

**General Brown Central School District
Curriculum Map**

Course Title: English 12	Prepared By: Michelle Lamon
Time Frame: 6 Weeks	Unit/Theme Short Stories/Control
<p>Essential Questions:</p> <p>What does greed create in society?</p> <p>Can traditions become outdated and unnecessary?</p> <p>Is love always a positive entity?</p> <p>What are the different roles of the genders throughout history?</p> <p>What will people do to gain control in a relationship?</p>	
<p>Next Generation Standards:</p> <p>11-12R1-11-12R9</p> <p>11-12W1-3 11-12W5</p> <p>11-12SL1-4 11-12SL6</p> <p>9-12L1-6</p>	<p>Vocabulary:</p> <p>Setting</p> <p>Characterization</p> <p>Mood</p> <p>Symbolism</p> <p>Foreshadowing</p> <p>Imagery</p> <p>Point of View</p> <p style="padding-left: 20px;">1st person</p> <p style="padding-left: 20px;">3rd person</p> <p style="padding-left: 40px;">Omniscient</p> <p>Conflict</p> <p>Plot</p> <p>Introduction</p> <p>Rising Action</p> <p>Climax</p> <p>Falling Action</p> <p>Resolution</p> <p>Theme</p> <p>Irony</p> <p style="padding-left: 20px;">Dramatic</p> <p style="padding-left: 20px;">Verbal</p> <p style="padding-left: 20px;">Situational</p> <p>Allegory</p> <p>Gothic Fiction</p> <p>Theme</p> <p>Figurative Language</p> <p>Protagonist</p> <p>Antagonist</p>
Student Objectives (The student will...):	

**General Brown Central School District
Curriculum Map**

Cite strong and thorough textual evidence to support analysis of what texts say explicitly as well as inferences drawn from the texts.

Determine two or more themes from the texts.

Analyze the impact of the authors' choices of how to develop and relate elements of a piece of literature (setting, characterization, etc.)

Determine the meaning of words and phrases, including figurative and connotative meanings.

Write explanatory texts to convey complex ideas

Develop and strengthen writing through planning, revising, editing, etc.

Participate in a variety of types of discussions such as one on one, group, and teacher-led.

Determine or clarify the meaning of unknown and multiple-meaning words through the use of context.

Use the conventions of the English language appropriately.

Create their own short story that follows a traditional plotline and the conventions.

Assessments:

Quizzes

Text-Based analyses

Class discussions

Bell-ringers

Multiple choice questions

Protocols

Thematic Essay

Creative Writing Piece

Recommended Texts:

"An Alpine Divorce"

"A Rose for Emily"

"Porphyria's Lover"

"Where Are You Going, Where Have You Been?"

"The Masque of the Red Death"

"A Good Man is Hard to Find"

"The Red Convertible"

Resources:

Teacher Made Packet with Questions

"It's All Over Now Baby Blue"

"Murder in the Desert"

Videos:

A Rose for Emily

Smooth Talk

The Raven

"Porphyria's Lover"

**General Brown Central School District
Curriculum Map**

	Creative Writing Unit
Time Frame: 6 Weeks	Unit/Theme: Research and Term Paper
<p>Essential Questions:</p> <p>What is the MLA and its format?</p> <p>How can I cite properly in order to avoid plagiarizing?</p> <p>How can I create a thesis statement and prove it?</p> <p>What words are especially effective in creating arguments?</p> <p>How do I judge the validity of sources?</p>	
<p>Next Generation Standards:</p> <p>11-12R1 – 2</p> <p>11-12R4-6</p> <p>11-12R9</p> <p>11-12W1-2</p> <p>11-12W5-7</p> <p>11-12SL4</p> <p>11-12L1-6</p>	<p>Vocabulary:</p> <p>Primary Source</p> <p>Secondary Source</p> <p>MLA</p> <p>Heading</p> <p>Header</p> <p>Parenthetical citations</p> <p>Citing</p> <p>Plagiarism</p> <p>Paraphrasing</p> <p>Database</p>
<p>Student Objectives (The student will...):</p> <p>Determine the meaning of words and phrases, including figurative and connotative meanings.</p> <p>Write explanatory texts to convey complex ideas.</p> <p>Develop and strengthen writing through planning, revising, editing, etc.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words through the use of context.</p> <p>Introduce and develop precise, knowledgeable claims, establish the significance of the claims from opposing claims, and create an organization that logically sequences claims, counter claims, reasons, and evidence.</p> <p>Produce clear, coherent, and strengthened writing through planning, revision, etc. in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Use technology to produce and publish writing products.</p> <p>Conduct research projects to answer a problem, answer a question, etc.</p>	

