

English IV / Grade 12 Curriculum
Course Anthology: *Patterns for College Writing*

Unit 1: Reading to Write: An Overview

Students will review the writing process utilized in class as well as the annotation tools and Active Reading Notes used to evaluate text and to prepare questions for class discussions. A baseline writing assignment will give teachers data to align future instruction to students' needs.

Essential Questions: What are the components of the writing process? How does one effectively analyze while reading? How is the analysis of nonfiction similar to analysis of literature? In what ways can the examination of nonfiction writing have academic and real-world applications?

Enduring Understandings: • Writing is a multilayered process that evolves based on the intent of the writer and the needs of the reader. • Reading requires active engagement as the individual interacts with both author's craft and content. • Analysis of nonfiction, like the analysis of fiction, requires awareness and questioning of author's craft and purpose. • Examination of nonfiction offers the reader the opportunity to engage with universal philosophies and issues, both of which resonate in academic and real-world settings.

Maryland College and Career Ready Frameworks, Grades 9-12

- [Reading Literature Framework](#)
- [Reading Informational Texts Framework](#)
- [Writing Framework](#)
- [Speaking and Listening Framework](#)
- [Language Framework](#)

Text Title and Author	Maryland College and Career Ready Standards for English Language Arts, Grades 9-12
Unit 1 Opener: Introduction of Essential Questions, Enduring Understandings “The Danger of a Single Story” by Chimamanda Ngozi Adichie	RI.11-12.5, RI.11-12.6, SL.11-12.3, W.11-12.3. a, b, c, d, W.11-12.4, W.11-12.5, W.11-12.6
“What’s in a Name?” by Henry Louis Gates Jr.	
“Just Walk on By” by Brent Staples	

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Unit 2: Narrative Essay

The Narrative Unit gives students the opportunity to read and study mentor texts that use the essential elements of a narrative essay to tell a story. As students read, annotate, and discuss nonfiction essays, they practice the essential elements in their own writing. Students may compose an essay for college applications.

Essential Questions: What are the essential elements of an effective narrative essay? How do authors use narrative techniques to tell their own stories? How do writers use personal experience to create effective narratives? In what ways can narrative writing have academic and real-world applications?

Enduring Understandings: • Narrative writing, although not as inherently structured as other forms, requires both a clear purpose and an intended audience. • While narratives often focus on personal experiences, they contain thematic and rhetorical elements appropriate for both academic and real-world forums.

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Unit 2 Opener: Introduction of Essential Questions, Enduring Understandings	RI.11-12.5, RI.11-12.6, SL.11-12.3, W.11-12.3. a, b, c, d, e, W.11-12.4, W.11-12.5, W.11-12.6
“Only Daughter” by Sandra Cisneros	
“Finishing School” by Maya Angelou	
“My Mother Never Worked” by Bonnie Smith-Yackel	
Narrative Essay	

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Unit 3: The Kite Runner

*Students will read **The Kite Runner** or participate in a book club. Through the text(s) read, students examine the life lessons presented by the author and how themes are crafted through nuanced language choices.*

Essential Questions: To what extent is redemption possible? What is universal about the additional themes within *The Kite Runner*? What are similarities between life in pre-Taliban Afghanistan and America? How does fiction offer us “a safe space to examine life and life lessons”?

Enduring Understanding: • Fiction offers a window into cultural experiences and perspectives that the reader may otherwise not recognize or appreciate. • Fictional writing requires a strategic use of craft to convey intentional messages appropriately. • The author communicates the ways humans experience, perceive, and survive traumatic events individually, socially, and politically.

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Unit 3 Opener: Introduction of Essential Questions, Enduring Understandings	
<i>The Kite Runner</i> by Khaled Hosseini	RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, W.11-12.10, SL.11-12.1, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6

Unit 4: Argumentation

The Argumentation Unit gives students the opportunity to read and study mentor texts that use theses, evidence, and specific rhetorical and literary devices to craft as argument. As students read, annotate, and discuss nonfiction essays, they will identify the effective components of each text's argument and compose their own argumentative writing.

