

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English IV
Topic: Extended Argumentative
Composition

Days:
Grade Level: 12

Key Learning:

Analyze and create college level argumentative compositions that remain sharp and focused while creating a hierarchy of information that consistently builds upon what comes before it.



Unit Essential Question

How do you utilize a series of arguments and evidence to create a sharp and focused composition that is argumentative in nature?

<p><u>Concept</u> Inquiry-Based Research</p>	<p><u>Concept</u> Transitions and Topic Sentences</p>	<p><u>Concept</u> Textual evidence</p>
<p><u>Standards:</u> CC.1.4.11.V How to conduct short research projects. How to conduct sustained research projects. How to narrow or broaden an inquiry. CC.1.4.11.W How to conduct advanced searches.</p>	<p><u>Standards:</u> CC.1.4.12.D How to organize complex ideas, concepts, and information so that each new element builds on that which precedes it, and to use appropriate and varied transitions CC.1.4.12.F How to write with a command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p><u>Standards:</u> CC.1.5.11.C How to integrate multiple sources of information presented in diverse media formats, evaluating the credibility and accuracy of each source. CC.1.4.12.I How to develop claims and counterclaims fairly and thoroughly and pointing out strengths and limitations of claims while supplying the most relevant information</p>
<p><u>Lesson Essential Question</u> How do you develop and refine a research question and thesis statement? How do you write at least 1</p>	<p><u>Lesson Essential Question</u> How do you create an argument that utilizes a hierarchy of ideas and concepts that will build upon one another</p>	<p><u>Lesson Essential Question</u> How do you analyze and evaluate information from sources for relevance to the research question, topic, or thesis?</p>

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extended argument by developing a claim, limiting the claim and supporting it with secondary research?	throughout your composition?	How do you critically evaluate primary and secondary sources for validity, perspective, bias, and relationship to topic?
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Vocabulary Inquiry-Based Research Advanced Searches	Vocabulary	Vocabulary Validity Bias Primary Source Secondary Source

Concept Thesis	Concept MLA Citations	Concept Audience
Standards: CC.1.4.12.B How to write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.12.D How to organize complex ideas, concepts, and information so that each new element builds on that which precedes it, and to use appropriate and varied transitions	Standards: CC.1.4.11.W How to follow a standard format for citation.	Standards: CC.1.4.12.K How to write with stylistic awareness of task, establishing formal and objective tone CC.1.4.12.C How to develop and analyze a topic by selecting the most significant and relevant facts, extended definitions, concrete details, and quotations appropriate to the audience's knowledge of the topic
↓	↓	↓
Lesson Essential Question How do you synthesize information to remain focused on the central theme identified within your thesis?	Lesson Essential Question How do you document sources of information, including references and works cited, using MLA style?	Lesson Essential Question How do you utilize the information on your intended audience while creating your argumentative

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	<p>How do you follow the conventional style for the type of document and use page formats, fonts and spacing that contribute to the readability and impact of the document?</p>	<p>composition?</p>
		
<p><u>Vocabulary</u> Purpose Placement Structure</p>	<p><u>Vocabulary</u> MLA Citation In-Text Citation Works Cited</p>	<p><u>Vocabulary</u> Author's purpose Author's style</p>

<p><u>Additional Information/Resources:</u></p>
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EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English IV
Topic: College Composition (Narrative)

Days:
Grade Level: 12

Key Learning

Construct a narrative that conveys real or imagined experiences or events by maintaining a consistent tone, using precise language to establish style, establishing point of view and narrative techniques to convey vivid pictures, and creating a smooth progression of experiences or events by using a variety of techniques to sequence events and provide a conclusion that reflects on what is experienced or observed.



Unit Essential Question

How do you construct a narrative that conveys real or imagined experiences or events by maintaining a consistent tone, using precise language to establish style, establishing point of view and narrative techniques to convey vivid pictures, and creating a smooth progression of experiences or events by using a variety of techniques to sequence events and provide a conclusion that reflects on what is experienced or observed?

Concept Author's Purpose	Concept Narrator & Point of View	Concept Tone & Style
<p>Standards: CC.1.4.12.B How to write with a sharp distinct focus identifying topic, task, and audience</p> <p>CC.1.4.12.C How to develop and analyze a topic by selecting the most significant and relevant facts, extended definitions, concrete details, and quotations appropriate to the audience's knowledge of the topic</p> <p>CC.1.4.12.M How to construct a narrative so as to convey real or imagined experiences</p>	<p>Standards: CC.1.4.12.N How to introduce a problem, situation, or observation, establish multiple points of view, and introduce a narrator and characters</p> <p>CC.1.4.12.O How to use narrative techniques to convey a vivid picture of the experiences, events, settings, and characters</p> <p>CC.1.4.12.M How to construct a narrative so as to convey real or imagined experiences</p>	<p>Standards: CC.1.4.12.I How to use precise language and establish a formal style and objective tone</p> <p>CC.1.4.12.K How to write with stylistic awareness of task, establishing formal and objective tone</p>