**General Brown Central School District
Curriculum Map**

<p>Assessments: Thesis Check Format Check Source Check Final Paper</p>	
<p>Recommended Texts: GB and JCC Database Articles</p>	<p>Resources: Teacher made packet MLA notes Librarian seminars</p>

<p>Time Frame: 7 Weeks</p>	<p>Unit/Theme <i>Crime and Punishment</i></p>
<p>Essential Questions: What is the difference between the law and justice? What would one do in order to honor his or her family? Does society have a say in government? Can prejudice cause destruction? What will one face when he or she goes against society's rules? Can appearances be deceiving? How have individuals and groups affected the course of history? What is more motivational-reason or logic? How do authors portray evil? How can a man purposefully destroy others? How are people defined by their roles? What words convey the most emotions? How can a speaker engage his or her audience?</p>	
<p>Next Generation Standards: 11-12R1-11-12R9 11-12W1-5 11-12SL1-4 11-12SL6</p>	<p>Vocabulary: Original Terms + Hubris Peripeteia Hamartia Moira Catastrophe Choral odes</p>

**General Brown Central School District
Curriculum Map**

9-12L1-6	Strophes Antistrophes
<p>Student Objectives (The student will...):</p> <p>Cite strong and thorough textual evidence to support analysis of what texts say explicitly as well as inferences drawn from the texts.</p> <p>Determine two or more themes from the texts.</p> <p>Analyze the impact of the authors' choices of how to develop and relate elements of a piece of literature (setting, characterization, etc.)</p> <p>Determine the meaning of words and phrases, including figurative and connotative meanings.</p> <p>Write explanatory texts to convey complex ideas.</p> <p>Develop and strengthen writing through planning, revising, editing, etc.</p> <p>Participate in a variety of types of discussions such as one on one, group, and teacher-led.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words through the use of context.</p>	
<p>Assessments:</p> <p>Quizzes</p> <p>Quotation/scene translations</p> <p>Text-Based analyses</p> <p>Class discussions</p> <p>Multiple choice questions</p> <p>Text-based Analysis Essays</p> <p>Exit tickets</p> <p>Persuasive Essay</p>	
<p>Recommended Texts:</p> <p><i>Antigone</i></p> <p><i>All My Sons</i></p>	<p>Resources:</p> <p>Teacher Made Packets</p> <p><i>All My Sons Movie</i></p>
<p>Time Frame:</p> <p>5 Weeks</p>	<p>Unit/Theme Poetry</p>
<p>Essential Questions:</p> <p>What is the author's purpose?</p> <p>How does he/she utilize literary techniques, such as structure, rhetorical devices, etc. in order to enhance the theme?</p> <p>How do poems fit certain eras and significant periods of time?</p>	
<p>Next Generation Standards:</p>	<p>Vocabulary:</p>

