

## Southern Cayuga Central School District – Curriculum Map

Subject: English 12

School Year: 2019-2020

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Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
<p>Senior Project W: 1,2,4,5,6,7,8 S,L: 1,2,4,5,6 Lang. 6</p>	<p>How can we build a bridge to what comes next for seniors so their final year of HS is valuable and meaningful?</p> <p>How can we instill the habits and essential nature of <b><u>self-reflection</u></b> and <b><u>self-direction</u></b>?</p> <p>What are the basic elements of an effective <b><u>MLA-format</u></b> research paper?</p> <p><b><u>Primary/Secondary source, works cited, parenthetical citation, heading, hanging indent</u></b></p> <p>What are the elements of conducting an effective interview?</p> <p><b><u>Bloom’s taxonomy: knowledge, comprehension, application, analysis, synthesis, evaluation</u></b></p>	<p>Year-long Senior Project allowing seniors to investigate an area of interest which might focus on: Internship/Work Experience, Personal Development (skill or expertise, certification or license), Teaching/Mentoring, Community Service/Politics, Research (scientific or social), Technology/Web-based, Arts, School Publication. This will include research-based writing.</p>	<ul style="list-style-type: none"> <li>• Project Proposal</li> <li>• Research 1, basic topic intro, presentation</li> <li>• Res # 2 and 3: 2 x 3p research paper               <ul style="list-style-type: none"> <li>○ Source research on specific focus question, w/ at least 1 interview</li> <li>○ MLA format</li> </ul> </li> <li>• Ongoing reflective writing and self-evaluation</li> <li>• Ongoing progress conferences w/ Record Keeping of hours</li> <li>• Summative public presentation</li> </ul>	<p>1 week 1 week work 1 week pres.</p> <p>2-3 weeks each</p> <p>1 day/MP</p> <p>1-2 days/MP</p> <p>1 week prep 2 weeks class pres</p>

<p>College Apps/Prep W: 4.5.6 Lang. 6</p>	<p>What makes an effective <b><u>Common App essay?</u></b></p> <p>How can we use all of the elements of the <b><u>writing process</u></b> to ensure that our app essays are as good as they can possibly be?</p> <p><b><u>Pre-writing, drafting, revision, editing</u></b></p>	<p>Preparing college/scholarship/work applications, essays.</p>	<ul style="list-style-type: none"> <li>• Naviance basic review, w/ Guidance</li> <li>• Common App essay</li> <li>• College Applications</li> <li>• Scholarship Applications</li> </ul>	<p>2-3 days</p> <p>1-2 weeks</p> <p>As needed</p> <p>As needed</p>
<p>English Literature W: 1,2,4,5,6,7,8 S,L: 1 Lang. 3,4,5</p>	<p>How did the English language get to where it is today, and where will it go from here?</p> <p><b><u>Anglo-Saxon/Old English, Middle English, Modern English</u></b></p> <p>What can reading some of the essential works in our language's history tell us about ourselves, our world, and people in general and what matters to them?</p>	<p>Basic background in historical English literature, w/ background in the history of the language as well.</p>	<ul style="list-style-type: none"> <li>• <i>Beowulf</i> w/ Epic Hero Essay</li> <li>• <i>The Canterbury Tales (The Miller's Tale plus one choice)</i> w/ Character Study</li> <li>• Old English to Middle English to Early Modern and Modern English. 2 films w/ responses and lessons on language</li> </ul>	<p>3-4 weeks</p> <p>2-3 weeks</p> <p>1 week</p>
<p>Non-Fiction Reading S,L: 1 Lang. 3,4,5</p>	<p>What are the basic elements of <b><u>analyzing</u></b> and <b><u>critiquing</u></b> a work of <b><u>journalism?</u></b></p> <p>How can we effectively use <b><u>active reading</u></b> and SUPA strategies to make sense of what we read?</p>	<p>Reading non-fiction closely to prepare for college level work. Choice of long-form journalism article to actively read, critique, and discuss. Review of Active Reading Strategies and SUPA strategies.</p>	<ul style="list-style-type: none"> <li>• Active reading of piece</li> <li>• Pitch, Complaint, Moment – SUPA activity</li> <li>• Written Critique</li> </ul>	<p>2-3 weeks</p>
<p>Fiction/Independent Reading S,L: 1 Lang. 3,4,5</p>	<p>What are the basic elements of creative an effective <b><u>text analysis</u></b> w/ a <b><u>valid claim</u></b> supported by <b><u>textual evidence?</u></b></p> <p>How can we effectively use <b><u>active reading</u></b> and SUPA strategies to</p>	<p>Reading fiction closely to prepare for college level work through selected short stories, w/ reinforcement of Active Reading and SUPA strategies for analysis.</p>	<ul style="list-style-type: none"> <li>• George Saunders story, w/ analytical/claim essay</li> <li>• Independent Book Unit (May be non-fiction and fit into the above) w/ response options and final review/critique</li> </ul>	<p>2 weeks</p> <p>4-5 weeks</p>