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<p><u>Lesson Essential Question</u> How do you write an “all about me” college essay?</p> <p>How do you write an “all about you” college essay?</p> <p>How do you develop and analyze a topic by selecting the most significant and relevant facts, extended definitions, concrete details, and quotations appropriate to the audience’s knowledge of the topic?</p> <p>How do you write with a sharp distinct focus identifying topic, task, and audience?</p> <p>How do you construct a narrative so as to convey real or imagined experiences?</p>	<p><u>Lesson Essential Question</u> How do you introduce a problem, situation, or observation, establish multiple points of view, and introduce a narrator and characters?</p> <p>How do you use narrative techniques to convey a vivid picture of the experiences, events, settings, and characters?</p> <p>How do you construct a narrative so as to convey real or imagined experiences?</p>	<p><u>Lesson Essential Question</u> How do you maintain an effective and consistent tone?</p> <p>How do you use precise language and establish a formal style and objective tone?</p> <p>How do you write with stylistic awareness of task, establishing formal and objective tone?</p>
		
<p><u>Vocabulary</u> Author’s Purpose Narrative “All About Me” College Essay “All About You” College Essay</p>	<p><u>Vocabulary</u> Narrative Narrator Point of View First Person Third Person Imagery Dialogue Description Reflection Sequencing</p>	<p><u>Vocabulary</u> Formal Style Informal Style Objective Tone Subjective Tone Stylistic Awareness Consistent Tone</p>
<p><u>Concept</u> Structure (Essay Format)</p>	<p><u>Concept</u> Transitions</p>	<p><u>Concept</u> Conventions & Grammar</p>

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<p>Standards: CC.1.4.12.D How to organize complex ideas, concepts, and information so that each new element builds on that which precedes it, and to use appropriate and varied transitions</p> <p>CC.1.4.12.M How to construct a narrative so as to convey real or imagined experiences</p>	<p>Standards: CC.1.4.12.P How to create a smooth progression of experiences or events using a variety of techniques to sequence events and provide a conclusion that reflects on what is experienced or observed</p>	<p>Standards: CC.1.4.12.F How to write with a command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> <p>CC.1.4.12.R How to demonstrate a command of the conventions of English grammar</p>
		
<p><u>Lesson Essential Question</u> How do you organize complex ideas, concepts, and information so that each new element builds on that which precedes it, and to use appropriate and varied transitions?</p> <p>How do you construct a narrative so as to convey real or imagined experiences?</p>	<p><u>Lesson Essential Question</u> How do you create a smooth progression of experiences or events using a variety of techniques to sequence events and provide a conclusion that reflects on what is experienced or observed?</p>	<p><u>Lesson Essential Question</u> How do write with a command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling?</p> <p>How do you demonstrate a command of the conventions of English grammar?</p>
		
<p><u>Vocabulary</u> Thesis Focus Structure Topic Sentence Audience</p>	<p><u>Vocabulary</u> Transitions Transitional Words Transitional Phrases</p>	<p><u>Vocabulary</u> Conventions</p>

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Additional Information/Resources:

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Course/Subject: English IV
Topic: Drama

Days:
Grade Level: 12

Key Learning How an author's choices made within a drama impact the development of character motivation, plot structure, theme, and use of irony.



Unit Essential Question
How does an author's purpose and beliefs about a subject develop within their choices to display the theme of a dramatic work?

Concept Stage Direction	Concept Dialogue	Concept Author's Purpose
Standards: CC.1.3.12.B CC.1.3.12.D	Standards: CC.1.3.12.C CC.1.3.12.E CC.1.3.12.F	Standards: CC.1.3.12.K CC.1.3.12.A
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Lesson Essential Question How do you analyze a beat analysis and evaluate how it leads to dynamic and motivated movement?	Lesson Essential Question How do dialogue, soliloquy, and monologue convey an author's purpose and solidify character motivations?	Lesson Essential Question How do you evaluate how setting, characterization, and dialogue contribute to the author's intended theme?
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Vocabulary Characterization Motive Stage Direction Beat Analysis	Vocabulary Dialogue Monologue Soliloquy	Vocabulary Theme Character Motivation

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<p><u>Concept</u> Plot Structure</p>	<p><u>Concept</u> Situational, Verbal, and Dramatic Irony</p>
<p><u>Standards:</u> CC.1.3.12.F CC.1.3.12.C CC.1.3.12.E CC.1.3.12.H</p>	<p><u>Standards:</u> CC.1.3.12.K CC.1.3.12.C</p>
	
<p><u>Lesson Essential Question</u> How do you compare and analyze the dramatic plot and its utilization?</p>	<p><u>Lesson Essential Question</u> How do you analyze the use of irony and how irony alters the way in which the audience will interpret and respond to character motivations and the dramatic context of the text?</p>
	
<p><u>Vocabulary</u> Incentive moment Unity of action Deus ex machine Climax Resolution</p>	<p><u>Vocabulary</u> Irony Verbal Situational</p>

Additional Information/Resources:

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STUDENT LEARNING MAP

Course/Subject: English IV
Topic: Grammar

Days:
Grade Level: 12th

Key Learning

Demonstrate command of the conventions of standard English when writing and understand how the conventions of standard English demonstrate grade level speaking ability.



