

Curriculum Map - English 12R

Content

Skills

Assessment

UNIT ONE:

“Censorship & Individual Rights”

- *Fahrenheit 451*, Ray Bradbury (science fiction genre)
- Unit short fiction:
 - *There Will Come Soft Rains*
 - *All Summer in a Day*
 - *The Veldt*
 - *The Pedestrian*
- * All short stories by R. Bradbury

- Understand the unique aspects of the science fiction genre.
- Improve reading comprehension.
- Identify specific elements of science fiction in multiple genres (short story & novel).
- Identify allusions in literature.
- Analyze characters in relation to light/dark & nature imagery.
- Define censorship & its role in the novel.
- Apply understanding of censorship vis-a-vis application to contemporary society (positive & negative values).

Essential Questions

1. What are the defining elements of Science Fiction?
2. How can an author use light & dark imagery to define character as well as character development?
3. What is censorship? How does it manifest itself in our lives and what is the role of the individual in maintaining individual freedoms?
4. What is satire & what are its functions in fiction?
5. How can an author use symbolism as a tool in regard to both characterization & theme?

- Reading quizzes - scheduled & “surprise”
- Response: Personal Symbol
- Essay: Censorship*

Curriculum Map - English 12R

Content	Skills	Assessment
<ul style="list-style-type: none"> • Literary elements handout • Unit Poetry: <ul style="list-style-type: none"> - <i>Dover Beach</i>, Matthew Arnold - <i>There Will Come Soft Rains</i>, Sara Teasdale • Vocabulary 	<ul style="list-style-type: none"> • Strengthen analytical skills (literary elements / terminology). • Improve writing skills via individualized feedback. • Compare thematic similarities in multiple works by the same author (Ray Bradbury). • Understand the concept of satire. • Define the use of satire in disparate works (specific). • Improve oral communication. • Assess the value of satire as <ul style="list-style-type: none"> - a vehicle for thematic development. - an instrument of social change. • Strengthen critical reading. • Review nature of symbolism & use as literary device. • Connect disparate genres / subjects thematically • Evaluate thematic variations (re: technology / nature). • Strengthen oral & written expression. 	<ul style="list-style-type: none"> • Study guide: <u>Deeper Meaning</u> • Essay: <u>Utopia</u>* <ul style="list-style-type: none"> - *choice of two... • Final unit exam • Class discussion • Study guide: Novel Comp. • Class exercise: form as function of theme • Weekly / comprehensive tests

Curriculum Map - English 12R

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UNIT TWO:

“Nonviolent Problem Resolution”

- *Dawn*, Elie Weisel
(Historical fiction)

- Apply biographical information (author) to character.
re: characterization/revelation of thematic direction
- Improve reading comprehension.

Essential Questions

1. How can an author’s own personal history affect his or her fiction re: theme & characterization?
2. What is terrorism? How can cultural perspective affect one’s perception of violence?
3. What are (some of) the factors that lead to violence as a perceived means of conflict resolution?
4. What nonviolent alternatives are available to resolve conflict on the personal, national, & international levels?
5. How can an author use violence as a precursor to negative character development?
6. In what ways can disparate literary genres be thematically connected?

- Reading quizzes - scheduled & “surprise”

Curriculum Map - English 12R

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<ul style="list-style-type: none"> • Unit short fiction: - <i>The Sniper</i>, Liam O'Flaherty • Unit poetry: - <i>APO 96225</i>, Larry Rottman - <i>Dulce Et Decorum Est.</i>, Wilfred Owen - <i>The Death of the Ball Turret Gunner</i>, Randall Jarrell - <i>Eighth Air Force</i>, R. Jarrell 	<ul style="list-style-type: none"> • Strengthen critical reading. • Review nature of symbolism & use as literary device. • Strengthen analytical skills (literary elements / terminology). • Analyze concept of terrorism re: multiple view approach • Connect disparate genres / subjects thematically. • Evaluate war as justification for violence. - Consider, within unit context, nonviolent alternatives. • Examine violence as precursor to negative character development. • Improve writing skills via individualized feedback. • Assess nature of violent / nonviolent conflict resolution within our lives. • Apply unit themes to disparate quotations re: nonviolence. • Analyze connections between unit materials (poetry / short story / novel) • Formulate unit theme. • Analyze causative factors leading to violence at the local, national, & international levels. • Define the role of the individual in the peace process. • Improve oral communication. 	<ul style="list-style-type: none"> • Study guide: Novel Comp. • Class exercise: Terrorism def. • Final unit test • Essay: <u>Death & Char. Dev.</u>* • Essay: <u>Death / Personal Growth</u>* - choice of two.... • Response: <u>Nonviolent Inspiration</u> • Class discussion