	<p>make sense of what we read?</p> <p><b>Reinforce main literary elements: Setting, point of view, characterization, plot elements, conflict, theme/central idea, symbolism, foreshadowing, frame and flashback, irony, allusion</b></p> <p>How can we effectively share and communicate the message that reading can be a positive lifelong activity for ALL of us?</p>		<ul style="list-style-type: none"> <li>• Possibly one other story as well: Proulx</li> </ul>	2 weeks
<p>Grammar/Structure</p> <p>Lang. 1,2</p>	<p>What are some of the most “essential-to-avoid” pitfalls of college-level writing, why do they matter, and how can we work to avoid them?</p> <p><b><u>Passive vs active voice</u></b> <b><u>Apostrophe use</u></b> <b><u>Misplaced/dangling modifiers, independent clause, subordinate clause, relative clause, phrase, dangling modifier</u></b></p> <p>How can we identify editing issues in writing?</p>	<p>Preparation for college writing, addressing Hamilton College’s “7 Deadly Sins of Writing”: passive voice; incorrect punctuation of two independent clauses; wordiness; misuse of the apostrophe; misplaced and dangling modifiers; pronoun problems; and assorted pet peeves.</p>	<ul style="list-style-type: none"> <li>• 1-2 topics/MP, w/ intro to topic and activity/quiz for each</li> <li>• NYT Copy Editing Quizzes!</li> </ul>	<p>1-2 days x 7 topics = 2-3 weeks total</p> <p>1 week</p>
<p>Plagiarism basics.</p>	<p>What is <b>plagiarism</b> and why do people get so worked up about it?</p> <p>What are some effective practices to help us avoid it?</p> <p><b>Paraphrase, summary</b></p>	<p>Knowing and avoiding plagiarism, using Purdue OWL materials. Topics include: defining plagiarism, effective paraphrasing, correctly citing research, and using aids to cite research, ie EasyBib or CiteThisForMe</p>	<ul style="list-style-type: none"> <li>• Plagiarism activity</li> <li>• Paraphrasing activity</li> <li>• Consistently part of the eval on R papers above</li> </ul>	1 week

Writing Narrative W: 3,4,5,6 Lang. 6	How can we use what have learned of the <b>writing process</b> to write an effective <b>memoir</b> or <b>short story</b> ?	Time for more creative writing. Writing memoir, short fiction.	<ul style="list-style-type: none"> <li>Completed Starting Point Piece: short story, memoir, personal essay, personal narrative</li> </ul>	2-3 weeks
Journal Writing	How can responding to different <b>prompts</b> and focusing solely on getting thoughts from brain to paper allow us to develop fluency in our other writing?	Responding to various prompts, so shorter (5-10 minutes), some extended (15-20 minutes).	<ul style="list-style-type: none"> <li>Responses evaluated for content and development, NOT editing/structure.</li> </ul>	2 weeks
Tech Mini-Lessons	How can make the best use of the technology at our disposal here at SC?	As they arise, but including: Effective use of Docs, Forms, Slides, Sheets Voice typing Using Chromes off-line Cite This for Me Chrome extension	No formal evaluation, but checking to make sure students can and do use these lessons when appropriate.	1-2 weeks