

Curriculum Map: Comprehensive IV English
Cochranton Junior-Senior High School
English

Course Description: This course is a continuation of Comprehensive English. It is designed as an alternative course for students who plan to attend a technical school or two-year community college. The course will review aspects of reading, composition writing, speaking, vocabulary, literature, and grammar. The literature will consist of various types of World Literature from a variety of texts. Shakespeare's play *Hamlet* will also be read and studied.

Unit Title: Comparative Mythology

Suggested time frame: 4-6 weeks

Standards:

CC 1.3.11-12 Reading Literature: Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

CC 1.4.11-12 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC 1.5.11-12 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

How do different cultures explain the origin of the universe?
How are those explanations similar and different?

Competency	Vocabulary	Strategy	Resource
Understand the creation myths of several different cultures as material upon which to base comparisons and contrasts Realize that all societies or cultures share in certain common ideas Create a comparison and contrast project focusing on two myths from the unit	Myth, Comparison, Contrast	Guiding Questions, Independent Reading, Comprehension Assessments, TtT, Think-Pair-Share, Class Discussion, Graphic Organizer, Think Aloud	Myth texts, Comparison and Contrast Chart, Story Board, ToonDoo

Unit Title: Drama

Suggested time frame: 6-8 weeks

Standards:

CC 1.3.11-12 Reading Literature: Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

CC 1.4.11-12 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC 1.5.11-12 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

How are historic, cultural, economic, religious, and ethical aspects of a society reflected in a drama?
How does drama differ from other literary genres?
How does analyzing drama differ from analyzing other literary genres?

Competency	Vocabulary	Strategy	Resource
Identify, interpret, and analyze how dramatic conventions support, interpret, and enhance dramatic script	Soliloquy, Tragedy, Tone, Mood, Aside, Character Development, Stage directions, Monologue, Dialogue, Inference, Tragic Flaw	Independent Reading, In-Class Reading, TttT, Reading Comprehension Assessments, Think-Pair-Share, Class Discussion, Graphic Organizers, Think Aloud, Quizzes, Unit Test	<i>Hamlet</i> text, Soliloquy Questions, Supplemental Worksheets, <i>Hamlet</i> movie

Unit Title: College and Career Readiness

Suggested time frame: 4-6 weeks

Standards: **CC 1.4 Writing:** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. Informative/Explanatory, Opinion/Argumentative Narrative, Response to Literature Production and Distribution of Writing Technology and Publication Conducting Research Credibility, Reliability, and Validity of Sources
CC 1.5 Range of Writing Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Comprehension and Collaboration, Presentation of Knowledge and Ideas, Integration of Knowledge and Ideas, Conventions of Standard English

Essential Questions: What educational/career opportunities are available to students after high school graduation?
How can students best prepare themselves for success in pursuing those opportunities?

Competency	Vocabulary	Strategy	Resource
Create an accurate and effective cover letter and resume Build and practice appropriate job interview skills.	Resume, Cover Letter, References, Job Application, Body Language, Soft Skills, Hard Skills	Resume creation, Cover letter writing, role playing, mock interviews	Computers, Resume Template(s), Eileen Mullen, Career fair

Unit Title: Research

Suggested time frame: 4-6 weeks

Standards: **CC 1.2.11-12 Reading Informational Text:** Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. **CC 1.4.11-12 Writing:** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. **CC 1.5.11-12 Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions: What are 21st century job skills?
How can those skills be applied to a selected occupation?
What kind of education is necessary to put those skills into practice?

Competency	Vocabulary	Strategy	Resource
Identify 21st century job skills Apply 21st century job skills to a selected occupation Identify education necessary to put 21st century job skills into practice	Hard Skills, soft skills, 21st century job skills	Note taking, class discussion, independent research,	Various online career databases and web sites, computers, story board, ToonDoo, 21st century job skills documents, 21st century job skills videos

Unit Title: Novel

Suggested time frame: 4-6 weeks

Standards:

CC 1.3.11-12 Reading Literature: Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

CC 1.4.11-12 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC 1.5.11-12 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

How do historical circumstances impact the author's choices and/or characters' decisions?
How are larger social themes and philosophies reflected in literature?
How does a writer bring about societal change through their work?

Competency	Vocabulary	Strategy	Resource
Comprehend and interpret author's purpose before, during, and after reading	Conflict, Tone, Mood, Theme, Characterization, Diction, Point of View, Figurative Language, Style, Inference, setting plot	Independent Reading, Comprehension Assessments, Class Discussion, graphic organizers, talking to the text, think-aloud	<i>Of Mice and Men</i>

Unit Title: The American Journey

Suggested time frame: 3-5 weeks

Standards:

CC 1.2.11-12 Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

CC 1.3.11-12 Reading Literature: Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

CC 1.4.11-12 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC 1.5.11-12 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

What does it mean to take an American journey?
What would your American journey look like?

Competency	Vocabulary	Strategy	Resource
Identify the journey that Steinbeck took Decide what constitutes an American journey Create an individual American journey with at least ten places on it	Travel guide, American journey	Independent Reading, Comprehension Assessments, Class Discussion, graphic organizers, talking to the text, think-aloud	<i>Travels with Charley</i> , computers, Google maps, graphic organizers

Unit Title: Short Story

Suggested time frame: 2-4 weeks

Standards:

CC 1.3.11-12 Reading Literature: Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

CC 1.4.11-12 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC 1.5.11-12 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

How does interaction with the text promote thinking and response?
How do authors convey purpose and meaning in literature?
How does literature reflect the beliefs, ideas, and happenings of the era in which it is written?
How do these different interpretations affect the reader?
How do the parts of the story and the techniques an author uses enhance a text?

Competency	Vocabulary	Strategy	Resource
Comprehend, interpret, analyze and evaluate author's technique before, during, and after reading	Tone, mood, theme, setting, plot, characterization, diction, syntax, point of view, figurative language, style, inference	Independent reading, comprehension assessments, whole class discussions, talk to the text, think aloud, graphic organizers	Short stories that may include but are not limited to "A Rose for Emily," "The Story of an Hour," "The Occurrence at Owl Creek Bridge," "Lamb to the Slaughter," and others