Curriculum Map - English 12R

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<ul style="list-style-type: none"> Vocabulary 	<ul style="list-style-type: none"> Strengthen oral & written expression. 	<ul style="list-style-type: none"> Weekly/comprehensive tests
<p><u>UNIT THREE:</u> “Community & Culture”</p> <ul style="list-style-type: none"> <i>I Heard the Owl Call My Name</i>, Margaret Craven (Multi-culturalism) <ul style="list-style-type: none"> Videos (documentaries): -<i>Kill the Indian, Save the Man</i> - <i>The Only Good Indian is a Dead Indian</i> Nanno’s poem <ul style="list-style-type: none"> Nonfiction elements: - <i>Blue Highways</i> (excerpt), William Least Heat Moon 	<ul style="list-style-type: none"> Apply biographical information (author) to character - re: characterization & setting Develop greater tolerance of cultural variations. Strengthen analytical skills (literary elements / terminology). <p><u>Essential Questions</u></p> <ol style="list-style-type: none"> How can an author’s personal history affect his or her fiction re: setting & conflict? What is assimilation? What are the differences between violent & nonviolent assimilation? How have Native American cultures in North America been affected by their assimilation into Anglo-European cultures? What role does the prevalent culture play in the determination of historical context & perception? <ul style="list-style-type: none"> Strengthen critical reading. Improve reading comprehension Understand the concept of assimilation as it applies to the novel & shorter nonfiction works in the unit. Improve writing skills via individualized feedback Understand theme as universal experience. Predict status of Kwakwiltl tribe, as per novel’s events. 	<ul style="list-style-type: none"> Response: <u>American Values?</u> Study guide: <u>Deeper Meaning</u> Study guide: Novel Comp. Reading quizzes - scheduled & “surprise” <ul style="list-style-type: none"> Essay: <u>Assimilation*</u>

Curriculum Map - English 12R

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<p>- <i>Wounded Knee</i> - <i>The Flight of the Nez Percés</i> (from Dee Brown's <i>Bury My Heart at Wounded Knee</i>)</p> <p>• Vocabulary</p>	<ul style="list-style-type: none"> • Evaluate reported history vs. actual history. • Synthesize conclusion as to disparity between perceived & actual history. • Recognize theme re: change as process • Describe the effects of setting on character & plot. <p>• Strengthen oral & written expression.</p>	<ul style="list-style-type: none"> • Essay: <u>Assimilation</u>* • Essay: <u>Salmon's Journey</u> <p>- choice of two</p> <ul style="list-style-type: none"> • Final unit exam <p>• Weekly/comprehensive tests</p>
<p><u>UNIT FOUR:</u> "Social Responsibility" • <i>An Enemy of the People</i>, Henrik Ibsen (Literature of Social Criticism)</p>	<ul style="list-style-type: none"> • Assess the value of drama as vehicle for social change. • Improve oral communication. • Read & listen critically. • Polish oral interpretation skills. <p><u>Essential Questions</u></p> <ol style="list-style-type: none"> 1. What are the unique aspects of drama as a literary genre? 2. How can drama be used as a vehicle for social change? 3. What is 'mob psychology' and how does it change an individual's actions & feelings of responsibility? 4. What is the role of an individual re: creating social change? 	<ul style="list-style-type: none"> • Study guide: Play comprehend. • Play participation • Drama vocabulary test

