

# Guthrie Public Schools District Curriculum Map

Teachers: Johnson  
Last updated May 2016

Course: English IV

Grade Level: 12

1st Semester	Possible Titles	OAS	Assessments	Activities/Resources	Specialized Vocabulary
Weeks 1-4	<p><b>Anglo-Saxon Period:</b> Anchor Text: <i>Beowulf</i></p> <p>Shorter Text: Anglo-Saxon Riddles "The Dream of the Rood" "The Seafarer"</p> <p>Film: <i>The 13th Warrior</i> <i>Vikings</i> Episode 1</p> <p>Non-fiction: <i>The Ecclesiastical History of the English People</i> (excerpts)</p>	<p>12.1.R.1 12.1.R.2 12.1.W.1 12.2.R.1 12.2.W.5 12.3.R.1 12.3.R.3 12.3.R.4 12.4.R.2 12.4.R.3 12.5.R.1 12.5.W.2 12.7.R.1</p>	<p>Vocabulary Word Origins Rubric for Grendel's arm Rubric for Narrative Rubric for Word Study</p>	<p>Anglo-Saxon Roots Boasts Imitate kennings Create Grendel's arm Personal Narrative Word Study</p>	<p>allegory, anonymity, caesura, hyperbole, foil, farce, compound adjective, epic, kenning, Ring Giver, Anglo-Saxon Vocabulary words</p>
Weeks 5-8	<p><b>The Medieval Period:</b> Anchor Text: <i>The Canterbury Tales</i> "Prologue" and "The Wife of Bath's Tale" or "The Miller's Tale" "Sir Gawain and the Green Knight"</p> <p>Non-fiction: "The Murder of Sir Thomas Becket"</p> <p>Film: <i>King Arthur</i> <i>A Knight's Tale</i></p> <p>Masonic Lodge or other research essay contest prompt</p>	<p>12.2.R.1 12.2.W.2 12.3.R.5 12.3.R.6 12.3.R.7 12.3.W.2 12.3.W.3 12.4.R.2 12.5.W.1 12.4.W.2 12.5.W.3 12.6.R.1 12.6.R.2 12.6.R.3 12.6.W.1 12.6.W.2 12.6.W.3 12.6.W.4 12.8.W</p>	<p>Analysis of character, setting, and framing device</p> <p>Documented research paper rubric</p> <p>IA (Interim assessment) #1 at the 6th week mark</p>	<p>Body biography resume as a character character analysis pilgrimage Socratic seminar.</p> <p>documented essay: Masonic Lodge Letters about Literature Other documented essay as teacher assigns 4-5 pages</p>	<p>Satire, farce, frame story, icons, pilgrimage, relics, Foil Hyperbole, Symbol</p> <p>MLA Style, synthesis, parenthetical citation, annotated bibliography, text credibility, critical reading</p>

