>Current events</b></p> <p><b>Performance Task:</b> Short Stories Unit Teacher will allow each student to choose a theme or genre, such as mystery, science fiction, horror, etc. The students will be given a thorough/detailed outline of the research they must complete on their theme/genre. Students will need to</p>	<p><i>LA.9-12.3.2.12.A.1</i> <i>LA.9-12.3.2.12.A.3</i> <i>LA.9-12.3.2.12.A.4</i> <i>LA.9-12.3.2.12.A.5</i> <i>LA.9-12.3.2.12.A.6</i> <i>LA.9-12.3.2.12.A.7</i> <i>LA.9-12.3.2.12.A.8</i> <i>LA.9-12.3.2.12.A.9</i></p> <p><i>LA.9-12.3.4.12.A.1</i> <i>LA.9-12.3.4.12.A.2</i> <i>LA.9-12.3.4.12.A.5</i></p> <p><i>LA.9-12.3.2.12.B.4</i> <i>LA.9-12.3.2.12.B.5</i> <i>LA.9-12.3.2.12.B.2</i> <i>LA.9-12.3.2.12.B.1</i> <i>LA.9-12.3.2.12.B.3</i></p> <p><i>LA.9-12.3.4.12.B.1</i> <i>LA.9-12.3.4.12.B.2</i> <i>LA.9-12.3.4.12.B.3</i> <i>LA.9-12.3.4.12.B.4</i> <i>LA.9-12.3.4.12.B.5</i> <i>LA.9-12.3.4.12.B.6</i> <i>LA.9-12.3.4.12.B.7</i></p>

				<p>research short stories on their genre and the authors of the stories. Students will also choose one short story they found particularly interesting and feel his/her classmates will enjoy too and create a lesson plan for that story. Students will also present their stories each week. Students will complete this research on a PPP and present their research of their genre to the class. This assignment will take 1 to 2 weeks for completion. A grading rubric will be provided and an example of a teacher's lesson plans as well.</p>	<p><i>LA.9-12.3.2.12.C.1</i>  <i>LA.9-12.3.2.12.C.2</i>  <i>LA.9-12.3.2.12.C.3</i>  <i>LA.9-12.3.2.12.C.4</i>  <i>LA.9-12.3.2.12.C.5</i>  <i>LA.9-12.3.2.12.C.6</i></p> <p><i>LA.9-12.3.3.12.D.1</i>  <i>LA.9-12.3.3.12.D.2</i>  <i>LA.9-12.3.3.12.D.3</i></p> <p><i>LA.9-12.3.2.12.D.1</i>  <i>LA.9-12.3.2.12.D.2.a</i>  <i>LA.9-12.3.2.12.D.2.b</i>  <i>LA.9-12.3.2.12.D.2.c</i>  <i>LA.9-12.3.2.12.D.2.d</i>  <i>LA.9-12.3.2.12.D.2.e</i>  <i>LA.9-12.3.2.12.D.2.f</i>  <i>LA.9-12.3.2.12.D.3</i>  <i>LA.9-12.3.2.12.D.5</i>  <i>LA.9-12.3.2.12.D.7</i></p> <p><i>LA.9-12.3.1.12.G.1</i>  <i>LA.9-12.3.1.12.G.5</i>  <i>LA.9-12.3.1.12.G.6</i>  <i>LA.9-12.3.1.12.G.7</i>  <i>LA.9-12.3.1.12.G.8</i>  <i>LA.9-12.3.1.12.G.9</i>  <i>LA.9-12.3.1.12.G.13</i>  <i>LA.9-12.3.1.12.G.12</i>  <i>LA.9-12.3.1.12.G.14</i></p> <p><i>LA.9-12.3.1.12.H.1</i>  <i>LA.9-12.3.1.12.H.3</i>  <i>LA.9-12.3.1.12.H.4</i>  <i>LA.9-12.3.1.12.H.7</i></p>
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Month	Essential Question	Content	Skills	Assessment	Standard(s)
Unit 3- English Poetry A Turbulent Time 16-25-1798	<p>What is the relationship between place and literature?</p> <p>How does literature shape or reflect society?</p> <p>What is the relationship of the writer to tradition?</p>	<p>The English Civil War Industrial and Agriculture Revolutions</p> <p>Sonnet Form</p> <p>The flowing poetry terms/devices: Allegory, Hyperbole, Purpose, and Alliteration.</p> <p>The following Authors: John Donne, Ben Jonson, Andrew Marvell, Robert Herrick, Sir John Suckling, John Milton, Dante Alighieri, John Bunyan, Amelia Lanier, and Richard Lovelace.</p>	<p>Identify and analyze significant literary devices.</p> <p>Identify and understand the English sonnet forms</p> <p>Connect the subject matter of poetry to relevant cultural/historical events and write an analysis to present in class.</p> <p>Analyze a poem in literature circles.</p> <p>Interpret poetry through song, video, or book of poems.</p>	<p>Various DI activities</p> <p>Quizzes</p> <p>Class discussion</p> <p>Response to short writing prompts.</p> <p>Essays</p> <p>Personal Poetry Journal</p>	<p>3.1.12.A.2 3.1.12.C.1 3.1.12.D.3 3.1.12.E.1,E.2.,E.6 3.1.12.F.1-4 3.1.12.G.2-3,5,6,7,12 3.1.12.H.3-5 3.2.12.A.1-4 3.2.12.B.1-4,7 3.12.C.1 3.12.D.1,5 3.3.12.A.1-3 3.3.12.B.1,7,9 3.3.12.D.1,2,4,6,9,10 3.5.12.A.1 3.5.12.C.2</p>

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Unit 4 Research Paper/ College Essays/Resumes and Applications	<p>How can research validate an opinion?</p> <p>What makes a source reliable?</p> <p>What makes a college essay a good college essay?</p> <p>How much information should be on one's resume?</p>	<p>Research Process</p> <p>Writing Process</p> <p>Application Process</p> <p>Interview process</p>	<p>Library/Media Center skills</p> <p>Understanding Plagiarism</p> <p>M.L.A documentation of sources</p> <p>Identify reliable sources</p> <p>Analyze important information and findings.</p> <p>Evaluate and organize relevant information from a variety of sources, verifying the accuracy and usefulness of gathered information.</p> <p>Gain ability to use several sources and meld them</p> <p>Explore on line sources (electric Library)</p> <p>Write M.L.A works cited page</p> <p>Gain in depth knowledge of a particular subject</p> <p>Produce a rough draft</p> <p>Use correct grammar</p> <p>Revise for increased impact</p>	<p>Research Paper with scoring rubric.</p> <p>Narrative and expository essays from college entrance topics.</p> <p>Resume</p> <p>Various DI activities</p> <p>Group discussions</p> <p>Role playing as interviewer/potential employee</p>	<p><b><i>LA.9-12.3.1.H [Strand]</i></b>  <b><i>LA.9-12.3.1.12.H.1-8</i></b>  <b><i>LA.9-12.3.2 -[Standard]</i></b>  <b><i>LA.9-12.3.2.A -[Strand]</i></b>  <b><i>LA.9-12.3.2.12.A.1-9</i></b>  <b><i>LA.9-12.3.2.B -[Strand]</i></b>  <b><i>LA.9-12.3.2.12.B.1-13</i></b>  <b><i>LA.9-12.3.2.C -[Strand]</i></b>  <b><i>LA.9-12.3.2.12.C.1-7</i></b>  <b><i>LA.9-12.3.2.D -[Strand]</i></b>  <b><i>LA.9-12.3.2.12.D.1-2</i></b>  <b><i>LA.9-12.3.2.12.D.2.a-f</i></b></p>



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