

Calendar-Based Curriculum Map: English IV

	August/September	October	November
Essential Question	<ul style="list-style-type: none"> Who are we? Where are we from? How does identity interact with community? Education? What is important in analyzing a written work? 	<ul style="list-style-type: none"> What is important in analyzing a written work? How might one objectively criticize the content of a piece of writing? 	<ul style="list-style-type: none"> What is rhetoric? How are ethics important in rhetoric and composition? How can we effectively establish and support an argument?
Content	<ul style="list-style-type: none"> Write informally about identity, community, and education Write a belief statement (credo) Discuss issues of identity, community, and education Read works about the relation between identity and education Write a memoir focusing on an incident relating to identity or education Participate in discussions and workshops 	<ul style="list-style-type: none"> Read essays on diverse topics Write informally in response to readings Discuss issues related to readings Identify indicators of writing quality Write a critical analysis of an academic essay or article Participate in discussions and workshops 	<ul style="list-style-type: none"> Write informally about issues relevant to the local, regional, and/or discourse community Conduct library and database research Evaluate academic sources Write a position paper focusing on an issue raised in class or relevant to the student's field Participate in discussions and workshops
Skills	<ul style="list-style-type: none"> Writing informally Writing formally Following a writing process Writing for a specific audience and purpose Giving and receiving constructive criticism 	<ul style="list-style-type: none"> Writing informally Writing formally Evaluating logic, reasoning, and evidence Following a writing process Writing for a specific audience and purpose Giving and receiving constructive criticism 	<ul style="list-style-type: none"> Writing informally Writing formally Finding and evaluating academic sources Following a writing process Writing for a specific audience and purpose Giving and receiving constructive criticism
Assessments	<ul style="list-style-type: none"> Class participation Small-group participation Formal writings (credo and memoir) Informal writings (freewriting, reader response essays) Quizzes (readings, MLA format) 	<ul style="list-style-type: none"> Class participation Small-group participation Formal writing (critical analysis) Informal writings (freewriting, reader response essays) Quizzes (readings, MLA format) 	<ul style="list-style-type: none"> Class participation Small-group participation Formal writing (position paper) Informal writings (freewriting, reader response essays) Quizzes (readings, MLA format)
Resources	<ul style="list-style-type: none"> <i>The Presence of Others: Voices and Images That Call for Response</i> <i>The Writer's Reference</i> 	<ul style="list-style-type: none"> <i>The Writer's Reference</i> <i>The Presence of Others: Voices and Images That Call for Response</i> <i>The Prose Reader</i> 	<ul style="list-style-type: none"> <i>The Writer's Reference</i> <i>The Prose Reader</i> <i>MLA Handbook for Writers of Research</i> (5th Edition) Computers with internet access

