

## GVCS Curriculum Map Template – Grade 12 English

Month & Duration	Program/Materials/ Resources	Skills/Standard	Vocabulary	Assessment
<p><i>September 3<sup>rd</sup> – 6<sup>th</sup> Week 1</i></p>	<ul style="list-style-type: none"> <li>• Welcome Week</li> <li>• Team Building</li> <li>• Syllabus &amp; Expectations</li> <li>• Set Up Composition Notebooks</li> </ul>	<ul style="list-style-type: none"> <li>• Team Building</li> </ul>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>
<p><i>September 9<sup>th</sup>- October 25<sup>th</sup> Week 2-8</i></p>	<p style="text-align: center;"><b>Realistic Fiction Unit</b> <i>The Great Gatsby</i></p>	<ul style="list-style-type: none"> <li>• Point of View</li> <li>• Plot</li> <li>• Character Traits</li> <li>• Characterization</li> <li>• Text Structures</li> <li>• Literary Conflict</li> <li>• Theme</li> <li>• Narrative Point of View</li> <li>• Authors Purpose</li> <li>• Summaries</li> </ul> <p>RL. 11-12.1, RL. 11-12.2, RL. 11-12.3 RL. 11-12.4, RL. 11-12.5, RL. 11-12.6, 11-12.9, SL. 11-12.1, SL. 11-12.3, L.11-12.1-6</p>	<p>Students will document new vocabulary words (T2 and T3) using FREYER model and work closely with new strategies and tools to use to determine and apply.</p>	<ul style="list-style-type: none"> <li>• Learner Behaviors</li> <li>• Reading Responses</li> <li>• Informal observations</li> <li>• Student participation</li> <li>• Quick writes/Exit tickets</li> <li>• Vocab assessments</li> </ul>
<p><i>October 28<sup>th</sup> – November 7<sup>th</sup> Week 9-10</i></p>	<p style="text-align: center;"><b>Narrative Writing Unit</b></p>	<ul style="list-style-type: none"> <li>• Writing Conferences</li> <li>• Planning</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> </ul> <p>W.11-12.3, W. 11-12.4, W. 11-12.5, W. 11-12.6, W. 11-12. L.11-12.1-6</p>	<p>Introduction Body/Paragraph Conclusion Chronological order Transition words Relevant details Draft Revise Edit Publish</p>	<ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Narrative Writing Piece at EOU</li> <li>• Organization</li> <li>• Professional tone</li> <li>• Correct formatting</li> <li>• Use of vocabulary</li> </ul>
<p><i>November 12<sup>th</sup>- December 20<sup>th</sup> Week 11-16</i></p>	<p style="text-align: center;"><b>Drama Unit</b> <i>A Christmas Carol</i></p>	<ul style="list-style-type: none"> <li>• Visualization</li> <li>• Characterization</li> <li>• Compare &amp; Contrast</li> <li>• Setting</li> </ul>	<p>Students will document new vocabulary words (T2 and T3) using FREYER model and work closely with new strategies and tools to use to determine and apply.</p>	<ul style="list-style-type: none"> <li>• Learner Behaviors</li> <li>• Reading Responses</li> <li>• Informal observations</li> <li>• Student participation</li> </ul>