**General Brown Central School District
Curriculum Map**

<p>11-12R1-11-12R9</p> <p>11-12W1-5</p> <p>11-12SL1-4</p> <p>11-12SL6</p> <p>9-12L1-6</p>	<p>Original Terms +</p> <p>Verse</p> <p>Stanza</p> <p>Ballad</p> <p>Refrain</p> <p>Narrative</p> <p>Tone</p> <p>Figurative Language</p> <p>Imagery</p> <p>Onomatopoeia</p> <p>Mood</p> <p>Symbolism</p> <p>Alliteration</p> <p>Connotation</p> <p>Denotation</p> <p>Rhetorical Devices</p>
<p>Student Objectives (The student will...):</p> <p>Cite strong and thorough textual evidence to support analysis of what texts say explicitly as well as inferences drawn from the texts.</p> <p>Determine two or more themes from the texts.</p> <p>Analyze the impact of the authors' choices of how to develop and relate elements of a piece of literature (setting, characterization, etc.)</p> <p>Determine the meaning of words and phrases, including figurative and connotative meanings.</p> <p>Write explanatory texts to convey complex ideas.</p> <p>Develop and strengthen writing through planning, revising, editing, etc.</p> <p>Participate in a variety of types of discussions such as one on one, group, and teacher-led.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words through the use of context.</p>	
<p>Assessments:</p> <p>Poetry Quizzes</p> <p>Text-based Analyses</p> <p>Discussions</p> <p>Exit Tickets</p> <p>Essay</p>	
<p>Recommended Texts:</p> <p>"When I Heard the Learned Astronomer"</p> <p>"Do not Stand at My Grave and Weep"</p> <p>"It's Death Again</p> <p>"Because I Could Not Stop for Death"</p> <p>"Invictus"</p> <p>"Alone"</p> <p>"To the Virgins to Make Much of Time"</p>	<p>Resources:</p> <p>Teacher Made Packet</p> <p><i>Dead Poets Society</i> video clips</p>

**General Brown Central School District
Curriculum Map**

<p>“O Mistress Mine” “Facing It”</p>	
--	--

<p>Time Frame: 5 Weeks</p>	<p>Unit/Theme Writing and Reading Skills</p>
<p>Essential Questions: How can I place into English 101 instead of 99 or 100 for entry into college? What websites give the best practice for the CPTs? What words are commonly used on the SAT? How do I punctuate complex sentences, titles, etc.? What words are used as context clues for better comprehension? How can I enhance my writing skills via diction and punctuation changes? How do I create a resume’?</p>	
<p>Next Generation Standards: 11-12R1-9 11-12SL1-6 9-121-6</p>	<p>Vocabulary: JCC Accuplacer Study Guide Teacher Made Packet Online Accuplacer Practice SAT Words Writers’ Guide Usage Punctuation</p>
<p>Student Objectives (The student will...): Determine the meaning of words and phrases, including figurative and connotative meanings. Write explanatory texts to convey complex ideas. Develop and strengthen writing through planning, revising, editing, etc. Determine or clarify the meaning of unknown and multiple-meaning words through the use of context.</p>	
<p>Assessments: Resume’ Job Application Workforce Connection Job Interviews Autobiographical Essay</p>	

**General Brown Central School District
Curriculum Map**

Researching Fiction/Nonfiction Life Vision Board	
Recommended Texts: GB Database Articles	Resources: Guidance Resume' Template Workforce 2020 Packet Teacher Made Packet Life Vision Board Packet Common Application SUNY Application
Time Frame: 4 Weeks	Unit/Theme: Evil Within Man
Essential Questions: What is the author's purpose? How does he/she utilize literary techniques, such as structure, rhetorical devices, etc. in order to enhance the theme? How do poems fit certain eras and significant periods of time?	
Next Generation Standards: 11-12R1-11-12R9 11-12W1-3 11-12W5 11-12SL1-4 11-12SL6 9-12L1-6	Vocabulary: Original Literary Terms+ Microcosm
Student Objectives (The student will...): Cite strong and thorough textual evidence to support analysis of what texts say explicitly as well as inferences drawn from the texts. Determine two or more themes from the texts. Analyze the impact of the authors' choices of how to develop and relate elements of a piece of literature (setting, characterization, etc.) Determine the meaning of words and phrases, including figurative and connotative meanings. Write explanatory texts to convey complex ideas. Develop and strengthen writing through planning, revising, editing, etc. Participate in a variety of types of discussions such as one on one, group, and teacher-led. Determine or clarify the meaning of unknown and multiple-meaning words through the use of context	

