

CURRICULUM UNIT MAP
1ST QUARTER

COURSE TITLE: Honors English 4

GRADE: 12

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Elements of Good Writing WEEKS 1-3—OBJECTIVES Identify, analyze, and demonstrate elements of good writing Use correct punctuation, mechanics, usage, and grammar in writing	Identify (6) qualities of “good” writing	Students take a pre-test to answer the question: What makes writing good? Students take an ACT English quiz each Friday	End-of-unit Benchmark Assessment Essay test to discuss student’s perception of “what makes writing good” based on articles read/discussed and essays analyzed throughout unit Five ACT quizzes equal one ACT English test; quiz scores are combined to calculate an ACT English composite score
	Analyze writing for (6) qualities and verbalize what makes a specific piece of writing “good”		
	Explain relationship between grammar and good writing		
	Analyze how perception of good writing has changed		
	Use strategies to develop writing style		
Unit: College Application Essay WEEKS 4-7—OBJECTIVES Compose essays with a clear purpose and an appropriate tone for a specific audience Follow a writing process to compose essays	Describe connection between audience, purpose, and tone and explain how a change in one will affect the other two	Students complete an organizational handout to identify topic, audience, tone, thesis, main ideas, and supporting details Students conference with teacher throughout the writing process	Performance Assessment College Application Essay
	Write for a specific purpose		
	Choose an appropriate topic for a specific audience (college admissions or scholarship committee)		
	Use effective word choice and tone appropriate to audience		
	Follow the steps of the writing process: pre-write, draft, peer response, conference, revise, edit, publish		
Unit: Descriptive/Narrative Essay WEEK 8—OBJECTIVE Apply elements of plot and effective sequencing to compose a reflective personal narrative essay, which also includes descriptive techniques such as vivid verbs, dialogue, sensory detail, and figurative language	Select a meaningful topic and reflect its significance	Students complete an organizational handout to identify topic, audience, tone, thesis, main ideas, and supporting details Students conference with teacher throughout the writing process	
	Present events in logical order, following the plot diagram and experimenting with flash forward to begin an essay		
	Use relevant details that move events forward and omit irrelevant details to slow the momentum of the writing		

CURRICULUM UNIT MAP
2nd QUARTER

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Descriptive/Narrative Essay (cont'd) WEEKS 1-2—OBJECTIVES Apply elements of plot and effective sequencing to compose a reflective personal narrative essay, which also includes descriptive techniques such as vivid verbs, dialogue, sensory detail, and figurative language Follow a writing process to compose essays	(CLTs cont'd)		Performance Assessment Descriptive Narrative Essay
	Recreate an event for the reader by using actions words, dialogue, and sensory details to “put a movie in the reader’s head”		
	Use similes, metaphor, and personification effectively		
	Combine sentences and construct cumulative sentences to write more effectively		
	Follow the steps of the writing process: pre-write, draft, peer response, conference, revise, edit, publish		
Unit: Exemplification Essay WEEKS 3-4—OBJECTIVES Support a valid opinion or significant point with specific, relevant, adequate, and convincing details and compose an exemplification essay Follow a writing process to compose essays	Choose examples that are specific, relevant, and adequate	Students complete an organizational handout to identify topic, audience, tone, thesis, main ideas, and supporting details	Performance Assessment Exemplification Essay
	Use examples to clearly communicate ideas	Students conference with teacher throughout the writing process	
	Organize examples in an effective manner		
	Convince readers an opinion or point is valid		
	Follow the steps of the writing process: pre-write, draft, peer response, conference, revise, edit, publish		
Unit: Division/Classification Essay WEEKS 5-6—OBJECTIVES Analyze relationships among subjects by dividing a whole into parts or classifying parts of a whole and compose a division/classification essay	Select an appropriate topic for division/classification	Students complete an organizational handout to identify topic, audience, tone, thesis, main ideas, and supporting details	Performance Assessment Division/Classification Essay
	Divide a topic and analyze its parts	Students conference with teacher throughout the writing process	
	Identify connections between parts		
	Present insights or draw conclusions about a topic based on analysis of parts		