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<p>Weeks 9-13</p>	<p><b>Renaissance:</b> Drama: <i>Hamlet</i> <i>MacBeth</i> <i>King Lear</i> <i>Othello</i></p> <p>Poetry: "The Passionate Shepherd to His Love" "The Nymph's Reply to the Shepherd"</p> <p>Art: Giovanni Lorenzo Bernini, Ecstasy of Saint Teresa (1647-1652) Jacopo da Pontormo, Desposition from the Cross (Entombment) (1525-1528) Leonardo da Vinci, Mona Lisa (1503-1506) Leonardo da Vinci, The Virgin and Child with St. Anne (1508) Leonardo da Vinci, Vitruvian Man (1487) Michelangelo di Lodovico Buonarroto Simoni, David (1505) Michelangelo di Lodovico Buonarroto Simoni, Ceiling of the Sistine Chapel (1508-1512) Michelangelo di Lodovico Buonarroto Simoni, The Last Judgment, Sistine Chapel altar wall (1536-1541) Michelangelo Merisi da Caravaggio, The Entombment of Christ (1602-1603)</p>	<p>12.1.R.1 12.1.R.3 12.1.W.1 12.1.W.2 12.2.R.1 12.2.R.2 12.2.W.1 12.3.R.1 12.3.R.3 12.3.R.4 12.3.W.1 12.3.W.4 12.3.W.5 12.3.W.6 12.4.R.1 12.4.R.3 12.4.W.1 12.4.W.2 12.7.R.1 12.7.R.2</p>	<p>Dialectical Journal Oral interpretation of poetry Act quizzes Cornell Notes Focused Quick Writes Literary Elements graded discussion Descriptive writing of a work of art</p> <p>IA #2 at 12 week mark</p>	<p>Recite from memory a soliloquy from <i>a Shakespearean play</i></p> <p>Write and perform a Shakespeare parody.</p> <p>View a film version of a Shakespearean play</p> <p>Write a film review</p> <p>Learn a dance from the Renaissance</p> <p>Examine courting and marriage rituals from the Renaissance</p> <p>Describe or analyze a work of art from this time period</p>	<p>Allusion, divine right of kings, Humanism, Great Chain of Being, iambic pentameter, fate/free will, Classicism, five-act play, tragedy, tragic hero.</p>
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	Raffaello Sanzio da Urbino, The Niccolini-Cowper Madonna (1508) Sandro Botticelli, Primavera (1482)				
Weeks 14-18	<p><b>17th Century:</b> Poetry: “Holy Sonnet 10” “Love III” “Song: Goe and catch a falling starre” “The Flea” “To Daffodils” “To His Coy Mistres,” “To the Virgins to Make Much of Time”</p> <p>Fiction: <i>Pilgrim’s Progress</i> (excerpt)</p> <p><b>Research Unit:</b> Literary analysis with literary criticism</p> <p>Poetry Out Loud: Oral presentation of a selected poem from memory</p>	<p>12.2.W.2 12.2.R.2 12.2.W.3 12.2.W.4 12.3.R.1 12.3.R.7 12.3.W.3 12.5.W.1 12.5.W.3 12.6.R.1 12.6.R.2 12.6.R.3 12.6.W.1 12.6.W.2 12.6.W.3 12.6.W.4 12.8.W</p>	<p>Annotating texts</p> <p>Documented research paper rubric</p> <p>Research notes</p> <p>Performance practice</p> <p>Analytical writing Argumentative Writing</p> <p>IA #3 at the 18 week mark</p>	<p>Reciting poetry from memory</p> <p>Researching literary criticisms</p> <p>Research Paper with annotated bibliography minimum 5 pages MLA Synthesize material from literature and non-fiction texts from EbscoHost and other reliable print and web documents in an argumentative research paper.</p>	<p>carpe diem, Cavalier poetry, Neoclassical poetry, sonnet,</p> <p>MLA Style, synthesis, literary analysis, parenthetical citation, annotated bibliography, text credibility, critical reading</p>