**General Brown Central School District
Curriculum Map**

<p>Assessments: Text-based Analyses Discussions Exit Tickets Reading Quizzes Final Test</p>	
<p>Recommended Texts: <i>'Salem's Lot</i> Novel "One for the Road" "The Man Who Loved Flowers" "The Sniper"</p>	<p>Resources: Teacher made packet <i>'Salem's Lot</i> Movie Ireland's History</p>
<p>Time Frame: 5 Weeks</p>	<p>Unit/Theme Betrayal</p>
<p>Essential Questions: How far will one go to achieve his or her goals? How does history create enlightenment? What are the different roles of the genders throughout history? What does greed for power create in society? How can one interpret signs? Is love always a positive entity? What will people do to gain control in a relationship? How strong is jealousy in a relationship? How do authors use symbols to create a figurative level within a piece?</p>	
<p>Next Generation Standards: 11-12R1-11-12R9 11-12W1-3 11-12W5 11-12SL1-4 11-12SL6 9-12L1-6</p>	<p>Vocabulary: Close reading Motif Tragedy Omen Structural climax Catastrophe Excerpt Theme/ Central Idea Dramatic Irony Situational Irony Freytag's dramatic</p>

**General Brown Central School District
Curriculum Map**

	<ul style="list-style-type: none"> structure Action climax Foil Dynamic Character Soliloquy Aside Antithesis Paradox Allusion Juxtaposition Classical hero
<p>Student Objectives (The student will...):</p> <p>Cite strong and thorough textual evidence to support analysis of what texts say explicitly as well as inferences drawn from the texts.</p> <p>Determine two or more themes from the texts.</p> <p>Analyze the impact of the authors' choices of how to develop and relate elements of a piece of literature (setting, characterization, etc.)</p> <p>Determine the meaning of words and phrases, including figurative and connotative meanings.</p> <p>Write explanatory texts to convey complex ideas</p> <p>Develop and strengthen writing through planning, revising, editing, etc.</p> <p>Participate in a variety of types of discussions such as one on one, group, and teacher-led. Determine or clarify the meaning of unknown and multiple-meaning words through the use of context.</p>	
<p>Assessments:</p> <ul style="list-style-type: none"> Act Quizzes Quotation/scene translations Multiple choice questions Text-based Analysis Essays Exit tickets 	
<p>Recommended Texts:</p> <p><i>Julius Caesar</i></p>	<p>Resources:</p> <p>Teacher Made Packet</p>

**General Brown Central School District
Curriculum Map**

	Videos: <i>Julius Caesar</i>
Time Frame: 2 Weeks	Unit/Theme: Final Review
Essential Questions: How can I do well on my Final Examination? How will I transfer my skills to my future life-long learning?	
Next Generation Standards: 11-12R1-11-12R9 11-12W1-3 11-12W5 11-12SL1-4 11-12SL6 9-12L1-6	Vocabulary: All
Student Objectives (The student will...): Cite strong and thorough textual evidence to support analysis of what texts say explicitly as well as inferences drawn from the texts. Determine two or more themes from the texts. Analyze the impact of the authors' choices of how to develop and relate elements of a piece of literature (setting, characterization, etc.) Determine the meaning of words and phrases, including figurative and connotative meanings. Participate in a variety of types of discussions such as one on one, group, and teacher-led. Determine or clarify the meaning of unknown and multiple-meaning words through the use of context. Develop and strengthen writing through planning, revising, editing, etc.	

**General Brown Central School District
Curriculum Map**

Assessments: Final Examination	
Recommended Texts:	Resources: Teacher Made Packet