

## Curriculum Map: Challenge IV English Cochranton Junior-Senior High School English

Course Description: Challenge English IV is a college-preparatory course that is a culmination of the previous three courses with an emphasis on world literature and cultures via anthologies, novels, plays, poetry and non-fiction selections. Advanced-level grammar will be taught in conjunction with writing. Other work may include enrichment in writing, mechanics, word study, and critical composition culminating with a lengthy required literary criticism research project.

**Unit Title:** College and Career Readiness  
**Suggested time frame:** 1-2 weeks

**Standards:** **Writing 1.4.11-12** - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content  
**Speaking & Listening 1.5.11-12** - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

**Essential Questions:** What education/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
SWBAT -create accurate and effective cover letter and resume -write focused, detailed, well-organized, grammatically correct, and stylistically	resume, cover letter, references, job application, admission essay, personal statement, Common Application, body language, soft skill, hard skills	Resume creation cover, letter writing, role-playing, revising/editing, mock-interview	<i>May include but is not limited to:</i> Various online resources including resume-building templates  Eileen Mullen (guest speaker; Program Coordinator of the

appropriate college admission essay - build and practice appropriate job interview skills			Crawford County K-12 Career Education Alliance)  CHS Career Fair
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**Unit Title:** The Tragic Hero (Ancient Greek drama, *Hamlet*, *Frankenstein*)

**Suggested time frame:** 12-14 weeks

**Standards:** **Reading Literature 1.3.11-12** - 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. **Writing 1.4.11-12** - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. **Speaking & Listening 1.5.11-12** - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

**Essential Questions:** What is a tragic hero?  
How do individual characters fit or diverge from the definition of a tragic hero?  
How/why has the concept of the tragic hero changed over time?

<b>Competency</b>	<b>Vocabulary</b>	<b>Strategy</b>	<b>Resource</b>
SWBAT: - Identify, interpret, and analyze how dramatic conventions support, interpret, and enhance dramatic script	tragedy, tragic hero, tragic flaw, hubris, chorus, soliloquy, aside, stage directions, monologue, dialogue, inference, tone/mood, character development	Use of parallel text, film scene comparisons, graphic organizers, TttT, think-aloud, class discussion, quick-write , read aloud, role-playing	<i>May include but is not limited to:</i> <i>Oedipus the King</i> by Sophocles; <i>The Tragedy of Hamlet: Prince of Denmark</i> by William Shakespeare; <i>Frankenstein</i> by Mary Shelley, various film versions of texts (DVD, youtube)

**Unit Title:**

The American Dream (*The Great Gatsby*, *A Raisin in the Sun*)

**Suggested time frame:**

8 weeks

**Standards:**

**Reading Information Text 1.4.11-12** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

**Reading Literature 1.3.11-12** - 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.

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

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

**Essential Questions:**

What is the American Dream?

How is the American Dream different for different socio-economic and/or cultural groups?

How has the concept of the American Dream changed over time?

Competency	Vocabulary	Strategy	Resource
SWBAT: - comprehend, interpret, analyze, and evaluate author's technique and purpose before, during, and after reading; demonstrate fluency; classify works of literature from different cultures and time periods; interpret the important philosophical, religious,	American dream, narrator, point of view (limited, omniscient), stage directions, tone, mood, theme, characterization, diction, syntax, figurative language (symbolism, imagery, etc.), style, inference, genre, bias, voice	journaling, class discussion, read-aloud, think-aloud, TttT, film scene comparisons, independent reading, comprehension summative and formative assessments, class discussion, graphic organizers, talking to the text, think-aloud, QAR, anticipation guides, think-pair-share	<i>May include but is not limited to:</i> <i>The Great Gatsby</i> by F. Scott Fitzgerald, <i>A Raisin in the Sun</i> by Lorraine Hansberry, various film versions of texts, A&E Biography and other non-fictional resources to provide historical, cultural and biographical background

social, ethical ideas of the time			
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**Unit Title:** Poetry

**Suggested time frame:** 3 weeks

**Standards:** **Reading Literature 1.3.11-12** - 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.  
**Speaking & Listening 1.5.11-12** - Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

**Essential Questions:**

- How is poetry both similar to and different from prose?
- How does understanding a poet's life and historical context help us understand a poem?
- How, in turn, does poetry reflect the culture from which it is created?
- How can we determine the theme or underlying meaning of a poem?
- How can we sort and classify poems?
- How does a writer use poetic devices for certain effects in the poem?
- How does interaction with text provoke thinking and response?