Unit Essential Question

How do you demonstrate command of the conventions of standard English when writing and how do understand how the conventions of standard English demonstrate grade level speaking ability?

Concept Spelling / Capitalization	Concept Punctuation	Concept
Standards: CC.1.4.10.F How to demonstrate command of the conventions of standard English when writing.	Standards: CC.1.5.11.G How conventions of standard English demonstrate grade level speaking ability.	Standards:
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Lesson Essential Question How does one demonstrate command of the conventions of standard English when writing?	Lesson Essential Question How does one demonstrate the conventions of standard English with grade level speaking ability?	Lesson Essential Question
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Vocabulary	Vocabulary	Vocabulary

Concept	Concept	Concept
Standards:	Standards:	Standards:
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Lesson Essential	Lesson Essential	Lesson Essential

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<u>Question</u>	<u>Question</u>	<u>Question</u>
		
<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>
<u>Concept</u>	<u>Concept</u>	<u>Concept</u>
<u>Standards:</u>	<u>Standards:</u>	<u>Standards:</u>
		
<u>Lesson Essential Question</u>	<u>Lesson Essential Question</u>	<u>Lesson Essential Question</u>
		
<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>
<u>Concept</u>	<u>Concept</u>	<u>Concept</u>
<u>Standards:</u>	<u>Standards:</u>	<u>Standards:</u>
		
<u>Lesson Essential Question</u>	<u>Lesson Essential Question</u>	<u>Lesson Essential Question</u>
		
<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>

<u>Additional Information/Resources:</u>
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EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English IV
Topic: Literary Period

Days:
Grade Level: 12

Key Learning: Explain and analyze how theme, purpose, and rhetorical features contribute to the literary significance of contemporary documents while also citing textual evidence to support analysis of the text says and infers and evaluating how an author’s point of view or purpose shapes the content and style of a text.



Unit Essential Question: How do you explain and analyze how theme, purpose, and rhetorical features contribute to the literary significance of contemporary documents while also citing textual evidence to support analysis of what the text says and infers and evaluate how an author’s point of view or purpose shapes the content and style of a text?

Concept	Concept	Concept
Historical Context: Modernism	Historical Context: Post Modernism	Historical Context: Harlem Renaissance
Standards: CC.1.2.11-12.B How to cite strong and thorough textual evidence to support analysis of what the text says and infers CC.1.2.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text CC.1.2.11-12.I How theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world	Standards: CC.1.2.11-12.B How to cite strong and thorough textual evidence to support analysis of what the text says and infers CC.1.2.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text CC.1.2.11-12.I How theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world	Standards: CC.1.2.11-12.B How to cite strong and thorough textual evidence to support analysis of what the text says and infers CC.1.2.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text CC.1.2.11-12.I How theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world
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Lesson Essential Question How is modernist literature	Lesson Essential Question How is Post Modernist	Lesson Essential Question How is Harlem

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<p>characterized?</p> <p>How do contemporary literary forms relate to each other and influence the meaning of texts?</p> <p>How are texts written during the same contemporary literary time period similar?</p> <p>How are the characteristics of contemporary fiction different from the characteristics of contemporary non-fiction?</p>	<p>literature characterized?</p> <p>How do contemporary literary forms relate to each other and influence the meaning of texts?</p> <p>How are texts written during the same contemporary literary time period similar?</p> <p>How are the characteristics of contemporary fiction different from the characteristics of contemporary non-fiction?</p>	<p>Renaissance literature characterized?</p> <p>How do contemporary literary forms relate to each other and influence the meaning of texts?</p> <p>How are texts written during the same contemporary literary time period similar?</p> <p>How are the characteristics of contemporary fiction different from the characteristics of contemporary non-fiction?</p>
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<p>Vocabulary</p> <p>Cultural Significance Avante-garde realism self-consciousness Drama Poetry Genre Literary Movement Literary Form</p>	<p>Vocabulary</p> <p>Cultural Significance philosophy economics architecture Genre Poetry Literary Movement Literary Form</p>	<p>Vocabulary</p> <p>Cultural Significance Civil Rights Dialect Drama Genre Poetry Literary Movement Literary Form</p>

<p>Concept</p> <p>Historical Context: Absurdism</p>	<p>Concept</p> <p>Historical Context: Stream of Consciousness</p>	<p>Concept</p> <p>Historical Context: Survivalism</p>
<p>Standards:</p> <p>CC.1.2.11-12.B How to cite strong and thorough textual evidence to support analysis of what the text says and infers</p> <p>CC.1.2.11-12.D Evaluate how an author's point of view or purpose</p>	<p>Standards:</p> <p>CC.1.2.11-12.B How to cite strong and thorough textual evidence to support analysis of what the text says and infers</p> <p>CC.1.2.11-12.D Evaluate how an author's point of view or purpose</p>	<p>Standards:</p> <p>CC.1.2.11-12.B How to cite strong and thorough textual evidence to support analysis of what the text says and infers</p> <p>CC.1.2.11-12.D Evaluate how an author's point of view or purpose</p>

