

General Overview

Curriculum Mapping

Course: English IV College Prep Content Area: English

Grade: 12

Date Completed/Revised: 08/2013

Unit Title	Meaning	Individual/Collective	Gender/Class	Film Adaptation
Unit Dates	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
CCSS & Content Standards	RL.11-12.4 RI.11-12.3 W.11-12.3	RL.11-12.1 W.11-12.2 W.11-12.8 W.11-12.9	RL.11-12.3 W.11-12.1 W.11-12.7 W.11-12.9	RL.11-12.7 SL.11-12.1 SL.11-12.5 L.11-12.6
Essential Questions:	How and why does one search for meaning in life?	What is the value of privacy?	What insights can we gain from evaluating literature through the critical lenses of gender and socioeconomic class?	How does film represent an interpretation of a fictional text?
End-of-Unit Assessment:	<ul style="list-style-type: none"> Analytical essay for <i>MSFM</i> Socratic seminar or “talk show” discussion on <i>Siddhartha</i> and <i>Waking Life</i> Personal narrative addressing the Inquiry Project abstract idea 	<ul style="list-style-type: none"> Explanatory Research Essay for <i>Brave New World</i> Annotated Works Cited about ideas from <i>1984</i> as they relate to the Inquiry Project 	<ul style="list-style-type: none"> Socratic seminar/fishbowl discussion with focus on author’s craft Researched argument essay 	<ul style="list-style-type: none"> Inquiry website Lead seminar discussion Director’s project
Skills:	<ul style="list-style-type: none"> Strategies for writing an annotated bibliography Analyzing a complex idea and its development over 	<ul style="list-style-type: none"> Analyzing an author's choices to develop multiple themes. Synthesizing information from multiple sources. Comparing concepts 	<ul style="list-style-type: none"> Identify the meaning of the author’s use of setting, symbolism and word choice to convey the ideas of gender and social class Create a thesis statement 	<ul style="list-style-type: none"> Apply history of film towards critiquing unit titles Explain the elements of film making

	<p>several texts</p> <ul style="list-style-type: none"> Continued development of abstract thinking skills Evaluating author's craft techniques in a narrative essay Developing original and high-level Socratic seminar questions 	<p>from sustained independent research.</p> <ul style="list-style-type: none"> Using research to form a hypothesis Articulating a correlation between multiple texts and a self-generated strand of inquiry Modifying inquiry to adjust perspective and scope as understanding of the topic deepens 	<p>which incorporates outside research on "inquiry word" and selected text</p> <ul style="list-style-type: none"> Embed outside research and textual evidence to support a claim 	<ul style="list-style-type: none"> Analyze a director's use of film techniques Evaluate a director and screenwriter's interpretation of text Described how an author's intent is conveyed through film
<p>Curriculum Resources (textbook chapters., novels, supplemental materials):</p>	<p><i>Man's Search for Meaning</i> by Viktor Frankl <i>Siddhartha</i> by Herman Hesse <i>Hamlet</i> by William Shakespeare "Waking Life" – film by Richard Linklater "Allegory of the Cave" by Plato "A Brief for the Defense" by Jack Gilbert "What We Miss" by Sarah Manguso "Failing and Flying" by Jack Gilbert "The Journey" by Mary Oliver "The Long and Short of It" by Paul Bloom</p>	<p><i>1984</i> by George Orwell <i>Brave New World</i> by Aldous Huxley</p> <p>Inquiry Research Articles</p> <p>Optional: <i>The Road</i> by Cormac McCarthy</p>	<p><i>The Handmaid's Tale</i> by Margaret Atwood</p> <p>Choice: <i>A Streetcar Named Desire</i> by Tennessee Williams <i>The Color Purple</i> by Alice Walker <i>The Taming of the Shrew</i> by William Shakespeare <i>A Separate Peace</i> by John Knowles <i>The Bell Jar</i> by Sylvia Plath</p>	<p>Choice:</p> <p><i>Heart of Darkness</i> by Joseph Conrad <i>One Flew Over The Cuckoo's Nest</i> by Ken Kesey <i>Rita Hayworth and the Shawshank Redemption</i> by Stephen King "An Occurrence at Owl Creek Bridge" by Ambrose Bierce</p> <p>Film adaptations:</p> <p>"Apocalypse Now" by Martin Scorcese "O One Flew Over The</p>

				<p>Cuckoo’s Nest” by Milos Forman</p> <p>“The Shawshank Redemption” by Frank Darabont</p> <p>“An Occurrence at Owl Creek Bridge” by Robert Enrico</p>
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21st Century Skills integrated into all content areas include the following:

- **Learning and Innovation Skills**
 - Critical thinking and problem solving (expert thinking)
 - Communication and collaboration (complex communicating)
 - Creativity and innovation (applied imagination and invention)
- **Information, Media, and Technology Skills**
 - Information literacy
 - Media literacy
 - Information and communication technology literacy
- **Life and Career Skills**
 - Flexibility and adaptability
 - Initiative and self-direction
 - Social and cross-cultural interaction
 - Productivity and accountability
 - Leadership and responsibility

from: Trilling, Bernie & Fadel, Charles. 21st Century Skills: Learning for life in our times. – San Francisco, CA, Jossey-Bass, 2009.

Please Note:

- Primary Audience for Curriculum Maps: Parents, students, school staff (teachers & administrators) and community members
- Curriculum Maps are updated annually and posted on the Brookfield Public Schools’ website.