Calendar-Based Curriculum Map: English IV

	December	January	February
Essential Question	<ul style="list-style-type: none"> How can research be beneficial? How do college research expectations differ from high school? How can we adequately prepare for a research project? 	<ul style="list-style-type: none"> How does storytelling change when using a digital format? What are the possibilities for blending genres in the digital realm? 	<ul style="list-style-type: none"> How is knowledge developed? Where does information come from? What are the key components of research design?
Content	<ul style="list-style-type: none"> Write informally about issues relevant to the discourse community Conduct library and database research Use appropriate note-taking skills for library research Evaluate academic sources Write an annotated bibliography using at least 10 academic articles Write a research paper focusing on an issue relevant to the student's field Participate in discussions and workshops 	<ul style="list-style-type: none"> Write informally (e.g., brainstorming) Create/collect media (e.g., photographs, video, music, voice-over narration, etc.) Synthesize material into a digital story using video production software Participate in discussions Present project (show video and discuss process) 	<ul style="list-style-type: none"> Write informally (e.g., brainstorming) Conduct library and database research Develop research questions and an appropriate research design Conduct field research Analyze results Report findings in an appropriate format for research writing Present findings Participate in discussions and workshops
Skills	<ul style="list-style-type: none"> Writing informally Writing formally Evaluating academic sources Following a writing process Writing for a specific audience and purpose Giving and receiving constructive criticism 	<ul style="list-style-type: none"> Writing informally Utilizing software for video production and editing Following a production process Giving and receiving constructive criticism Working cooperatively with peers 	<ul style="list-style-type: none"> Writing informally Conducting research (library and field) Following a research methodology Giving and receiving constructive criticism Working cooperatively with peers
Assessments	<ul style="list-style-type: none"> Class participation Small-group participation Formal writing (research paper) Informal writings (freewriting, annotated bibliography) Final Exam (comprehensive) 	<ul style="list-style-type: none"> Class participation Small-group participation Formal composition (digital story) Project presentation Informal writings (freewriting, story boards) 	<ul style="list-style-type: none"> Class participation Small-group participation Formal composition (research report) Presentation of findings Informal writings (freewriting, prewriting strategies)
Resources	<ul style="list-style-type: none"> <i>The Writer's Reference</i> <i>The Prose Reader</i> <i>MLA Handbook for Writers of Research</i> (5th Edition) Computers with internet access 	<ul style="list-style-type: none"> Computers equipped with Windows Movie Maker (or other video production software) Audio recorders Cameras (still and video) Diverse types of media Sound and digital projection system 	<ul style="list-style-type: none"> <i>Research Design</i> <i>The Writer's Reference</i> <i>MLA Handbook for Writers of Research</i> (5th Edition) Computers with internet access Resources vary depending on projects

Calendar-Based Curriculum Map: English IV

	March	April	May
Essential Question	<ul style="list-style-type: none"> What is rhetoric? How are ethics important in rhetoric and composition? How can we effectively persuade an audience? 	<ul style="list-style-type: none"> What is technical/professional writing? What types of writing might one encounter in the workplace? In what areas may proposal writing be useful? 	<ul style="list-style-type: none"> What role does revision play in the writing process? In what ways have you changed as a writer?
Content	<ul style="list-style-type: none"> Write informally about issues relevant to the local, regional, and/or discourse community Conduct library and database research Evaluate academic sources Write a persuasive essay Participate in discussions and workshops 	<ul style="list-style-type: none"> Write informally about issues relevant to the local community Conduct field and library research Develop a grant proposal for a sustainable, non-profit project Present information orally and visually Participate in discussions and work sessions 	<ul style="list-style-type: none"> Write informally about issues relevant to the individual Discuss revision methods Revise a piece of writing in significant ways Provide an analysis of and rationale for changes in revision Reflect on changes as writers over course of the school year
Skills	<ul style="list-style-type: none"> Writing informally Writing formally Working cooperatively with peers Finding and evaluating academic sources Following a writing process Writing for a specific audience and purpose Giving and receiving constructive criticism 	<ul style="list-style-type: none"> Working cooperatively with peers Writing informally Writing formally Writing for a specific audience and purpose Conducting research Integrating research and argumentation Giving and receiving constructive criticism Presenting information professionally 	<ul style="list-style-type: none"> Refining ideas and language Writing informally Writing formally Working cooperatively with peers Writing for a specific purpose Giving and receiving constructive criticism
Assessments	<ul style="list-style-type: none"> Class participation Small-group participation Formal writing (position paper) Informal writings (freewriting, responses to presentations) 	<ul style="list-style-type: none"> Class participation Small-group participation Formal writing: Proposal Informal writings (freewriting, outlines) 	<ul style="list-style-type: none"> Class participation Small-group participation Formal writing: revised credo (or other writing) Final Exam (comprehensive)
Resources	<ul style="list-style-type: none"> <i>The Writer's Reference</i> <i>The Prose Reader</i> <i>MLA Handbook for Writers of Research</i> (5th Edition) Computers with internet access 	<ul style="list-style-type: none"> Proposal example Computers with internet access, word processing software, and presentation software 	<ul style="list-style-type: none"> <i>After the End</i>