

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	<u>Maryland College and Career Ready Standards for English Grades 9-12</u>
Selections: <ul style="list-style-type: none"> • “What’s in a Name?” by Henry Louis Gates Jr. • “Just Walk on By” by Brent Staples • “The Writing Process” • “What Reading Slowly Taught Me about Writing” by Jacqueline Woodson • “The Danger of a Single Story” 	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
Additional Selections: <ul style="list-style-type: none"> • “The Catbird Seat” by David J. Birnbaum • “No, I Don’t Want to Pet Your Dog” by Farhad Manjoo 	
Baseline/Benchmark Writing	

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

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.

Maryland College and Career Ready Frameworks, Grades 9-12

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- [Language Framework](#)

Text Title and Author

**Maryland College and Career Ready
Standards for English
Grades 9-12**

Selections:

- “Only Daughter” by Sandra Cisneros
- “Finishing School” by Maya Angelou
- “Pink Floyd Night School” by Mark Edmundson
- “Reading to Write”

**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**

Additional Selections:

- “My Mother Never Worked” by Bonnie Smith-Yackel
- “The Catbird Seat” by David J. Birnbaum

Narrative Essay Writing

Unit 3: Novel Study – Everything I Never Told You

Students will read Everything I Never Told You or participate in a book club. Through the text(s) read, students examine the life lessons presented by the author and how themes and topics are developed through writing techniques.

Essential Questions: How do authors use writing techniques to develop perspective and characterization? How does culture and a sense of belonging shape an individual’s perspectives?

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

Enduring Understandings: • 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. • Individuals’ perceptions of culture and belonging can lead to misunderstandings without effective communication.

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
Grades 9-12**

- **Novel Selection:** *Everything I Never Told You* by Celeste Ng or Book Club selections from approved novel list for English IV.

Narrative or Argumentative Essay Writing

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 with Research

In the Argumentation with Research Unit, students read and study mentor texts that use theses, evidence, and specific rhetorical and literary devices to craft an argument. As students read, annotate, and discuss the nonfiction essays, they identify the effective components of each text’s argument. Students compose their own argumentative writing, enhancing it with research to provide specific details as evidence to support their claim and reasoning. They acknowledge an opposing argument and refute it with reasoning and evidence. This writing incorporates in-text citations, and a works cited page.

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?

Enduring Understanding: Research writing requires both technical and creative elements as authors endeavor to bolster their ideas with appropriate source material.

Maryland College and Career Ready Frameworks, Grades 9-12

- [Reading Literature Framework](#)
- [Reading Informational Texts Framework](#)
- [Writing Framework](#)

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

<ul style="list-style-type: none">• Speaking and Listening Framework• Language Framework	
Text Title and Author	Maryland College and Career Ready Standards for English Grades 9-12
<p>Selections:</p> <ul style="list-style-type: none">• “Is College Worth It?” by J. Roksa & R. Arum / “The Myth of the College Dropout” by J. Wai and H. Rindermann• “The Myth of the Student Loan Crisis” by N. Allan and D. Thompson / “Here’s Your Crisis: Student Loan Debt Isn’t a Myth” (Infographic)• “What Do You Really Want Out of a College Education” by Richard Gunderman / “Is College Worth the Time and Money” (Media)• “Trade School vs. Traditional College” by Robert Farrington / “High Paying Trade Jobs Sit Empty While High School Grads Line Up for College” by A. Gross and J. Marcus• “I Went to Yale and Trade School: What’s More Useful” by Darnell Epps / “Student Debt is Haunting Americans from Graduation to Retirement” by Allison Morrow / “College Education is Priceless. Dropping the Price Tag is a Necessity” by Cannon Fritz / “Making College More Affordable” by Eric Barron / “Why Free College is a Terrible Idea” by George Leef	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
<p>Additional Selections:</p> <ul style="list-style-type: none">• “The Trouble with Trade School” by David Leonhardt• “Is Free College as Good as It Sounds” (Media)• Is College Worth It (Media)• “Young People Must Decide: Is College Worth Debt?” by Emily Withnall	
Argumentative Essay with Research Writing	
<p><u>Unit 5: Novel Study – <i>The Book Thief</i> or <i>The Kite Runner</i></u> <i>Students read The Book Thief, 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.</i></p> <p>Book Thief 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>	