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<p>shapes the content and style of a text</p> <p>CC.1.2.11-12.I How theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world</p>	<p>shapes the content and style of a text</p> <p>CC.1.2.11-12.I How theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world</p>	<p>shapes the content and style of a text</p> <p>CC.1.2.11-12.I How theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world</p>
		
<p><u>Lesson Essential Question</u> How is absurdist literature characterized?</p> <p>How do contemporary literary forms relate to each other and influence the meaning of texts?</p> <p>How are texts written during the same contemporary literary time period similar?</p> <p>How are the characteristics of contemporary fiction different from the characteristics of contemporary non-fiction?</p>	<p><u>Lesson Essential Question</u> How is stream-of-consciousness literature characterized?</p> <p>How do contemporary literary forms relate to each other and influence the meaning of texts?</p> <p>How are texts written during the same contemporary literary time period similar?</p> <p>How are the characteristics of contemporary fiction different from the characteristics of contemporary non-fiction?</p>	<p><u>Lesson Essential Question</u> How is survivalist literature characterized?</p> <p>How do contemporary literary forms relate to each other and influence the meaning of texts?</p> <p>How are texts written during the same contemporary literary time period similar?</p> <p>How are the characteristics of contemporary fiction different from the characteristics of contemporary non-fiction?</p>
		
<p><u>Vocabulary</u> Cultural Significance Existentialism Philosophy Drama Dialogue</p>	<p><u>Vocabulary</u> Cultural Significance Interior Monologue Narrative mode Point of view Dialogue</p>	<p><u>Vocabulary</u> Cultural Significance Apocalyptic Self defense Preparing/prepping Genre</p>

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Genre Poetry Literary Movement Literary Form	Genre Poetry Literary Movement Literary Form	Poetry Literary Movement Literary Form
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Concept Historical Context: Magical Realism	Concept	Concept
Standards: CC.1.2.11-12.B How to cite strong and thorough textual evidence to support analysis of what the text says and infers CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text CC.1.2.11-12.I How theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world	Standards:	Standards:
		
Lesson Essential Question How is Magical Realist literature characterized? How do contemporary literary forms relate to each other and influence the meaning of texts?	Lesson Essential Question	Lesson Essential Question

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<p>How are texts written during the same contemporary literary time period similar?</p> <p>How are the characteristics of contemporary fiction different from the characteristics of contemporary non-fiction?</p>		
		
<p>Vocabulary Cultural Significance Fantastical elements mythology Genre Poetry Literary Movement Literary Form</p>	<p>Vocabulary</p>	<p>Vocabulary</p>

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English IV
Topic: Nonfiction

Days:
Grade Level: 12

Key Learning

Analyze and evaluate a speaker's perspective, reasoning, and use of evidence to examine the author's point of view and how their complex set of ideas develop throughout the text.



Unit Essential Question

How does one determine and analyze the interaction between and development of multiple ideas, events, and individuals within a text, provide objective summaries of essential information, support analyses by citing specific textual evidence, and derive inferences and conclusions from author's implicit and explicit presuppositions?

Concept Author's Purpose	Concept Structure	Concept Organization/Style
<p>Standards: CC.1.2.12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p>	<p>Standards: CC.1.2.12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>Standards: CC.1.2.12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of a text.</p>
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<p>Lesson Essential Question How can one analyze and evaluate the effect of literary form on textual meaning? How can one evaluate textual evidence in support of an analysis of author</p>	<p>Lesson Essential Question How does one analyze and evaluate the effectiveness of text structure in rendering textual meaning?</p>	<p>Lesson Essential Question How does one analyze and evaluate the interaction and organization of ideas, sequences of events, or specific individuals within a text?</p>

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purpose?		
		
<u>Vocabulary</u> Author purpose Tone Point of View Style	<u>Vocabulary</u> Structure Exposition	<u>Vocabulary</u> Plot Argument

<u>Concept</u> Main Idea	<u>Concept</u> Fact/Opinion	<u>Concept</u> Essential and Non-Essential Information
<u>Standards:</u> CC.1.2.12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	<u>Standards:</u> CC.1.2.12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	<u>Standards:</u> CC.1.2.12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of a text.
		
<u>Lesson Essential Question</u> How do you evaluate the main ideas of a text, analyze their interaction and development, and summarize their meaning?	<u>Lesson Essential Question</u> How do you analyze and evaluate the use of fact and opinion to elucidate the author's implicit and explicit beliefs?	<u>Lesson Essential Question</u> How can you evaluate essential and non-essential information? How does one analyze and evaluate the organization and interaction of essential and non-essential information to generate textual meaning?
		