Curriculum Map - English 12R

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<ul style="list-style-type: none"> • Drama vocabulary handout • Vocabulary 	<ul style="list-style-type: none"> • Understand unique aspects of drama, as a genre. • Define censorship and its role in the play. • Understand the concept of satire/define use in play. • Describe role of “mob psychology” in public opinion. • Define the role of the individual in the creating change. • Improve writing skills via individualized feedback • Improve oral communication • Examine life of author/make connections to the play. • Strengthen oral & written expression. 	<ul style="list-style-type: none"> • Final unit exam • Essay: <u>To Stand Alone...</u> • Class discussion • Weekly/comprehensive tests
<p><u>UNIT FIVE:</u> “Conflict in the Natural World” • <i>Deliverance</i>, James Dickey (Adventure Genre)</p>	<ul style="list-style-type: none"> • Strengthen analytical skills (literary elements/terminology). • Improve reading comprehension. <p><u>Essential Questions</u></p> <ol style="list-style-type: none"> 1. To what extent does setting influence or create conflict? 2. What are urban/rural prejudices & how do they affect our perceptions & behaviors? 3. What are the differences between morality & ethics, & how do they influence the choices that we make? 4. How does tragedy influence or effect personal growth? 	<ul style="list-style-type: none"> • Study guide: Novel Comp. • Study guide: <u>Deeper Meaning</u>

Curriculum Map - English 12R

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<ul style="list-style-type: none"> • Short film: <i>To Build a Fire</i> (based on a story by Jack London) • Unit short fiction: <ul style="list-style-type: none"> - <i>Walking Out</i>, David Quammen - <i>Hunters in the Snow</i>, Tobia Wolff • Unit poetry: <ul style="list-style-type: none"> - <i>The Bear</i>, Galway Kinnell • Vocabulary • Research paper unit: (Contemporary Issues) • SECS Guide & Expectations: deadlines/process • <u>Contemporaneous with above unit</u> • 	<ul style="list-style-type: none"> • Strengthen critical reading • Understand specific elements: adventure genre • Define cause/effect relationships: urban/rural prejudices & their outcomes. • Identify patterns re: symbolism, characterization, & character development. • Define cause/effect relationships: degree of preparation & potential for disaster. • Relate personal anecdote re: lack of planning & disaster. • Assess character development re: symbolic action. • Relate disparate unit materials re: themes (connections) • Evaluate societal/personal growth via traumatic experience • Improve writing skills via individualized feedback. • Discuss/assess concept of morality as it relates to novel & to our own lives (personality & collectively). • Improve oral communication • Strengthen oral & written expression • Review & strengthen research skills. • Review & strengthen documentation skills. • Evaluate/organize information. • Improve time management skills re: deadlines. • Synthesize information. • Strengthen computer/word processor skills. 	<ul style="list-style-type: none"> • Reading quizzes - scheduled & “surprise” • Personal narrative: outdoor adventure (memoir piece) • Personal narrative: outdoor adventure (memoir piece) • Essay: <u>Character Traits</u> • Unit final exam • Class discussion • Weekly/comprehension tests • Graded components: <ul style="list-style-type: none"> - Thesis statement - Introduction - Outline - Rough draft - Final copy

Curriculum Map - English 12R

Content	Skills	Assessment
<p><u>UNIT SEVEN: "Family & Home"</u></p> <ul style="list-style-type: none"> • <i>Pigs in Heaven</i>, Barbara Kingsolver <ul style="list-style-type: none"> • Unit nonfiction: <ul style="list-style-type: none"> - <i>The Seventeenth Meditation</i>, John Donne <ul style="list-style-type: none"> • Unit poetry: <ul style="list-style-type: none"> - <i>The Fortress</i>, Anne Sexton - <i>My Papa's Waltz</i>, T. Roethke 	<ul style="list-style-type: none"> • Analyze/assess thematic & character connections to 11B novel: <i>The Bean Trees</i>, by Barbara Kingsolver. • Strengthen analytical skills (literary elements/terminology). <p><u>Essential Questions</u></p> <ol style="list-style-type: none"> 1. What are (some of) the issues facing Native Americans today? 2. What is 'family'? What is 'home'? Are these subjective or objective terms? How do our perceptions of them affect our lives? 3. In what ways are the relationships in our lives interconnected? 4. What is empathy? Is it universal? Is it necessary for a society to function effectively? <ul style="list-style-type: none"> • Strengthen critical reading. • Improve oral communication. • Improve reading comprehension. • Further develop understanding - Native American issues • Improve oral communication. • Explore the interconnected nature of relationships. • Describe relationship between characterization & authorial style. • Understand the universality of empathy, family, & the need to belong. • Strengthen understanding of characterization. <ul style="list-style-type: none"> - re: description • Analyze/assess connections between disparate lit. genres. 	<ul style="list-style-type: none"> • Study guide: Novel comp. <ul style="list-style-type: none"> • Study guide: <u>Deeper Meaning</u> • Class discussion • Reading quizzes - scheduled & "surprise" <ul style="list-style-type: none"> • Class discussion <ul style="list-style-type: none"> • Poetry: <i>Life Metaphor</i> • Response: <u>Family</u> <ul style="list-style-type: none"> • "Supporting Cast" <ul style="list-style-type: none"> • Connections