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Essential Questions: What are the characteristics of a solid thesis statement? How do authors use evidence to support their thesis statements? What are the characteristics of effective persuasive writing? What are the classic and most effective persuasive techniques? In what ways can argumentative writing have academic and real-world applications?

Enduring Understandings: • We learn what we are capable of when we are challenged by adversity. • Learning about the obstacles others have faced helps us make decisions.

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Unit 4 Opener: Introduction of Essential Questions, Enduring Understandings	RI.11-12.1, RI.11-12.2, RI.11-12.5, RI.11-12.6, RI.11-12.7, SL.11-12.1.a, b, c, d, W.11-12.1a, b, c, d, e, W.11- 12.4, W.11-12.5, W.11-12.6
“Calling Nooses What They Are” by George Curry	
“Ignore the Noosemakers” by Ellis Cose	
“The Time to Act Is Now” by Al Gore	
“Global Warming Delusions” by Daniel Botkin	
“Fat Tax” by David Leonhardt	
“The Meat Market” by Alex Tabarrok	

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Argumentative Essay	W.11-12.1a, W.11-12.1b, W.11-12.1c, W.11-12.1d, W.11-12.1e, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9b, W.11-12.10
<p><u>Unit 5: Argumentation with Research</u> <i>In the Argumentation with Research Unit, students enhance their argument with research to provide specific details as evidence to support their claim and reasoning. Students acknowledge an opposing argument and refute it with reasoning and evidence. This enhanced writing incorporates in-text citations and a works cited page.</i></p> <p>Essential Questions: How does one use provided sources to develop a research question? How does one supplement pre-existing sources with additional sources? How does one create a sense of fluency between original ideas and source materials? In what ways can research writing have academic and real-world applications?</p> <p>Enduring Understanding: Research writing requires both technical and creative elements as authors endeavor to bolster their ideas with appropriate source material.</p>	
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Unit 5 Opener: Introduction of Essential Questions, Enduring Understandings	RI.11-12.1, RI.11-12.5, RI.11-12.6, RI.11-12.7, SL.11-12.1a, SL.11-12.1b, SL.11-12.1c, SL.11-12.1d, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5, W.11-12.1a, W.11-12.1b, W.11-12.1c, W.11-12.1d, W.11-
Argumentative Essay with Research	W.11-12.1c, W.11-12.1d, W.11-

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	12.1e, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9b, W.11-12.10
<p><u>Unit 6: <i>The Book Thief</i> (or Book Club)</u> <i>Students read <i>The Book Thief</i> or participate in a book club. Through the text(s) read, students examine the life lessons presented by the author and how themes are crafted through nuanced language choices.</i></p> <p>Essential Questions: What is the relationship between humanity, death, and war? What is universal about the additional themes within <i>The Book Thief</i>? How does fiction offer us “a safe space to examine life and life lessons”?</p> <p>Enduring Understandings: • Fiction offers a window into historical experiences, perspectives, and themes that the reader may otherwise not recognize or appreciate. • Writing fiction requires a strategic use of craft to convey intentional messages appropriately. • Literature portrays the human need for words during times of loss and instability.</p>	
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Unit 6 Opener: Introduction of Essential Questions, Enduring Understandings	RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, W.11-12.10, SL.11-12.1, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6
<i>The Book Thief</i> by Markus Zusak	

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Unit 7: Process

The Process Unit shows students how authors simplify complex processes. As students read, annotate, and discuss nonfiction essays, they practice the essential elements of effective process writing. Students analyze the language, tone, and literary devices authors use in process writing in order to compose their own process writing.

Essential Questions: What are the essential elements of effective process writing? How does analysis of a process occur? How do writers effectively use jargon in content-specific processes? In what ways can process writing have academic and real-world applications?

Enduring Understanding: Process analysis merges the technical details of how something occurs with the perspective and experience of the writer in order to convey purpose and theme.