<u>Vocabulary</u> Main Idea	<u>Vocabulary</u> Fact Opinion	<u>Vocabulary</u> Essential vs. Non-essential

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Concept Primary/Secondary Sources	Concept Rhetorical Devices	Concept Logical Fallacies
Standards: CC.1.2.12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	Standards: CC.1.2.12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	Standards: CC.1.2.12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
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Lesson Essential Question How can you evaluate and distinguish primary from secondary sources and analyze the literary significance of each?	Lesson Essential Question How do you analyze and evaluate the effect of rhetorical devices in nonfiction?	Lesson Essential Question How can you identify the use of logical fallacies and analyze and evaluate their effect on an argument or series of events?
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Vocabulary Primary Source Secondary Source	Vocabulary Rhetoric Parallel Structure Repetition Rhetorical Question	Vocabulary Logical Fallacy
Concept Essays	Concept Diaries/Journals	Concept Speeches
Standards: CC.1.2.12.C How complex sets of ideas, sequences of events, and individuals develop and interact over the course of a text. CC.1.2.12.A How two or more central ideas in a text develop and interact	Standards: CC.1.2.12.D How author's purpose/point of view shapes the content and style of a text CC.1.2.12.L How to read and comprehend literary non-fiction and informational text	Standards: CC.1.2.12.D How author's purpose/point of view shapes the content and style of a text CC.1.2.12.I How theme, purpose, and rhetorical features contribute to the literary significance of historical

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		and political documents from around the world
		
<p><u>Lesson Essential Question</u> How do you analyze an essay to interpret theme and how does it develop across genre as well as how does it reflect traditional and contemporary issues, motifs, universal characters and issues of the historical time period?</p>	<p><u>Lesson Essential Question</u> How do you evaluate, describe, and/or analyze the use of facts and opinions in a journal or diary?</p>	<p><u>Lesson Essential Question</u> How do you evaluate the bias and propaganda techniques within a speech? How do you analyze the effectiveness of bias (explicit and implicit) and propaganda techniques within a speech?</p>
		
<p><u>Vocabulary</u> Motifs Universal characters</p>	<p><u>Vocabulary</u> Posthumous publication Reflexive Literature</p>	<p><u>Vocabulary</u> Diction Tone Claims of value Claims of policy Claims of action</p>

Additional Information/Resources:

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Course/Subject: English IV
Topic: Novel

Days:
Grade Level: 12

Key Learning

Use appropriate strategies to construct meaning by skillfully analyzing, evaluating, and synthesizing information, and how does audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.



Unit Essential Question

How does one use appropriate strategies to construct meaning by skillfully analyzing, evaluating, and synthesizing information, and how does audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques?

Concept Strategies	Concept Character	Concept Structure
<p>Standards: CC.1.3.12.B What a text says explicitly as well as inferences based on author's purpose and beliefs about a subject.</p> <p>CC.1.3.12.G How multiple interpretations (recorded, live production, novel, or poetry) address the source text</p> <p>CC.1.3.12.K How to read literary fiction</p> <p>CC.1.5.12.A How to initiate and participate in a range of collaborative discussions, building on others' ideas and expressing personal opinions clearly and persuasively</p>	<p>Standards: CC.1.3.12.C How author's choices impact the development of narrative and dramatic elements</p>	<p>Standards: CC.1.3.12.E How specific sentences, paragraphs and larger portions of texts relate to each other and the whole</p>
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STUDENT LEARNING MAP

<p><u>Lesson Essential Question</u> How does what a text says explicitly as well as implicitly reveal author's intended purpose and beliefs about the subject?</p> <p>How does comparing multiple interpretations help to understand a text?</p> <p>How does one read to comprehend literature?</p> <p>How does initiating and participating in a range of collaborative discussions, building on others' ideas and expressing personal opinions clearly and persuasively help to understand the text?</p>	<p><u>Lesson Essential Question</u> How do author's choices impact the development of narrative and dramatic elements?</p>	<p><u>Lesson Essential Question</u> How do specific sentences, paragraphs and larger portions of texts relate to each other and the whole?</p>
		
<p><u>Vocabulary</u> Author's Purpose Analysis Elements of Fiction Foreshadowing flashback interpretations live production</p>	<p><u>Vocabulary</u> Character Characterization Universal Character Development Dialogue</p>	<p><u>Vocabulary</u> Text Structure Organization Summarize</p>

<p><u>Concept</u> Theme</p>	<p><u>Concept</u> Symbolism</p>	<p><u>Concept</u> Irony</p>
<p><u>Standards:</u> CC.1.3.12.A How the relationship between two or more themes is developed and</p>	<p><u>Standards:</u> CC.1.3.12.F How words and phrases shape meaning and tone of text</p>	<p><u>Standards:</u> CC.1.3.12.F How words and phrases shape meaning and tone of text</p>

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STUDENT LEARNING MAP

how these themes interact.		
		