<b>Competency</b>	<b>Vocabulary</b>	<b>Strategy</b>	<b>Resource</b>
SWBAT Identify, explain, interpret, and analyze the effects of sound, form, and structure of poems, as well as the characteristics of genres.	figurative language, imagery, allegory, symbolism, satire, parody, pastoral, genre, inference, scansion, rhythm/meter, diction, syntax, speaker, point of view	read aloud, shared inquiry discussion strategy, scanning, paraphrasing, identifying and analyzing figurative language and diction/word choice ("unpacking"); compare/contrast to prose piece of similar theme	<i>May include but is not limited to:</i> <i>Poetry: An Introduction</i> by Michael Meyer (Bedford/St. Martin's, 7th edition); <i>World Literature</i> (Glencoe, 2009)

**Unit Title:** Grammar & Writing

**Suggested time frame:** Integrated throughout curriculum, throughout the year

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

**Essential Questions:**  
How does writing help people discover and understand what they are thinking?  
How does writing shape what others think of us? What are the common characteristics and techniques of good writing shared across genre?  
What purposes does writing serve in the real world?  
What is the value of pre-writing and revising during the writing process?

<b>Competency</b>	<b>Vocabulary</b>	<b>Strategy</b>	<b>Resource</b>
SWBAT ambiguous pronouns; faulty comparisons; write complex informational pieces that use precise language and primary/secondary sources; write persuasive pieces using rhetorical devices and persuasive strategies to support the main argument or positions and including a clearly stated position and including a clearly stated position, convincing and properly cited evidence that addresses reader's concern, counterclaims, biases, and expectations; write with a clear focus while developing topic	coordinating, subordinating, and correlative conjunctions, verb tense (parallel), active and passive voice, pronoun usage/agreement, misplaced modifiers, period, exclamation point, question mark, comma, semi-colon, colon, hyphens, apostrophes, italics, parentheses, dashes, ellipses, brackets, fragments and run-ons, subjects and predicates, phrases, clauses, sentence constructions (simple, compound, complex, compound-complex), subject/verb agreement, pronoun; and antecedent; capitalization, spelling, plurals,	worksheets, drill and skill, graphic organizers, manipulatives, bell ringers, homework, online games, personal dry erase boards, student-created examples, partner and small group work, color-coded sentence diagramming; use document camera to display student work and whole-class editing	Various outside sources as needed

<p>appropriate content; create and revise to achieve appropriate style using a variety of sentence structures and word choices as well as tone and voice; use grade appropriate conventions when writing</p>	<p>numbers, abbreviations, acronyms, initialisms, idioms, cliches, colloquialism/dialect</p>		
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**Unit Title:** Short Story

**Suggested time frame:** 3 weeks

**Standards:**

**Reading Informational Text** 1.2.11-12 Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

**Reading Literature** 1.3.11-12: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence

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

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

**Essential Questions:**

How do authors convey purpose and meaning in literature?

How does literature contribute to an understanding of ourselves?

How do various literary criticisms impact the interpretation of a text?

How does a writer use literary devices for specific effects in a story?

How do strategic readers create meaning from literary and informational text? How does interaction with text provoke thinking and response?

What conclusions can we draw about a writer's characteristic style from reading multiple short works by the same writer?

How can the study of literary criticism enhance a reader's understanding of literary works?

<b>Competency</b>	<b>Vocabulary</b>	<b>Strategy</b>	<b>Resource</b>
SWBAT <i>Fiction:</i> ● Comprehend, interpret, analyze, and evaluate author's	Short Story, Tone, Mood, Theme, Characterization, Diction, Syntax, Point of View, Figurative Language, Style,	Independent Reading, Comprehension, Summative and Formative Assessments, Class Discussion, graphic	<i>May include but is not limited to:</i> Various resources available in and through library (literary

<p>technique and purpose before, during, and after reading</p> <ul style="list-style-type: none"> <li>• Demonstrate fluency</li> <li>• Classify works of literature from different cultures and time periods</li> <li>• Interpret the important philosophical, religious, social, political, or ethical ideas of the time</li> </ul> <p><i>Nonfiction:</i></p> <ul style="list-style-type: none"> <li>• Comprehend, interpret, analyze, evaluate, and critique author's purpose, author's effectiveness, text organization, text structure, and text format before, during, and after reading</li> <li>• Demonstrate fluency</li> <li>• Distinguish among facts, opinions, evidence, inference, and essential and non-essential information</li> <li>• Examine author's bias</li> <li>• Make subtle inferences and draw complex conclusions</li> <li>• Analyze connections between literature and historical periods</li> <li>• Interpret the important philosophical, religious, social, political, or ethical ideas of the time</li> </ul>	<p>Inference, Genre, Bias, Voice, Propaganda, Fact/Opinion. Literary Criticism, Literary Analysis</p>	<p>organizers, talking to the text, think-aloud, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar, Padeia, SQ3R, 25-word summary, research project (paper, presentation, other), introductory videos</p>	<p>criticism, short story collections)</p> <p>Glencoe: Literature: <i>The Reader's Choice</i> - Course 4</p>
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