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2nd Semester	Possible Titles	OAS	Assessments	Activities	Specialized Vocabulary
Weeks 1-5	<p><b>British Romanticism:</b> Novels: <i>Pride and Prejudice</i> <i>Emma</i> <i>Frankenstein</i> <i>Northanger Abbey</i> <i>Jane Eyre</i> <i>Dracula</i> <i>The Invisible Man</i></p> <p>Poetry: Blake, Wordsworth, Coleridge, Lord Byron, Shelley, Keats</p> <p>Non-fiction text: Literary criticism for selected book (s).</p> <p>Film: <i>Pride and Prejudice and Zombies</i> <i>Bride and Prejudice</i> <i>Sense and Sensibility</i> <i>League of Extraordinary Gentlemen</i></p> <p>20% project</p>	12.1.R.2 12.1.R.3 12.1.W.1 12.2.R.3 12.2.W.1 12.2.W.3 12.2.W.5 12.3.W.1 12.3.R.1 12.3.R.3 12.3.R.4 12.3.R.6 12.3.W.4 12.3.W.5 12.3.W.6 12.4.R.1 12.4.W.1 12.5.W.2 12.8.R	Pretest/posttest Chapter quizzes Journal Entries Formal Letter Quick writes Poetry Writing  Interim Assessment at the end of the 5th week.	Regency Period Dances Poetry Writing about nature Rules for dating in the Regency period vs. now.  Argument: Prom/Winter formal vs. Formal Balls graded discussion  30 sec. Impromptu speech	Novel of manners, Regency period, gentry, Gothic Novel, Romantic, Allusion, Terza Rima,  Research design
Weeks 6-9	<p><b>British Imperialism:</b> Novels: <i>The Heart of Darkness</i> <i>A Passage to India</i> <i>Around the World in Eighty Days</i> Sherlock Holmes novels</p>	12.2.W.5 12.2.W.1 12.3.R.7 12.7.R.1 12.7.R.2 12.7.W.1 12.7.W.2	Dialectical journals literary analysis formative assessments quizzes anticipation guide focused free writes cosplay tea party	Read closely and critically write a found poem memorize and dramatically present a poem	Victorian, Imperialism, Antihero, Feminism, foreshadowing, social satire, Victorian, absurd literature, free vers, irony, project proposal

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	<p>Poetry: Poe, Lord Byron, Arnold, Rossetti, Browning, Hopkins, Wilde, Baudelaire, Tennyson</p> <p>Children’s Literature: <i>Alice in Wonderland</i></p> <p>Non-fiction texts: Plato’s Allegory of the Cav "An Image of Africa: Racism in Conrad's 'Heart of Darkness'"</p> <p>Film: <i>The Matrix</i> <i>Appocolype Now</i></p> <p>20% project</p>		<p>Trifold presentation rubric</p>	<p>Create an original character to be included at Alice’s Tea Party</p> <p>Tea Party with Cosplay as a Victorian, playing card, or contemporary tea party goer</p> <p>Trifold Project Proposal</p>	
<p>Weeks 10-13</p>	<p>Modern Era: Novels: <i>1984</i> <i>Brave New World</i></p> <p>Poetry: “The Wasteland” T.S. Eliot “September 1, 1939” Auden “The Darkling Thrush” Hardy</p> <p>Non-fiction: “Their Finest Hour” Winston Churchill <i>The Ego and the Id</i> Signmond Freud “Revising History” George Orwell</p> <p>Film:</p>	<p>12.2.W.4 12.3.R.2 12.3.R.5 12.3.W.2 12.4.R.5 12.5.R 12.7.R.1 12.7.R.2</p>	<p>quizzes and daily formative assessments/ vocabulary from <i>1984</i> and/or <i>Brave New World</i>; using extracts from the novel, dialectical journals</p> <p>Interim assessment at the 12th week mark.</p>	<p>Identify social values that are discarded in these dystopian works Relate the loss of hope and despair found in these novels to a lyrical piece Compare the outcasts in these novels discuss the implications of civic responsibility on today’s society Multimedia presentation Evaluate political speeches 1 minute impromptu speech</p>	<p>foreshadowing, narrator, symbol, dystopia, satire, Modernism</p>

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	<i>Gataca</i> <i>The Island</i> <i>V for Vendetta</i>  20% project				
Week 14-18	Post-Modern: Chinua Achebe V.S. Naipaul Salman Rushdie Anita Desai Wole Soyinka Kazuo Ishiguro  TEDTalks	12.1.R.2 12.3.R.2 12.3.R.7 12.3.W.4 12.4.R.5 12.7.W.1 12.7.W.2 12.8.R	Graded discussion Speech rubric Author project Story evaluation  Last assessment at the 18 week mark	Mandala creation round table discussion 20% project speech 5-10 minutes  Senior Reflection paper	colonialism, Post-modernism