<p><u>Lesson Essential Question</u> How is the relationship between two or more themes developed?</p> <p>How do themes interact?</p>	<p><u>Lesson Essential Question</u> How do words and phrases shape the meaning of text?</p> <p>How does identifying and analyzing symbolism help to shape the meaning of the text?</p>	<p><u>Lesson Essential Question</u> How do words and phrases shape the meaning of text?</p> <p>How does identifying irony help to shape the meaning of the text?</p>
		
<p><u>Vocabulary</u> Interpret Theme concept</p>	<p><u>Vocabulary</u> Symbolism Interpret Allegory</p>	<p><u>Vocabulary</u> Connotation Context Clues Irony Interpret</p>

<p><u>Concept</u> Literary Period/Historical Context</p>	<p><u>Concept</u> Setting</p>	<p><u>Concept</u> Tone/Mood</p>
<p><u>Standards:</u> CC.1.3.12.H How Foundational Literature reflects a variety of genres in the respective major periods of literature</p>	<p><u>Standards:</u> CC.1.3.12.C How author’s choices impact the development of narrative and dramatic elements</p>	<p><u>Standards:</u> CC.1.3.12.C How author’s choices impact the development of narrative and dramatic elements</p> <p>CC.1.3.12.F How words and phrases shape meaning and tone of text</p>
		
<p><u>Lesson Essential Question</u></p>	<p><u>Lesson Essential Question</u></p>	<p><u>Lesson Essential Question</u></p>

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STUDENT LEARNING MAP

<p>How does world literature reflect a variety of genres in the respective major periods of literature?</p> <p>How do theme, purpose, and rhetorical features contribute to the literary significance of historical and political documents from around the world?</p>	<p>How does identifying and analyzing setting help to shape the meaning of the text?</p>	<p>How does identifying and analyzing tone and mood help to shape the meaning of the text?</p> <p>How do words and phrases shape meaning and tone of a text?</p>
↓	↓	↓
<p>Vocabulary Connotation Context Clues Cultural Significance Literary Movement</p>	<p>Vocabulary Setting Dialect</p>	<p>Vocabulary Tone Mood</p>

<p>Concept Point of View</p>	<p>Concept Plot</p>
<p>Standards: CC.1.3.12.D How author’s point of view or purpose shapes the content and style of a text</p>	<p>Standards: CC.1.3.12.E How specific sentences, paragraphs and larger portions of texts relate to each other and the whole</p>
↓	↓
<p>Lesson Essential Question How does author’s point of view or purpose shape the content and style of a text?</p>	<p>Lesson Essential Question How do specific sentences, paragraphs and larger portions of texts help to develop plot structure?</p>
↓	↓
<p>Vocabulary 1st person 2nd person 3rd person</p>	<p>Vocabulary Chronological Spatial Exposition</p>

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

omniscient limited	Rising action Climax Falling action Resolution conflict
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EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English IV
Topic: Poetry

Days:
Grade Level: 12

Key Learning

Textual details help to shape meaning in poetry.



Unit Essential Question

How do you identify, describe, and analyze poetic forms and their constructions?

<u>Concept</u> Poetic Form	<u>Concept</u> Stanza, Meter, Rhyme Form	<u>Concept</u> Figurative Language
<u>Standards:</u> CC.1.3.12.A How the relationship between two or more themes is developed and how these themes interact.	<u>Standards:</u> CC.1.3.12.F How words and phrases shape meaning and tone in texts.	<u>Standards:</u> CC.1.3.12.H How an author transforms themes, topics, and character types. CC.1.3.12.J How to acquire and use accurately general and domain-specific words and phrases and independently gather vocabulary knowledge sufficient for college and career levels.
		
<u>Lesson Essential Question</u> How are the relationships between two or more themes developed and how do these themes interact?	<u>Lesson Essential Question</u> How do words and phrases shape meaning and tone in texts?	<u>Lesson Essential Question</u> How do you acquire and accurately use general and domain-specific words and phrases and independently gather vocabulary knowledge sufficient for college and career levels?
		
<u>Vocabulary</u> Metaphysics Mock Epic Ode	<u>Vocabulary</u> Couplet Foot/Iambic Quatrain Tetra Cinquain Penta	<u>Vocabulary</u> Apostrophe Conceit Personification Allusion Imagery Metaphor

EASTERN LEBANON COUNTY SCHOOL DISTRICT STUDENT LEARNING MAP

Free Verse	Refrain Exact End Blank	Slant True Internal	Simile Consonance Tone Style Onomatopoeia	Assonance Alliteration Mood Purpose
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Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English IV
Topic: Research

Days:
Grade Level: 12

Key Learning

Conduct short and sustained research projects by gathering information from multiple authoritative print and digital sources, conducting advanced searches, assessing and evaluating the credibility of sources, avoiding plagiarism, synthesizing multiple sources, following citation standards, integrating multiple sources of information presented in diverse media formats, adapting speech to a variety of contexts and tasks, and making use of digital media to enhance presentations.



Unit Essential Question

How do you conduct short and sustained research projects by gathering information from multiple authoritative print and digital sources, conducting advanced searches, assessing and evaluating the credibility of sources, avoiding plagiarism, synthesizing multiple sources, following citation standards, integrating multiple sources of information presented in diverse media formats, adapting speech to a variety of contexts and tasks, and making use of digital media to enhance presentations?