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Unit 7 Opener: Introduction of Essential Questions, Enduring Understandings	RL.11-12.4, RL.11-12.5, RL.11-12.6, W.11-12.1a, b, c, d, e, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.10
“How to Decorate Your Room When You’re Broke” by Joshua Piven, David Borgenicht, and Jennifer Worick	
“Getting Coffee Is Hard to Do” by Stanley Fish	
“The Embalming of Mr. Jones” by Jessica Mitford	
Process Essay	

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Unit 8: Compare and Contrast

In the Comparison and Contrast Unit, students read and study mentor texts that use analysis to compare two items. As students read, annotate, and discuss nonfiction essays, they will practice the essential elements of comparison in their own writing.

Essential Questions: What are the essential elements of effective comparison writing? How does argumentation play into effective comparison? How can comparison be utilized for the task of evaluation? In what ways can comparison writing have academic and real-world applications?

Enduring Understandings: • Comparison and contrast allows individuals to evaluate and assess materials and issues in both academic and real-world settings. • Comparison and contrast can be used for informational and/or argumentative purposes.

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Unit 8 Opener: Introduction of Essential Questions, Enduring Understandings	RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5, RI.11-12.6, RI.11-12.7, SL.11-12.1a, b, c, d, SL.11-12.2, SL.11-12.4, SL.11-12.5, W.11-12.1a, b, c, d, e, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.10
Compare and Contrast Essay	
“Sex, Lies, and Conversation” by Deborah Tannen	
“Why Chinese Mothers Are Superior” by Amy Chua	

Unit 9: Classification and Analysis

The Classification and Analysis unit teaches students how authors break a topic into parts and/or sort items into categories to make sense of ideas. By understanding the relationships classification and analysis reveal about a topic, understanding is enhanced beyond the items themselves. Through this process, relationships or parts bring order and logic to the writing process,

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help create a thesis, and promote an organizational structure for the writer to use. Students continue to see how rhetoric, tone, and language nuance meaning in writing.

Essential Questions: What are the essential elements of effective classification writing? How do comparison and analysis play into effective classification? In what ways can classification writing have academic and real-world applications?

Enduring Understanding: • Classifying information promotes deeper analysis and facilitates understanding. • Comparison is a necessary component of effective classification and analysis.

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Unit 9 Opener: Introduction of Essential Questions, Enduring Understandings	RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5, RI.11-12.6, SL.11-12.1a, b, c, d, W.11-12.1a, b, c, d, e, W.11- 12.4, W.11-12.5, W.11-12.6, W.11- 12.10
“The Ways We Lie” by Stephanie Ericsson	
“The Dog Ate My Disk and Other Tales of Woe” by Carolyn Foster Segal	
Classification Essay	

Unit 10: Definition

The Definition Unit provides students with an elevated understanding of definition; extended definitions can define the nature of a term, its class, and how it is differentiated from similarly classified terms. Students read, annotate, and discuss nonfiction essays to apply extended definition process to a term and learn from mentor texts how authors incorporate rhetoric, tone, and literary elements into extended definition writing.

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Essential Questions: What are the characteristics of effective definition writing? What role does a thesis play in definition? How do authors use evidence to support their definitions? In what ways can definition writing have academic and real-world applications?

Enduring Understanding: • Definition writing offers a contextual forum through which authors exemplify information. • Definition writing utilizes an implied or stated thesis and support to promote reader understanding.

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“I Want a Wife” by Judy Brady	
“The Wife Beater” by Gayle Rosenwald Smith	
“Tortillas” by José Antonio Burciaga	
Definition Essay	

For more information regarding the English IV course content, curriculum, and pacing, please contact Kristine Scarry, Supervisor of Reading, English, Language Arts (Kristine.scarry@hcps.org) or Annmarie Steltzer, Assistant Supervisor of Reading, English, Language Arts (Annmarie.steltzer@hcps.org).