CURRICULUM UNIT MAP
2nd QUARTER (Cont'd)

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Division/Classification Essay (cont'd) WEEKS 5-6—OBJECTIVES Follow a writing process to compose essays	Follow the steps of the writing process: pre-write, draft, peer response, conference, revise, edit, publish		
Unit: Argumentative Research Essay WEEKS 7-9—OBJECTIVES Analyze and evaluate an issue and compose a logical, developed argument Develop focus questions to guide initial research Access and evaluate primary and secondary sources for relevance, credibility, and reliability Analyze and evaluate information for accuracy and select relevant information to adequately develop an argument Paraphrase information while retaining original meaning Use MLA format to compose a research paper with textual citation and a works cited page	Choose an appropriate issue and determine which side of the issue to support Acknowledge and refute the opposing side of the issue Develop and follow a research plan Use information only from credible sources Use information that is accurate and reliable Prove one side of the issue by using relevant, specific details and examples Use note-taking, direct quoting, and paraphrasing skills to record research information Avoid plagiarism by giving credit to sources and creating a works cited page Follow MLA format to compose essay	Students write topic and thesis statement on a 3x5 index card for approval Students complete a working outline to indicate (3) or more points to support their position and (2) or more points of the opposition Students create source cards Students conference with teacher while developing outline Students create (25) note cards which include direct quotes and paraphrases to be approved before they begin writing Students conference with teacher while drafting	Performance Assessment Argumentative Research Essay

CURRICULUM UNIT MAP
3rd QUARTER

COURSE TITLE: Honors English 4

GRADE: 12

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Elements of Short Fiction WEEK 1—OBJECTIVE To analyze and differentiate between escape and interpretive literature	Identify characteristics of escape literature	After reading two short stories, students take a CR quiz to determine which story was more escape and which was more interpretive.	
	Identify characteristics of interpretive literature		
	Read short fiction and determine if it is more escape or more interpretive		
WEEKS 2-4—OBJECTIVES To analyze conflict and sub-conflicts in plot	Explain cause/effect relationship between main conflict and sub-conflicts in plot	After each short story, students complete conflict analysis graphic organizer.	
	Categorize internal/external conflicts as physical, mental, emotional, or moral		
To analyze theme development within a work as well as across various works To analyze character development, motivation, and change	Identify the insight into humanity presented in short fiction	After reading the final short story in the unit, students complete graphic organizer to identify the theme and provide (3) examples from story to demonstrate how theme is developed throughout the work.	
	Explain how theme is developed throughout a work of short fiction		
	Make connections between works with a common theme to gain a deeper understanding of theme and meaning		
	Identify characters as protagonist or antagonist; flat or round; static or dynamic	After each short story, students complete character analysis chart; after (3) short stories students complete graphic organizer to determine if character change is convincing	
	Apply (3) conditions to determine if a character change is convincing		
	Understand character by analyzing his/her actions, words, thoughts, appearance, motives, and how others respond to character		
	Make connections between characters in various works to gain a deeper understanding of character and meaning		
Analyze and evaluate symbolism in works of fiction	Use (4) criteria to identify symbols in short fiction	After (3) short stories students complete symbol analysis graphic organizer	End-of-unit Benchmark Assessment Students “cold read” and analyze a short story
	Explain a symbol’s literal and figurative meanings		
	Use symbols to understand deeper meaning		

CURRICULUM UNIT MAP

3rd QUARTER (Cont'd)