Curriculum Map - English 12R

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<ul style="list-style-type: none"> • Poetry: <ul style="list-style-type: none"> - <i>Do Not Go Gently Into That Good Night</i>, Dylan Thomas - <i>The Locket</i>, John Montague - <i>The Gift</i>, Li-Young Lee - <i>The Portrait</i>, Stanley Kunitz - <i>What Are Years?</i>, Marianne Moore - <i>Letter to My Father From 40,000 feet</i>, Sharon Olds - <i>Yesterday</i>, W.S. Merwin • Vocabulary 	<ul style="list-style-type: none"> • Improve writing skills via individualized feedback. • Analyze racial issues/compare to current time. • Analyze/describe connections re: theme in disparate lit. • Improve oral communication. • Make connections to parent/son relationship in film & and in our own lives. • Strengthen oral & written expression. 	<ul style="list-style-type: none"> • Essay: <u>Relationship & Parent</u> • Essay: <u>Obstacles</u> <ul style="list-style-type: none"> - choice of two • Class discussion • Unit final exam • Weekly/comprehensive tests
<p><u>Alternate Unit</u></p>	<ul style="list-style-type: none"> • Strengthen analytical skills (literary elements / terminology). • Strengthen critical reading. • Improve oral communication. • Improve reading comprehension. • Analyze stories for sequential development. 	<ul style="list-style-type: none"> • Study guide: Novel Comp. • Study guide: <u>Deeper Meaning</u> • Class discussion • Reading quizzes - scheduled & "surprise".

Curriculum Map - English 12R

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<p>- <i>An African Betrayal</i> Ernest Hemingway</p>	<ul style="list-style-type: none"> • Improve oral communication. • Determine effects of setting on characters, re: war / poverty • Understand Post Traumatic Stress Disorder & be able to identify its symptomatic behaviors in lit. • Analyze connections re: Ellen Foster & Nick Adams. 	<ul style="list-style-type: none"> • Class discussion. • Review worksheet • Unit final exam
<p><u>Alternate Unit</u></p> <ul style="list-style-type: none"> • <i>One Flew Over the Cuckoo's Nest</i>, Ken Kesey • Nonfiction: -Excerpt from <i>Dinosaur Man</i>, Susan Baur - Excerpt from <i>The Good Old Days</i>, Otto L. Bettman re: treatment of mental illness 	<ul style="list-style-type: none"> • Understand stream of consciousness as literary style. • Consider stereotypes re: mental illness & their effects. • Strengthen analytical skills (literary elements / terminology). • Strengthen critical reading. • Improve oral communication. • Improve reading comprehension. • Analyze development of prose as metaphor for character development. 	<ul style="list-style-type: none"> • Journal: mental illness • Study guide: Novel Comp. • Study guide: <u>Deeper Meaning</u>. • Class discussion • Reading quizzes - scheduled & "surprise" • Class discussion