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

<p>Kite Runner 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”?</p> <p>Enduring Understandings: • Fiction offers a window into historical or cultural 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. • 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.</p>	
<p>Maryland College and Career Ready Frameworks, Grades 9-12</p> <ul style="list-style-type: none">• Reading Literature Framework• Reading Informational Texts Framework• Writing Framework• Speaking and Listening Framework	
<p>Text Title and Author</p>	<p>Maryland College and Career Ready Standards for English Grades 9-12</p>
<p>Novel Selections:</p> <ul style="list-style-type: none">• <i>The Book Thief</i> by Markus Zusak• <i>The Kite Runner</i> by Khaled Hosseini• Book Club selections from approved novel list for English IV	<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, W.11-12.10, SL.11-12.1, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6</p>
<p>Literary Analysis or Argumentative Essay Writing</p>	
<p><u>Unit 6: Process</u></p> <p><i>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.</i></p> <p>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?</p> <p>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.</p>	
<p>Maryland College and Career Ready Frameworks, Grades 9-12</p>	

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

<ul style="list-style-type: none">• Reading Literature Framework• Reading Informational Texts Framework• Writing Framework• Speaking and Listening Framework	
Text Title and Author	Maryland College and Career Ready Standards for English Grades 9-12
<p>Selections:</p> <ul style="list-style-type: none">• “Getting Coffee Is Hard to Do” by Stanley Fish• “How to Ace Your Next Interview” (Indeed Editorial Team)• “The Embalming of Mr. Jones” by Jessica Mitford	RL.11-12.4, RL.11-12.5, RL.11-12.6, 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.11-12.10
<p>Additional Selections:</p> <ul style="list-style-type: none">• “How to Decorate Your Room When You’re Broke” by Joshua Piven, David Borgenicht, and Jennifer Worick• “How to Prepare for a Job Interview” (satire) by Carter Karpinski• “Finally Write That Short Story” by Curtis Sittenfeld• “How to Escape from a Bad Date” by Piven, et al.• Infographics: Paper Crane, How to Boil Eggs, How It’s Made: Parmesan Cheese	
Process Essay Writing	
<p><u>Unit 7: Compare and Contrast</u></p> <p><i>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.</i></p> <p>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?</p> <p>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.</p>	
<p>Maryland College and Career Ready Frameworks, Grades 9-12</p> <ul style="list-style-type: none">• Reading Literature Framework• Reading Informational Texts Framework• Writing Framework	

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

<ul style="list-style-type: none"><u>Speaking and Listening Framework</u>	
Text Title and Author	<u>Maryland College and Career Ready Standards for English Grades 9-12</u>
Selections: <ul style="list-style-type: none">“Sex, Lies, and Conversation” by Deborah Tannen“Why Chinese Mothers Are Superior” by Amy Chua	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, SL.11-12.1b, SL.11-12.1c, SL.11-12.1d, SL.11-12.2, 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.11-12.1e, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.10
Additional Selections: <ul style="list-style-type: none">“Fake Meat vs. Real Meat” by Anahad O’Connor“If You Have Something to Say, Then Say It” by John McWhorter	
Compare and Contrast Essay Writing	
<u>Unit 8: Classification and Analysis</u> <i>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, 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.</i>	
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 Understandings: • Classifying information promotes deeper analysis and facilitates understanding. • Comparison is a necessary component of effective classification and analysis.	
Maryland College and Career Ready Frameworks, Grades 9-12 <ul style="list-style-type: none"><u>Reading Literature Framework</u><u>Reading Informational Texts Framework</u><u>Writing Framework</u><u>Speaking and Listening Framework</u>	
Text Title and Author	<u>Maryland College and Career Ready Standards for English Grades 9-12</u>
Selections: <ul style="list-style-type: none">“The Ways We Lie” by Stephanie Ericsson	

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

<ul style="list-style-type: none">“The Dog Ate My Disk and Other Tales of Woe” by Carolyn Foster Segal“Stephen King’s Guide to Movie Snacks” by Stephen King	RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5, RI.11-12.6, SL.11-12.1a, SL.11-12.1b, SL.11-12.1c, SL.11-12.1d, 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.11-12.10
Additional Selection: <ul style="list-style-type: none">“College Pressures” by William Zinsser	
Classification Essay Writing	

Unit 9: Definition <i>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.</i>	
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 Understandings: • 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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Text Title and Author	Maryland College and Career Ready Standards for English Grades 9-12

Selections: <ul style="list-style-type: none">“Fame-iness” by Meghan Daum“Fear is Simple and Profound” by Julia Butterfly Hill“Tortillas” by José Antonio Burciaga	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, SL.11-12.1b, SL.11-12.1c, SL.11-12.1d, W.11-12.1a, 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.11-12.10
Additional Selections: <ul style="list-style-type: none">“I Want a Wife” by Judy Brady“Influencers” by Wilfred M. McClay	
Definition Essay Writing	

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

Novels/extended texts for consideration: *Brave New World, The Last Lecture, A Man Called Ove, The Namesake, One Hundred Years of Solitude, Purple Hibiscus*

Students earn **one required English credit** for successfully completing this course.

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).