<p><u>Concept</u> Inquiry-Based Research</p>	<p><u>Concept</u> Varying Source Types and Purposes: Print, Digital, & Online</p>	<p><u>Concept</u> Validity and Credibility of Sources</p>
<p><u>Standards:</u> CC.1.4.11.V How to conduct short research projects. How to conduct sustained research projects. How to narrow or broaden an inquiry. CC.1.4.11.W How to conduct advanced searches.</p>	<p><u>Standards:</u> CC.1.4.11.W How to gather relevant information from multiple authoritative print and digital sources. CC.15.12.F How to make use of digital media to enhance presentations.</p>	<p><u>Standards:</u> CC.1.4.11.W How to assess the credibility of sources. CC.1.5.11.C How to integrate multiple sources of information presented in diverse media formats, evaluating the credibility and accuracy of each source.</p>
↓	↓	↓
<p><u>Lesson Essential Question</u> How do you develop and refine a research question and thesis statement?</p>	<p><u>Lesson Essential Question</u> How do you evaluate information from a variety of sources for its relevance</p>	<p><u>Lesson Essential Question</u> How do you analyze and evaluate information from sources for relevance to the</p>

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STUDENT LEARNING MAP

	<p>to the research question, topic, or thesis?</p> <p>How do you develop search procedures to locate and gather information from traditional sources as well as electronic databases, data sets, and other electronic reference materials?</p> <p>How do you make use of digital media to enhance presentations?</p>	<p>research question, topic, or thesis?</p> <p>How do you critically evaluate primary and secondary sources for validity, perspective, bias, and relationship to topic?</p>
		
<p>Vocabulary Inquiry-Based Research Advanced Searches</p>	<p>Vocabulary Thesis Print Source Digital Source Online Source Source Purpose</p>	<p>Vocabulary Validity Credibility Bias Primary Source Secondary Source</p>

<p>Concept Incorporating Researched Information into Writing</p>	<p>Concept MLA Citations</p>	<p>Concept Plagiarism</p>
<p>Standards: CC.1.4.11.V How to synthesize multiple sources.</p> <p>CC.1.4.11.W How to integrate sources into text.</p> <p>CC.1.5.11.C How to integrate multiple sources of information presented in diverse media formats, evaluating the credibility and accuracy of</p>	<p>Standards: CC.1.4.11.W How to follow a standard format for citation.</p>	<p>Standards: CC.1.4.11.W How do avoid plagiarism.</p>

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each source.		
		
<p><u>Lesson Essential Question</u> How do you synthesize information gathered from a variety of sources?</p>	<p><u>Lesson Essential Question</u> How do you document sources of information, including references and works cited, using MLA style?</p> <p>How do you follow the conventional style for the type of document and use page formats, fonts and spacing that contribute to the readability and impact of the document?</p>	<p><u>Lesson Essential Question</u> How do you cite all sources properly when quoting, paraphrasing, and summarizing?</p> <p>How do you avoid plagiarism?</p>
		
<p><u>Vocabulary</u> Synthesize</p>	<p><u>Vocabulary</u> MLA Citation In-Text Citation Works Cited</p>	<p><u>Vocabulary</u> Plagiarism Summarization Paraphrasing Quoting</p>

Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: English IV
Topic: Short Story

Days:
Grade Level: 12

Key Learning

Use appropriate strategies to construct meaning by skillfully evaluating and synthesizing information, and determine how author's choices impact the development of narrative and dramatic elements.



Unit Essential Question

How does one use appropriate strategies to construct meaning by analyzing, evaluating, and synthesizing information, and determine how author's choices impact the development of narrative and dramatic elements?

<u>Concept</u> Elements & Point of View	<u>Concept</u> Character	<u>Concept</u> Historical Context & Cultural Detail
<u>Standards:</u> CC1.3.12.D How author's point of view shapes the content, characters, and style of a text.	<u>Standards:</u> CC1.3.12.D How author's point of view shapes the content, characters, and style of a text.	<u>Standards:</u> CC.1.3.12.I How context helps shape meaning of unknown and multiple-meaning words.
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<u>Lesson Essential Question</u> How does the author's point of view shape the content and style of a text?	<u>Lesson Essential Question</u> How do you analyze and evaluate character actions, motives, dialogue, emotions, and relationships? How do you analyze the development of complex characters and their functions within text?	<u>Lesson Essential Question</u> How does context shape the meaning of unknown and multiple-meaning words? How do you examine, compare, and contrast the contemporary and cultural beliefs in various short stories?
↓	↓	↓
<u>Vocabulary</u> Point of View Style Content	<u>Vocabulary</u> Character Development Dialogue	<u>Vocabulary</u> Historical Context Cultural Detail Multiple-Meaning Words

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STUDENT LEARNING MAP

Genre Strategies Foreshadowing Flashback Structure Theme Symbolism Irony		
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Concept Tone/Mood & Emotional Appeal	Concept Author's Purpose	Concept Setting
Standards: CC.1.3.12.F How words and phrases shape meaning and tone of text.	Standards: CC.1.3.12.D How author's point of view shapes the content and style of a text.	Standards: CC.1.3.12.C How author's choices impact the development of narrative and dramatic elements
↓	↓	↓
Lesson Essential Question How do you analyze stated and/or implied meanings of words? How do words and phrases shape meaning and the tone of text?	Lesson Essential Question How do you analyze and evaluate texts that support author's intended purpose? How do you cite strong and thorough textual evidence to support author's intended purpose?	Lesson Essential Question How does identifying and analyzing setting help to shape the meaning of the text?
↓	↓	↓
Vocabulary Emotional Appeal Charged Words	Vocabulary Author's Purpose Textual Evidence	Vocabulary Setting Dialect Time period