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
WEEKS 5-6—OBJECTIVES Analyze a work of literature and compose a literary analysis essay	Choose a topic appropriate for analysis that focuses on one of the CLTs for the unit	Students complete a pre-write graphic organizer and conference with teacher for approval	Performance Assessment Literary Analysis
	Demonstrate good writing and good thinking skills to compose a literary analysis essay		
UNIT: 1984 WEEKS 7-9—OBJECTIVES Analyze and evaluate text to real world connections in literature Analyze character development, motivation, and change Analyze the development of theme	Discuss connections between George Orwell’s <i>1984</i> and history, the world today, and the future	Graphic organizer “ <i>1984</i> and Real World Connections”	End-of-unit Benchmark Assessment (2) question essay test
	Analyze how Winston Smith’s character develops and changes, emphasizing his motivations	Graphic organizer “Character Analysis”	
	Use MovieMaker to present scenes, characters, quotes, symbols, etc. that develop theme in <i>1984</i>	<i>1984</i> Movie Trailer Plan	Performance Assessment Movie Trailer (Theme)

CURRICULUM UNIT MAP
4th QUARTER

COURSE TITLE: HONORS ENGLISH 4

GRADE: 12

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: What Is Poetry? WEEKS 1-4—OBJECTIVES Analyze to comprehend poetry beyond literal meanings Analyze and evaluate the use of figurative language, literary devices, sound, and structure in poetry Identify and analyze symbol in poetry Identify and analyze tone in poetry	Read poetry and understand the figurative (deeper) meaning beyond the literal (surface) meaning	With a partner, students annotate various poems; teacher circulates and observes work and partner discussion; partners contribute to whole class discussion. The specific poems used for formative assessment of skills are identified below:	End-of-unit Benchmark Assessment Students “cold read” and analyze a poem
	Identify the subject, speaker, audience, occasion, and setting of a poem		
	Identify the central purpose of a poem		
	Explain the response evoked by a poem	Literal vs. Figurative meaning: “In Simili Materia” Subject, Speaker, Audience, Occasion, Setting: “Hawk Roosting” Central Purpose: “This Is Just to Say” Response evoked: “In Simili Materia” Design/Organization: “Ball Player” Diction: “One Perfect Rose” Imagery: “How to Eat a Poem” Metaphor/Simile: “Dream Deferred” Personification: “Mirror” Allusion: “Curiosity” Allegory: “Money” Symbolism: “Cross” and “Fire and Ice” Tone: “The Eagle” and “Hawk Roosting,”	
	Identify, analyze, and discuss effectiveness of verbal strategies in a poem: design, organization, diction, imagery, metaphor, simile, personification, allusion, allegory		
	Identify, analyze, and discuss effectiveness of symbols in a poem		
	Identify the tone in a poem and explain how tone affects meaning		
	Evaluate the overall effectiveness of a poem		
WEEK 2 and 4—OBJECTIVE Compose original poetry to demonstrate effective use of figurative language, literary devices, sound, and structure in poetry	Write poetry that demonstrates my understanding of the answer to the question “What Is Poetry?”	Students compose (3) original poems: “This Is Just to Say” “Autobiography” “This Is a Poem To” Each poem is critiqued by teacher; student is provided feedback for revision	Performance Assessment Students select one of the (3) poems to revise based on teacher feedback and submit for evaluation

CURRICULUM UNIT MAP
4th QUARTER (Cont'd)

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Flowers for Algernon WEEKS 5-8—OBJECTIVES Analyze and evaluate conflict within a literary work Analyze character change and motivation Analyze and evaluate text-to-real world connections	Identify external conflicts Charlie encounters and analyze the effect on Charlie	Students create a Journal #18 from Charlie’s POV to determine if experiment was worth it	End-of-Unit Benchmark Assessment
	Identify internal conflicts Charlie experiences and analyze the effect on Charlie	Students complete graphic organizer to describe Charlie’s character at (3) specific points in the novel and to explain the motivation behind the changes Charlie experiences	
	Identify the character changes Charlie experiences and analyze the motivation for the changes		
	Discuss the effects technological advances had on Charlie and other characters involved in the experiment and examine the effects similar technological advances would have on our society	Students are presented with a prompt, asked to determine their level of agreement (from strongly agree to strongly disagree), and write their response on a “What I Think About” handout. Students then participate in 4-corners activity to debate ideas.	
WEEK 9 SENIORS DO NOT ATTEND CLASS			