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		<ul style="list-style-type: none"> <li>• Mood</li> <li>• Text Evidence</li> <li>• Allusion</li> <li>• Suspense</li> <li>• Theme</li> <li>• Personal reflection</li> <li>• Plot Structure</li> </ul>	Drama Simile Allusion Stanza Plot Character Tension Language	<ul style="list-style-type: none"> <li>• Quick writes/Exit tickets</li> <li>• Vocab assessments</li> </ul>
<i>January 6<sup>th</sup> - February 14<sup>th</sup> Week 17-22</i>	<b>Biography Unit</b> <i>The Gift of Valor</i>	<p>Students will learn about the life of the local hero Jason Dunham. Students will work closely with elements of a biography and how it targets ethos, pathos, and logos throughout the true story. Students will read short stories and analyze comparisons of biographies.</p> <p>RI. 11-12.2, RI. 11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.7, RI.11-12.10, SL. 11-12.1, SL. 11-12.3, L.11-12.1-6</p>	<p>Students will document new vocabulary words (T2 and T3) using FREYER model and work closely with new strategies and tools to use to determine and apply.</p> <p>Biography            Autobiography            Retell            Events            Experiences            Achievements            Chronological order            Timeline            Occupations            Influences            Contribution            Significance            Legacy            Recognition</p>	<ul style="list-style-type: none"> <li>• Learner Behaviors</li> <li>• Reading Responses</li> <li>• Informal observations</li> <li>• Student participation</li> <li>• Quick writes/Exit tickets</li> <li>• Vocab assessments</li> </ul>
<i>February 24<sup>th</sup> - March 14<sup>th</sup> Week 23-25</i>	<b>Expository/Argumentative Writing Unit</b>	<p>Students will work through the writing process to produce an expository or argumentative writing piece. They will conference with the teacher, and their peers as they move through the writing process of:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revising</li> </ul>	Claim Counterclaim Reasons Evidence Research Introduction Conclusion Relevant facts Transition words Relevant details	<ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Narrative Writing Piece at EOU</li> <li>• Organization</li> <li>• Professional tone</li> <li>• Correct formatting</li> <li>• Use of vocabulary</li> </ul>

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		<ul style="list-style-type: none"> <li>Editing</li> </ul> <p>W.11-12.1, W.11-12.2, W. 11-12.4, W. 11-12.5, W. 11-12.6, W. 11-12.7, W. 11-12.8, W. 11-12. L.11-12.1-6</p>	<p>Draft Revise Edit Publish</p>	
<p><i>March 17th- April 11<sup>th</sup> Week 26-29</i></p>	<p style="text-align: center;"><b>Memoir Unit</b> <i>Educated Novel Study</i></p>	<ul style="list-style-type: none"> <li>Point of View</li> <li>Plot</li> <li>Character Traits</li> <li>Characterization</li> <li>Text Structures</li> <li>Literary Conflict</li> <li>Theme</li> <li>Narrative Point of View</li> <li>Authors Purpose</li> <li>Summaries</li> </ul> <p>SL. 11-12.1, SL. 11-12.3, L.11-12.1-6</p>	<p>Students will document new vocabulary words (T2 and T3) using FREYER model and work closely with new strategies and tools to use to determine and apply.</p>	<ul style="list-style-type: none"> <li>Learner Behaviors</li> <li>Reading Responses</li> <li>Informal observations</li> <li>Student participation</li> <li>Quick writes/Exit tickets</li> <li>Vocab assessments</li> </ul>
<p><i>April 22<sup>nd</sup> – May 23<sup>rd</sup> Week 30-35</i></p>	<p style="text-align: center;"><b>Literary Fiction Unit</b> <i>A Place for Us Novel Study</i></p>	<ul style="list-style-type: none"> <li>Visualization</li> <li>Characterization</li> <li>Compare &amp; Contrast</li> <li>Setting</li> <li>Mood</li> <li>Text Evidence</li> <li>Allusion</li> <li>Suspense</li> <li>Theme</li> <li>Personal reflection</li> <li>Plot Structure</li> </ul>	<p>Students will document new vocabulary words (T2 and T3) using FREYER model and work closely with new strategies and tools to use to determine and apply.</p>	<ul style="list-style-type: none"> <li>Learner Behaviors</li> <li>Reading Responses</li> <li>Informal observations</li> <li>Student participation</li> <li>Quick writes/Exit tickets</li> <li>Vocab assessments</li> </ul>
<p><i>May 27<sup>th</sup> – EOY Week 36 - on</i></p>	<p style="text-align: center;"><b>‘Self-Help’ Book Club</b></p>	<p>Students choose a book of their interest that pertains to the next stage of life. This can be a self-help book, college preparedness, etc.</p> <p>SL. 11-12.1, SL. 11-12.3, SL.11-12.4, SL. 11-12.5</p>	<p>Students will document new vocabulary words (T2 and T3) using FREYER model and work closely with new strategies and tools to use to determine and apply.</p>	<ul style="list-style-type: none"> <li>EOY Project</li> </ul>

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