Curriculum Map - English 12R

Content	Skills	Assessment
	<ul style="list-style-type: none"> • Improve oral communication. • Assess changes in treatment of mentally ill. • Strengthen research skills. • Strengthen documentation skills. • Improve oral communication. • Improve writing skills via individualized feedback. • Understand the nature of the “beat” generation, as exemplified by Kesey & the “Merry Pranksters” • Analyze the impact of the beat generation on lit. 	<ul style="list-style-type: none"> • Response: <u>Despair/Depression</u> (stream of consciousness, ex.) • Mini-report re: mentally ill in America. • Report presentation • Essay: <u>Treatment of Ment. Ill</u>* • Essay: <u>Mental Illness in Lit.</u>* - choice of two.... • Unit final exam
<p><u>Alternate Unit</u></p> <ul style="list-style-type: none"> • <i>God Bless You, Mr. Rosewater</i>, Kurt Vonnegut (Satire) • Unit Short Fiction: - <i>Harrison Bergeron</i> • Unit Non-fiction: - selected articles: Dave Barry • Essentials of Satire - Film: <i>Dr. Strangelove</i> 	<ul style="list-style-type: none"> • Strengthen analytical skills (literary elements/terminology) • Strengthen critical reading. • Improve oral communication. • Improve reading comprehension. • Analyze/discuss cultural expectations re: success • Consider/discuss society’s treatment of those who do not fit into “appropriate” behavior patterns. • Improve writing skills via individualized feedback. • Understand & discuss nature of satire, as a literary device. • Analyze connections between disparate media re: theme. • Analyze (complicated) character relationships. 	<ul style="list-style-type: none"> • Study guide: Novel Comp. • Study guide: <u>Deeper Meaning</u> • Class discussion • Reading quizzes - scheduled & “surprise” • Response: <u>Society & Creativity</u> • Essay: <u>Satire in Literature</u>* • Essay: <u>Dream’s Impact</u>* - choice of two.... • Class exercise: Satire • Character map • Unit final exam

Curriculum Map - English 12R

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<p><u>Alternate Unit</u></p>		
<ul style="list-style-type: none"> • <i>Black Like Me</i>, John Howard Griffin • Unit Drama: <i>Native Son</i> teleplay, based on the novel by Richard Wright • Unit Nonfiction: (selection...) - <u>What is Prejudice?</u> (essay) - Excerpt from <i>Up From Slavery</i>, Booker T. Washington - <i>An Old Woman Speaks</i>, anon. • Unit Short Fiction: - <i>Thank You, Ma'am</i>, Langston Hughes - <i>Nigger Jeff</i>, Theodore Dreise 	<ul style="list-style-type: none"> • Strengthen analytical skills (literary elements/terminology). • Strengthen critical reading. • Improve oral communication. • Improve reading comprehension. • Analyze nature, breadth, & effect of prejudice. • Synthesize a class definition of prejudice. • Compare & discuss the thematic relationship among disparate literary selections. • Understand the wide-ranging 'types' of prejudice of the aged & against those who are young based on religious preferences against those not of American citizenship based on racial differences. • Consider the gulf between published & actual history. • Determine & classify the different effects of prejudice in the literary selections (cause/ effect & classification) . • Focus on own prejudices & their causes (real/ imaginary). 	<ul style="list-style-type: none"> • Study Guide: Novel Comp. • Study Guide: <u>Deeper Meaning</u> • Class discussion • Reading quizzes - scheduled & "surprise" • Group interaction/ class discuss. • Worksheet: Unit review • Response: <u>My Prejudice</u>

Curriculum Map - English 12R

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<ul style="list-style-type: none">• Unit poetry:<ul style="list-style-type: none">- <i>Night, Death, Mississippi</i>, Robert Hayden- <i>Ballad of Birmingham</i>, Dudley Randall- <i>Yet Do I Marvel & Incident</i>, Countee Cullen - <i>Mother to Son, Dream Variations, Mulatto, & Song for a Dark Girl</i>, Langston Hughes• Filmstrip: <i>Prejudice</i>	<ul style="list-style-type: none">• Analyze evolution of prejudice in America.<ul style="list-style-type: none">- slavery to modern times, in brief- physical vs. psychological in force & effect• Improve writing skills via individualized feedback• Discuss universality in drama: social instr. & reform• Understand & apply dramatic vocabulary to text.• Improve oral communication. • Read & listen critically.• Polish oral interpretation skills.• Understand unique aspects of drama, as a genre.	<ul style="list-style-type: none">• <u>Essay: Effects of Prej. in Lit.</u>• Play participation • Poetry analysis worksheets • Filmstrip review worksheet• Unit final exam