Additional Information/Resources:

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STUDENT LEARNING MAP

Concept Theme	Concept Symbolism	Concept Irony
Standards: CC.1.3.12.A How the relationship between two or more themes is developed and how these themes interact.	Standards: CC.1.3.12.F How words and phrases shape meaning and tone of text	Standards: CC.1.3.12.F How words and phrases shape meaning and tone of text
		
Lesson Essential Question How is the relationship between two or more themes developed? How do themes interact?	Lesson Essential Question How do words and phrases shape the meaning of text? How does identifying and analyzing symbolism help to shape the meaning of the text?	Lesson Essential Question How do words and phrases shape the meaning of text? How does identifying irony help to shape the meaning of the text?
		
Vocabulary Interpret Theme concept	Vocabulary Symbolism Interpret Allegory	Vocabulary Connotation Context Clues Irony Interpret

Concept Point of View	Concept Plot
Standards: CC.1.3.12.D How author's point of view or purpose shapes the content and style of a text	Standards: CC.1.3.12.E How specific sentences, paragraphs and larger portions of texts relate to each other and the whole

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<p><u>Lesson Essential Question</u> How does author’s point of view or purpose shape the content and style of a text?</p>	<p><u>Lesson Essential Question</u> How do specific sentences, paragraphs and larger portions of texts help to develop plot structure?</p>
↓	↓
<p><u>Vocabulary</u> 1st person 2nd person 3rd person omniscient limited</p>	<p><u>Vocabulary</u> Chronological Spatial Exposition Rising action Climax Falling action Resolution conflict</p>

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STUDENT LEARNING MAP

Course/Subject: English IV
Topic: Vocabulary

Days:
Grade Level: 12th

Key Learning Draw conclusions about connotations of words and identify how the meaning of words change when an affix is added, and use context clues to clarify or determine meanings of unfamiliar words.



Unit Essential Question How do you draw conclusions about connotations of words and use context clues and to identify how the meaning of words change when an affix is added, and to clarify or determine meanings of unfamiliar words.

Concept Connotation Denotation	Concept Synonym Antonym	Concept Affix Context Clues
Standards: CC.1.3.11.F	Standards: CC.1.3.11.I	Standards: CC.1.3.1.1.J
↓	↓	↓
Lesson Essential Question How do you discover words and phrases that shape meaning and tone in texts.	Lesson Essential Question How do you use strategies and tools to determine to clarify word meaning.	Lesson Essential Question How do you use context clues to determine and clarify the meaning of unfamiliar words.
↓	↓	↓
Vocabulary Connotation Denotation	Vocabulary Synonym Antonym	Vocabulary Affix Context Clues

Concept	Concept	Concept
Standards:	Standards:	Standards:
↓	↓	↓
Lesson Essential Question	Lesson Essential Question	Lesson Essential Question

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<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>

<u>Additional Information/Resources:</u>

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STUDENT LEARNING MAP

Course/Subject: English IV
Topic: Literary Analysis

Days:
Grade Level: 12

Key Learning

Comprehend and evaluate complex texts across a range of types of disciplines as critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.



Unit Essential Question

How do you create a written document that analyses an author's work?

Concept CC1.4.12.B Thesis	Concept CC1.4.12.B Transitions	Concept CC.1.4.12.C Topic Sentence
Standards: How to write with focus	Standards: How to be aware of text	Standards: How to develop a topic sentence with relevant and well-chosen facts and details.
↓	↓	↓
Lesson Essential Question How does one write a paper with clear and concise focus?	Lesson Essential Question How does one properly use transitions to provide effective fluency between ideas?	Lesson Essential Question How does one successfully evaluate your audience before beginning your project?
↓	↓	↓
Vocabulary Purpose, Placement, Structure	Vocabulary Transition words and phrases, Transitional devices	Vocabulary Author's Purpose Text Structure Placement Audience

Concept CC.1.4.12.C Textual Evidence	Concept CC.1.4.12.E MLA Formatting	Concept CC.1.4.12.F Audience
Standards: How to develop a topic with well-chosen facts and details	Standards: How to use precise language and establish and maintain a formal and objective writing style.	Standards: How to demonstrate appropriate command of the English language.

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<p><u>Lesson Essential Question</u> What makes clear and effective writing?</p>	<p><u>Lesson Essential Question</u> How do strategic readers create meaningful and informational literary text?</p>	<p><u>Lesson Essential Question</u> How does a reader know a source can be trusted?</p>
		
<p><u>Vocabulary</u> Literary form Literary device</p>	<p><u>Vocabulary</u> In-text citation Works cited</p>	<p><u>Vocabulary</u> Draw conclusions, Explain author's style</p>

Additional Information/Resources: