

# English I Curriculum Map

**Concept:** Decisions, Actions, and Consequences

**Quarter:** 1

| <b>Expressive Benchmark</b>   | <b>Big Ideas</b>  | <b>Essential Questions</b>   |
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| The student will express reflections and reactions to print and non-print text and personal experiences | <ul style="list-style-type: none"><li>• Decisions</li><li>• Consequences</li><li>• Responsibility</li><li>• Relationships</li></ul> | <ul style="list-style-type: none"><li>• Who am I and how do I find my place in the world?</li><li>• How do our past experiences affect the person we become?</li><li>• What influences roles in our society?</li><li>• What does it take to make an impact?</li><li>• What makes a good story?</li></ul> |
| <b>NOTES:</b>   |   |  |

| <p style="text-align: center;"><b>Learning Targets</b><br/>(Core Indicators)</p>  | <p style="text-align: center;"><b>Assessments</b></p>  | <p style="text-align: center;"><b>Instructional Strategies</b></p>  | <p style="text-align: center;"><b>Teacher Resources</b></p>   |
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| <p><b>Expressive CI 3: The student will comprehend a variety of increasingly complex expressive print and non-print texts appropriate to grade level and course literary focus by:</b></p> <p style="padding-left: 40px;"><i>Reading, Listening, &amp; Viewing:</i></p> <ul style="list-style-type: none"> <li>• selecting, monitoring, and modifying reading strategies</li> <li>• identifying and analyzing text structures (i.e., story patterns, cause/effect, problem/solution, compare/contrast, description, sequence,) and evaluating their impact on the text</li> <li>• makes inferences based on text</li> <li>• makes connections text to text/self/world</li> <li>• analyzing and evaluating the effects of author's craft and style</li> </ul> <p><b>Genre</b></p> <ul style="list-style-type: none"> <li>• selecting and exploring a wide range of genres</li> <li>• documenting the reading of self-selected works</li> <li>• analyzing genre characteristics (i.e., fiction, nonfiction, poetry, drama)</li> <li>• interpreting literary devices (i.e., allusion, symbolism, figurative language, flashback, irony, dialogue, diction, imagery)</li> <li>• determining a character's traits from his/her actions, speech, appearance, or what others say about him or her</li> <li>• explaining how point of view is developed and its effect on literary texts</li> </ul> <p><b>&gt;Grammar/Language</b></p> <ul style="list-style-type: none"> <li>• using vocabulary strategies (i.e., Greek/Latin derivatives, roots/affixes, word maps, context clues)</li> </ul> | <p><b>Summative Assessment:</b><br/>(required)<br/><u>Literature:</u> (McDougal)</p> <ul style="list-style-type: none"> <li>• Unit One Test A , B/C</li> </ul> <p><b>Formative Assessment</b><br/><b>Pre-assessment</b><br/><u>Literature:</u> (McDougal)</p> <ul style="list-style-type: none"> <li>• Assessment practice, p 176</li> <li>• Anticipation Guide used with Genre overview p. 4-13</li> </ul> <p><b>Ongoing Assessments</b></p> <ul style="list-style-type: none"> <li>• Wiki and/or Blogs to share their knowledge, understanding, and appreciation of their outside readings</li> <li>• Annotated Bibliography of works read</li> <li>• Comprehension strategy questions based on shared expressive text (<i>inferences, connections, effects of craft/style</i>)</li> <li>• Identify text structures within shared text</li> <li>• Response to literature to interpret: <ul style="list-style-type: none"> <li>✓ Literary devices</li> <li>✓ Character traits based on evidence</li> <li>✓ Effects of author's point of view</li> </ul> </li> <li>• Determine meaning of new words based on vocabulary strategies</li> <li>• Reading logs</li> <li>• Reflective journals- personal reactions to Anchor text by making a connection between a personal experience and a universal idea (wikis and blogs)</li> </ul> <p style="text-align: center;"><i>(cont. on next page)</i></p> | <ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Graphic Organizers</li> <li>• Writing Traits</li> <li>• QAR</li> <li>• Read aloud and Think aloud</li> <li>• Frayer Model for Vocabulary</li> <li>• Academic vocabulary</li> </ul> | <p><b><u>Best Practice Toolkit (McDougal)</u></b><br/>Reading Section A -<br/>Monitoring A12<br/>Inferences - A 13<br/>Connections - A 39<br/>Author's and Style - D24 – D25</p> <p><b><u>Standards Lesson File (McDougal)</u></b><br/>Monitoring p 17-20</p> <p style="text-align: center;"><b>Student Expressive Anchor Texts</b><br/>(required)</p> <p><u>Literature:</u> (McDougal)</p> <p><b>Nonfiction:</b><br/><b>Memoir</b><br/>from <i>Angela's Ashes</i> p.836</p> <p><b>Autobiography</b><br/>from <i>I know Why the Caged Bird Sings</i><br/>p.236 (Perspective)</p> <p><b>Fiction:</b><br/><b>Poetry:</b><br/>Caged Bird p. 246</p> <p><b>Short Stories:</b><br/>The Most Dangerous Game p. 52 (text structures)<br/>The Necklace p. 206 (Inference)<br/>The Cask of Amontillado p. 342 (Author's craft/style)</p> <p><u>Interactive Reader/Writer</u></p> <p><b>Autobiography</b><br/>The Rights to the Streets of Memphis from <i>Black Boy</i>, p.37<br/>Differentiation: Strategic or Critical</p> <p><b>Novella:</b><br/>Of Mice and Men</p> <p><b>Media</b><br/><a href="http://www.ngfl-cymru.org.uk/vtc/16022007/mice_and_men/lesson.html">http://www.ngfl-cymru.org.uk/vtc/16022007/mice_and_men/lesson.html</a></p> <p style="text-align: center;"><b>Linking Texts</b></p> <p><u>Literature</u> (McDougal)</p> <p><b>"Short Stories:</b><br/>The Sniper p. 405<br/>The Gift of the Magi p. 94<br/>Where Have You Gone, Charming Billy? P.750</p> <p><b>"Drama:</b><br/>• <i>Sorry, Right Number</i></p> <p><b>Nonfiction:</b><br/>• "Education of Frank McCourt"</p> <p><u>Media Smart</u> (McDougal)<br/>The Cask of Amontillado</p> |

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|   | <p><b>Ongoing Assessments</b></p> <p><u>Literature:</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Standards Lesson File, p 1-31, p. 87-95</li> <li>Standards Lesson File p.69, p.265, p.295, p. 331,and p.409</li> </ul>  |  | <p>(cont. on next page)</p> <p style="text-align: center;"><b>Linking Texts</b></p> <p><b>Other:</b></p> <p><b>Literature Circle (Student Choices):</b></p> <p>Novels</p> <ul style="list-style-type: none"> <li>Devil's Arithmetic</li> <li>Speak</li> <li>I Know Why the Caged Bird Sings</li> <li>Go Ask Alice</li> <li>Into Thin Air</li> </ul> |
| <p><b>Expressive CI 2</b> The student will respond reflectively, individually and in groups, to a variety of expressive texts (i.e., memoirs, vignettes, narratives, diaries, monologues, personal responses) by:</p> <p style="text-align: center;"><i>(Writing &amp; Speaking)</i></p> <ul style="list-style-type: none"> <li>demonstrating a clear understanding based on a careful consideration of the text</li> <li>demonstrating connections to the text based on the student's personal and cultural influences</li> </ul> <p><b>&gt;Grammar/Language</b></p> <ul style="list-style-type: none"> <li>analyzing the place and role of dialects and standard/nonstandard English</li> </ul> | <p><b>Summative Assessment</b> (required)</p> <p><u>Write Source</u> :</p> <ul style="list-style-type: none"> <li>Response to Literature Prompt, p295-301 (in-class essay)</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>Journal entries</li> <li>Small group and class discussion</li> <li>Letters</li> <li>Wikis and Blogs</li> <li></li> </ul> | <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>SD3R Thesis Statement Structure</li> </ul> | <p style="text-align: center;"><b>Teacher Resources</b></p> <p><u>Write Source</u> :</p> <p>Writing Beginnings p. 595</p> <p>Writing Effective paragraphs p.561</p> <p>Developing Great Endings p.596</p>   |

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| <p><b>Expressive CI 1 The student will narrate personal experiences by:</b><br/>(<i>Writing &amp; Speaking</i>)</p> <ul style="list-style-type: none"> <li>• Including scenes and incidents located effectively in time and place</li> <li>• including vivid impressions of being in a setting and a sense of engagement in the events</li> <li>• presenting an appreciation for the significance of the account</li> <li>• including the narrator's personal voice</li> </ul> <p><b>&gt;Grammar/Language</b></p> <ul style="list-style-type: none"> <li>• applying parts of speech to clarify and edit language</li> <li>• editing for spelling and mechanics</li> </ul> | <p><b>Summative Assessment</b><br/>(required)</p> <p><u>Write Source</u></p> <ul style="list-style-type: none"> <li>• Personal Narrative Essay – Share an important experience or personal challenge</li> <li>• District Common Assessment Respond to a Narrative Prompt – to demonstrate competence in narrative writing</li> </ul> <p><u>Write Source Skills Book</u></p> <ul style="list-style-type: none"> <li>• Parts of Speech post-test p.202</li> </ul> <p><b>Formative Assessment:</b><br/><b>Pre - Assessment</b><br/><u>Write Source</u><br/>Narrative paragraph<br/>Autobiographical speech (2 min)</p> <p><u>Write Source Skills Book</u></p> <ul style="list-style-type: none"> <li>• Parts of Speech pre-test p.119</li> </ul> <p><b>On-going Assessments:</b><br/>Quick writes<br/><u>Literature (McDougal)</u></p> <ul style="list-style-type: none"> <li>• Parts of Speech pre-test p.2</li> <li>• Parts of Speech mid-test p.24</li> <li>• Parts of Speech post-test p. 35</li> </ul> | <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Timelines of important life events</li> <li>• Writing traits</li> <li>• Ticket out the door</li> <li>• Think-Pair-Share</li> <li>• Reader response journal</li> <li>• Rubrics</li> <li>• Peer Revision</li> </ul> | <p><b>Teacher Resources</b></p> <p><u>Write Source</u></p> <ul style="list-style-type: none"> <li>• The Writing Process Unit</li> <li>• Narrative Writing Unit</li> <li>• Parts of Speech pre-test p.119</li> <li>• Parts of Speech post-test p. 202</li> <li>• Responding to Narrative Prompts p.137-143</li> </ul> <p><u>Interactive Reader Writer</u> (McDougal)</p> <ul style="list-style-type: none"> <li>• Interactive Reader Writer Unit 8 Timed Writing Practice:Personal Narrative</li> </ul> <p><u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>• Writing Workshop – Personal Narrative</li> <li>• Presenting an Informal Speech p.175</li> <li>• Parts of Speech pre-test p.2</li> <li>• Parts of Speech mid-test p.24</li> <li>• Parts of Speech post-test p.35</li> </ul> |
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8/12/2009

# English I Curriculum Map

**Concept:** Decisions, Actions, and Consequences

**Quarter:** 2

| <p style="text-align: center;"><b>Informative Benchmark</b></p> <p>The student will explain meaning, describe processes, and answer research questions to inform an audience</p> | <p style="text-align: center;"><b>Big Ideas</b></p> <ul style="list-style-type: none"><li>• Consequences</li><li>• Relationships</li><li>• Heroism</li><li>• History</li><li>• Quest</li></ul> | <p style="text-align: center;"><b>Essential Questions</b></p> <ul style="list-style-type: none"><li>• How can I have the courage to do what is right, and who determines what is right or wrong?</li><li>• What elements define an epic?</li><li>• How does culture shape the identities/actions of individuals?</li><li>• What does it take to be a hero?</li><li>• What elements help to enrich informative texts?</li></ul> |
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| <p><b>NOTES:</b></p>   |  |  |

| Learning Target   | Assessment   | Instructional Strategies  | Teacher Resources   |
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| <p><b>Informative CI 4</b> The student will demonstrate the ability to comprehend a variety of increasingly complex informative texts appropriate to grade level and course literary focus by:</p> <p style="text-align: center;"><i>Reading, Listening, &amp; Viewing</i></p> <ul style="list-style-type: none"> <li>selecting, monitoring, and modifying reading strategies</li> <li>identifying and analyzing text structures (i.e., cause/effect, problem/solution, compare/contrast, description, sequence) and evaluating their impact on the text</li> <li>identifying and analyzing text features (i.e., font, headings, captions, graphics) and evaluating their impact on the text</li> <li>demonstrating comprehension of main idea and supporting details</li> <li>summarizing/paraphrasing key events and/or points from the text</li> <li>making inferences based on text</li> <li>synthesizing information within and across texts and media</li> <li>generating questions</li> </ul> <p><b>&gt;Grammar</b></p> <ul style="list-style-type: none"> <li>using vocabulary strategies (i.e., derivatives, roots and affixes, word maps, context clues)</li> </ul> <p><b>&gt;Genre</b></p> <ul style="list-style-type: none"> <li>understanding the importance of tone, mood, diction and style</li> </ul> | <p><b>Formative Assessment</b></p> <p><b>Pre-assessment</b></p> <p><u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>Assessment Practice, p584-587</li> </ul> <p><b>Ongoing Assessments</b></p> <ul style="list-style-type: none"> <li>Wiki and/or Blogs to share their knowledge, understanding, and appreciation of their outside readings</li> <li>Annotated Bibliography of works read</li> <li>Comprehension strategy questions based on shared informative text (<i>main idea/details, summarize/paraphrase, inference</i>)</li> <li>Identify text features and text structures is shared informative text</li> <li>Synthesize 2 or more informative texts</li> <li>Generate questions for informative text</li> <li>Interpret effects of tone, mood, diction, style</li> <li>Determine meaning of new words based on vocabulary strategies</li> </ul> <p><b>Summative Assessment:</b> (required)</p> <p><u>Unit and Benchmark Test</u>(McDougal)</p> <ul style="list-style-type: none"> <li>Unit 5, Test A Comprehension, p99-105</li> </ul> <p><u>Standards Lesson File – Vocabulary and Spelling</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Structural Analysis of Multi-Syllabic Words, Vocabulary Lesson 9 Transparency (at end of book)</li> <li>District Common Assessment</li> </ul> | <ul style="list-style-type: none"> <li>Graphic organizers (Narrowing Topic, Outlining, Note cards, Cause and Effect)</li> <li>Reading response journal</li> <li>Building research vocabulary</li> <li>Comprehension strategies</li> <li>Note-taking</li> <li>KWL</li> <li>Two Column Chart</li> <li>Fray model</li> </ul> | <p><u>Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Epic Characteristics, p1094-1101</li> <li>Unit 5 Informational text <ul style="list-style-type: none"> <li>Patterns of organization</li> <li>Text features</li> <li>Note taking</li> <li>Graphic aids</li> <li>Inferences</li> </ul> </li> <li>Reading Informational Texts, R3-R20</li> </ul> <p><u>Standards Lesson File – Reading and Informational Text</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Informational Text Lessons 1-11, p171-265</li> <li>Reading Lesson 2 Monitoring, p13</li> <li>Reading Lesson 4 Main Idea, p33</li> </ul> <p><u>Standards Lesson File – Vocabulary and Spelling</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Structural Analysis of Multi-Syllabic Words, p83-92</li> <li>Vocabulary Structural Analysis, p3-93</li> </ul> <p><u>Best Practices Toolkit</u></p> <ul style="list-style-type: none"> <li>Patterns of org</li> <li>Informative NF analysis frame D48-49</li> <li>Vocabulary, Section E</li> </ul> <p><b>Student Anchor Texts</b> (required)</p> <p><u>Literature</u> (McDougal)</p> <p><b>Epic Poetry</b></p> <ul style="list-style-type: none"> <li>from The Odyssey, p1102</li> </ul> <p><b>Student Anchor Informative Texts</b> (required)</p> <p><b>Informative Article</b></p> <ul style="list-style-type: none"> <li>The Lost Boys, p546</li> <li>Who Killed the Ice Man?/Skeletal Sculptures (Text features), p534</li> <li>Blind to Failure, p250</li> <li>Homer’s World, p1088</li> </ul> <p><u>Interactive Reader Writer</u> (McDougal) (Strategic or Critical)</p> <ul style="list-style-type: none"> <li>The Lost Boys (Text structure), p117</li> </ul> <p style="text-align: center;"><b>Linking Texts</b></p> <p><b>Nonfiction</b></p> <p><u>Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>from A Walk in the Woods, p360</li> <li>Seabiscuit, p134</li> <li>Sowing Change, p422</li> </ul> <p>(cont. on next page)</p> |

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|  |  |  | <p style="text-align: center;"><b>Linking Texts</b></p> <p><u>Interactive Reader Writer (McDougal)</u><br/>(Strategic)</p> <ul style="list-style-type: none"><li>• Kids on the Run, p128</li><li>• The Lost Boys of Sudan, p125</li></ul> <p><u>Interactive Reader Writer (McDougal)</u><br/>(Critical)</p> <ul style="list-style-type: none"><li>• In a Strange Land, Trailed by Cameras, p125</li><li>• I Have Had to Learn to Live with Peace, p128</li></ul> <p><b>Read Out Loud Novel Excerpts</b></p> <ul style="list-style-type: none"><li>• Tuesdays with Morrie</li><li>• The Last Lecture</li><li>• In Harm's Way</li><li>• Into Thin Air</li></ul> |
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| Learning Target   | Assessment   | Instructional Strategies  | Teacher Resources   |
|---|--|---|---|
| <p><b>Informative CI 3:</b> Form and refine a question for investigation, using a topic of personal choice, and answer that question by:</p> <p><b>Writing &amp; Speaking:</b></p> <ul style="list-style-type: none"> <li>choosing appropriate methods of investigation (i.e., interviews with experts, observations, print and non-print sources, and technology or media)</li> <li>prioritizing and organizing the information</li> <li>incorporating effective media and technology to inform or explain</li> <li>reporting the research in an appropriate written and/or presentational form for a specified audience</li> <li>using appropriate research skills (i.e., cite sources)</li> </ul> <p>&gt;<b>Grammar</b></p> <ul style="list-style-type: none"> <li>using varying sentence structures (i.e., simple, compound, complex, compound complex) for a specific effect</li> </ul>  | <p><b>Formative Assessment</b></p> <p><u>Write Source Skillsbook</u></p> <ul style="list-style-type: none"> <li>Sentence Combining, p153-158</li> <li>Investigation log/note cards listing sources and relevant information</li> <li>Rough draft focusing on organization</li> <li>Draft of presentation strategies</li> </ul> <p><b>Summative Assessment:</b> (required)</p> <ul style="list-style-type: none"> <li>5 paragraph informative essay with 1 source</li> <li>Works cited page</li> </ul> <p><u>Unit and Benchmark Tests</u>(McDougal)</p> <ul style="list-style-type: none"> <li>Unit 12 (edit with EZPlanner)</li> </ul><br><ul style="list-style-type: none"> <li>District Common Assessment</li> </ul>   | <ul style="list-style-type: none"> <li>6-traits writing process (sentence fluency)</li> <li>Rubrics</li> <li>Think-Pair-Share</li> <li>Ticket Out the Door</li> <li>Quick writes</li> </ul> | <p><u>Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Research strategies workshop, p1185-1209</li> <li>Grammar Handbook, pR59-R67</li> </ul> <p><u>Standards Lesson File- Writing, Research, and Study Skills</u>(McDougal)</p> <ul style="list-style-type: none"> <li>Research section, p419-587</li> </ul> <p><u>Write Source</u></p> <ul style="list-style-type: none"> <li>Understanding sentences, p738-763</li> </ul> <p><u>Write Source Skillsbook</u></p> <ul style="list-style-type: none"> <li>Sentence Combining, p153-158</li> </ul>  |
| <p><b>Learning Target</b></p> <p><b>Informative CI 2:</b> Instruct an audience how to perform specific operations or procedures by:</p> <p><b>Writing &amp; Speaking:</b></p> <ul style="list-style-type: none"> <li>considering the audience's degree of knowledge or understanding</li> <li>providing complete and accurate information</li> <li>using visuals and media to make presentations/products effective</li> <li>using layout and design elements to enhance presentation/ products effective</li> </ul> <p>&gt;<b>Grammar</b></p> <ul style="list-style-type: none"> <li>selecting correct subject-verb agreement and consistent verb tense</li> </ul> <p><b>Informative CI 1:</b> The student will explain commonly used terms and concepts by:</p> <ol style="list-style-type: none"> <li>clearly stating the subject to be defined</li> <li>classifying the terms and identifying distinguishing characteristics</li> <li>organizing ideas and details effectively</li> <li>using description, comparison, figurative language, and other appropriate strategies to elaborate ideas</li> <li>demonstrating a clear sense of audience and purpose</li> </ol> | <p><b>Assessment</b></p> <p><b>Formative Assessment</b></p> <p><b>Pre-Assessment</b></p> <p><u>Write Source Skillbook</u></p> <ul style="list-style-type: none"> <li>Pretest Subject Verb Agreement, p144</li> </ul> <p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>Rough draft focusing details and accuracy</li> <li>Classification chart</li> <li>Draft of presentation strategies</li> </ul> <p><b>Summative Assessment:</b> (required)</p> <p><u>Assessment File, Grammar Assessment</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Subject Verb Agreement, p14-15</li> <li>3-5min process presentation using visuals and media</li> </ul> <p><u>Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Rubric components for presentation, p291TE</li> <li>District Common Assessment</li> </ul> | <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>Power presentation graphic organizer</li> <li>Rubrics</li> </ul>  | <p><b>Teacher Resources</b></p> <p><u>Write Source Skillbook</u></p> <ul style="list-style-type: none"> <li>Subject Verb Agreement 1-3 ,p145-148</li> </ul> <p><u>Write Source</u></p> <ul style="list-style-type: none"> <li>Understanding sentences, p738-763</li> <li>Making oral presentations, p393-403</li> </ul> <p><u>Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Creating and presenting a power presentation, p291</li> <li>Publishing with technology, p291TE</li> </ul> <p><u>Resource Manager, Unit 2</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Power presentation graphic organizer, p221</li> </ul> <p><u>Standards Lesson File – Media Studies, Speaking and Listening</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Creating a power presentation, Lesson 22, p177</li> <li>Informative speech, Lesson 4, p219</li> </ul> |

8/12/2009

# English I Curriculum Map

**Concept:** Decisions, Actions, and Consequences

**Quarter:** 3

| <b>Persuasive Benchmark</b>  | <b>Big Ideas</b>  | <b>Essential Questions</b>   |
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| <p>The student will examine argumentation and develop informed opinions.</p> | <ul style="list-style-type: none"><li>• Choices</li><li>• Justice</li><li>• History</li><li>• Culture</li><li>• Freedom</li></ul> | <ul style="list-style-type: none"><li>• How can one choice cause multiple effects?</li><li>• How do history and culture help shape our social perspectives?</li><li>• How is justice determined?</li><li>• How can literature be used to depict history?</li><li>• What are the boundaries of freedom?</li></ul> |

| <p style="text-align: center;"><b>Learning Targets</b><br/>(Core Indicators)</p>  | <p style="text-align: center;"><b>Assessment</b></p>  | <p style="text-align: center;"><b>Instructional Strategies</b></p>  | <p style="text-align: center;"><b>Teacher Resources</b></p>  |
|---|---|---|--|
| <p><b>Persuasive CI 3 The student will demonstrate the ability to comprehend a variety of increasingly complex persuasive print and non-print text appropriate to grade level and course literary focus by:</b><br/>(<i>Reading, Listening, &amp; Viewing</i>)</p> <ul style="list-style-type: none"> <li>selecting, monitoring, and modifying reading strategies</li> <li>providing textual evidence to support understanding of and reader's response to text</li> <li>making inferences based on text</li> <li>analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences</li> <li>asking questions of self, author, and print and non-print texts</li> </ul> <p><b>&gt;Grammar</b></p> <ul style="list-style-type: none"> <li>Use vocabulary strategies (Greek and Latin derivatives, roots and affixes, word maps, and context clues)</li> </ul> <p><b>&gt;Genre</b></p> <ul style="list-style-type: none"> <li>analyzing and evaluating the effects of author's craft and style</li> </ul> <p><b>Persuasive CI 1 The student will study argumentation by:</b><br/>(<i>Reading, Listening, &amp; Viewing</i>)</p> <ul style="list-style-type: none"> <li>examining relevant reasons and evidence</li> <li>analyzing style, tone, and use of language for a particular effect</li> <li>identifying and analyzing personal, social, historical, or cultural influences, contexts, or biases</li> <li>identifying and analyzing rhetorical strategies that support proposals</li> </ul> | <p><b>Pre-Assessment</b><br/><u>Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Assessment Practice, Comprehension, p658-661</li> </ul> <p><b>Formative Assessment</b><br/><u>Best Practices Toolkit</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Making Inferences, A44</li> <li>Connecting, A39</li> <li>Argumentation, B32</li> <li>Journal response using Analysis Frame, D44-45</li> <li>Questioning the Author, D64</li> </ul> <p><u>Resource Manager</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Recognizing Bias, p81</li> </ul> <p><u>Standards Lesson File</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Evaluating Evidence, Lesson 16, p317-335</li> </ul> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Quick writes – make a connection between MLK's speech and an issue of today</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>Unit and Benchmark Tests (McDougal)</li> <li>Unit 6 – Test A or B/C</li> </ul> | <ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Fishbowl</li> <li>Graphic organizers</li> <li>Reading response journal</li> <li>Building research vocabulary</li> <li>Comprehension strategies</li> <li>Note-taking</li> <li>KWL</li> <li>Two column chart</li> <li>Frustrated model</li> <li>Dialogue/Debate (focused conversations)</li> <li>Literature circles/Book clubs</li> </ul> <p><b>Literature Circle Novels</b><br/>(Student Choices - Complete within teacher timeline/discretion)</p> <ul style="list-style-type: none"> <li>Soldier Boys</li> <li>Devil's Arithmetic</li> <li>Speak</li> <li>I Know What You Did Last Summer</li> <li>The Princess Bride</li> <li>Tears of a Tiger</li> <li>Into Thin Air</li> <li>Bless Me, Ultima</li> <li>I Know Why the Caged Bird Sings</li> <li>The Invisible Man</li> <li>Rebecca</li> <li>Classroom library books</li> </ul> | <p><u>Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Critical Reading Workshop: Argument and Persuasion, p594-599</li> <li>Before reading: Recognizing bias, p621</li> <li>Cite evidence writing prompt, p377</li> <li>Practice and apply, p692-701</li> </ul> <p><u>Best Practices Toolkit</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Making inferences A13</li> <li>Skills and strategies for reading, A5-12</li> <li>Argumentation, B11</li> <li>Analyzing words, E14-18</li> <li>Word Sorts, E5, E13</li> <li>Analysis frame: Persuasion-Author's craft, D44-45</li> <li>Questioning the Author, D19</li> </ul> <p><u>Resource Manager</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Unit 6, Argument and persuasion</li> </ul> <p style="text-align: center;"><b>Student Persuasive Anchor Text</b><br/>(required)</p> <p><b>Nonfiction</b><br/><u>Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>How Private is Your Private Life:, p620-627</li> <li>I Have a Dream, p600-609</li> <li>Wilderness Letter, p373</li> <li>Interactive Reader (McDougal)</li> <li>I Have a Dream, p149-157</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>The Night Poetry Rocked the House</li> </ul> <p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>excerpts from To Kill a Mockingbird</li> </ul> <p style="text-align: center;"><b>Linking Texts</b></p> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>Motivational speeches in film clips (i.e., Braveheart, Independence Day, Remember the Titans)</li> <li>Film clips (Time to Kill, Kill a Mockingbird)</li> </ul> <p><b>Media Smart DVD</b></p> <ul style="list-style-type: none"> <li>Billy Thomas</li> <li>Life is Calling</li> </ul> |

| Learning Targets  | Assessment   | Instructional Strategies   | Teacher Resources  |
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| <p><b>Persuasive CI 2:</b> The student will express and support an informed opinion by:</p> <p><b>Writing &amp; Speaking:</b></p> <ul style="list-style-type: none"> <li>stating a personal view which is logical and coherent</li> <li>providing relevant and convincing reasons</li> <li>using various types of evidence, such as experience or facts</li> <li>using appropriate and effective language and organizational structure for the audience and purpose</li> <li>demonstrating awareness of the possible questions, concerns, or counterarguments of the audience</li> </ul> <p><b>&gt;Grammar</b></p> <ul style="list-style-type: none"> <li>selecting appropriate verb tense to show a sense of time</li> <li>applying parts of speech to clarify and edit language</li> <li>using components of clarity and style (i.e., sentence variety, details, appropriate and exact words, parallelism, conciseness)</li> <li>avoiding fragments, run-ons, and comma splices</li> <li>using and placing modifiers correctly</li> </ul> | <p><b>Pre-Assessment</b></p> <p><u>Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Assessment Practice, Written responses, p658-661</li> </ul> <p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>Quick writes</li> <li>Informal debates</li> <li>Persuasive paragraph</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>Persuasive speech</li> <li>Persuasive essay (5-10 paragraphs)</li> </ul> | <ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Fishbowl</li> <li>Graphic organizers</li> <li>Reading response journal</li> <li>Building research vocabulary</li> <li>Comprehension strategies</li> <li>Note-taking</li> <li>KWL</li> <li>Two column chart</li> <li>Frayer model</li> </ul> | <p><u>Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Writing Workshop: Persuasive speech, p650</li> <li>Writing workshop: Persuasive Essay, p908</li> </ul> <p><u>Best Practices Toolkit</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Persuasive writing templates, C31-34</li> </ul> <p><u>Resource Manager</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Unit 6, Argument and persuasion</li> </ul> <p><u>Write Source</u></p> <ul style="list-style-type: none"> <li>Persuasive writing, p201-238</li> </ul> |

# English I Curriculum Map

**Concept:** Decisions, Actions, and Consequences

**Quarter:** 4

| <b>Critical Benchmark</b>  | <b>Big Ideas</b>  | <b>Essential Questions</b>   |
|--|---|--|
| <p><b>The student will create and use standards to critique communication.</b></p> | <ul style="list-style-type: none"><li>• Consequences</li><li>• Responsibility</li><li>• Relationships</li><li>• History</li><li>• Culture</li></ul> | <ul style="list-style-type: none"><li>• How may personal decisions affect family or neighborhood?</li><li>• What decisions made throughout history continue to affect society today?</li><li>• How do world events affect decisions?<br/>How can potential consequences guide decision-making?</li></ul> |

| <p style="text-align: center;"><b>Learning Targets</b><br/>(Core Indicators)</p>  | <p style="text-align: center;"><b>Assessment</b></p>  | <p style="text-align: center;"><b>Instructional Strategies</b></p>  | <p style="text-align: center;"><b>Teacher Resources</b></p>  |
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| <p style="text-align: center;">(Reading, Listening, &amp; Viewing)</p> <p><b>Critical CI 2: The student will analyze and evaluate a variety of increasingly complex print and non-print texts by:</b></p> <ul style="list-style-type: none"> <li>• selecting, monitoring, and modifying reading strategies</li> <li>• providing textual evidence to support understanding and reader's response to text</li> <li>• summarizing key events and/or points from text</li> <li>• making inferences based on text</li> <li>• making connections between and among works, self and related topics</li> <li>• asking questions of authors, self, and print and non-print texts</li> </ul> <p><b>&gt;Genre</b></p> <ul style="list-style-type: none"> <li>• recognizing and analyzing the characteristics of literary genres (i.e., fiction, nonfiction, poetry, and drama)</li> <li>• interpreting literary devices (i.e., allusion, symbolism, figurative language, flashback, dramatic irony, dialogue, diction, imagery)</li> <li>• explaining and interpreting archetypal characters, themes, settings</li> <li>• making thematic connections between and among literary texts and media and contemporary issues</li> </ul> <p><b>&gt;Grammar/Language</b></p> <ul style="list-style-type: none"> <li>• analyzing the place and role of dialects and standard/nonstandard English</li> <li>• using vocabulary strategies (i.e., derivatives, roots and affixes, word maps, context clues)</li> </ul> | <p><b>Pre-Assessment</b><br/><u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>• Assessment Practice, p498-501</li> </ul> <p><b>Formative Assessment</b><br/><u>Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>• Media Smart DVDs</li> <li>• Analyze a Critical Review, p.1056-1061</li> <li>• Unit 10 Unit Test A or B/C</li> <li>• Analysis of Act One, Scene 1 p.935</li> <li>• Reflective journals-personal connections to Anchor text</li> </ul> <p><b>Summative Assessment</b><br/><u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>• Unit 4 Unit Test A or B/C</li> </ul> | <ul style="list-style-type: none"> <li>• Ticket Out the Door</li> <li>• Multi-leveled texts to help lower-level student access Shakespeare/poetry</li> <li>• Rubrics</li> <li>• Character Chart</li> <li>• Vocabulary exposures (Frayer model, Beck strategies)</li> </ul> <p style="text-align: center;"><b>Literature Circle</b></p> <p>(Student Choices - Completed within teacher timeline/discretion)</p> <ul style="list-style-type: none"> <li>• Soldier Boys</li> <li>• Devil's Arithmetic</li> <li>• Speak</li> <li>• I Know What You Did Last Summer</li> <li>• The Princess Bride</li> <li>• Bless Me, Ultima</li> <li>• I Know Why the Caged Bird Sings</li> <li>• The Invisible Man</li> <li>• Rebecca</li> <li>• Tears of a Tiger</li> <li>• Into Thin Air</li> <li>• Classroom library novels</li> </ul> | <p><u>Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>• Reading for Information, Analyze a Critical Review, p1056-1061</li> </ul> <p><u>Resource Manager</u></p> <ul style="list-style-type: none"> <li>• Unit 4 &amp; Unit 10</li> </ul> <p><u>Best Practices Toolkit</u></p> <ul style="list-style-type: none"> <li>• Literary Analysis, Section E</li> </ul> <p><u>Standard Lesson File</u></p> <ul style="list-style-type: none"> <li>• Literary Applications, Lessons 27-45</li> </ul> <p><u>Easy Planner</u> DVD</p> <p><u>Media Smart DVD</u></p> <p><u>ClassZone.com</u></p> <p style="text-align: center;"><b>Student Anchor Texts</b></p> <p><b>Fiction</b><br/><u>Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>• excerpts from Romeo and Juliet</li> </ul> <p><b>Nonfiction</b><br/><u>Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>• Shakespeare's World</li> </ul> <p><b>Poetry</b><br/><u>Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>• Pyramus and Thisbe</li> <li>• Papa's Waltz</li> <li>• The Road Not Taken</li> </ul> <p style="text-align: center;"><b>Linking Texts</b></p> <p><b>Poetry</b><br/><u>Literature</u> (McDougal)</p> <p>Language of Poetry, Unit 7</p> <p><b>Nonfiction</b><br/>Romeo and Juliet in Bosnia-Bob Herbert editorial<br/>Romeo and Juliet in Sarajevo -CBS Evening News May 10, 1994,FRONTLINE</p> <p><b>Media:</b></p> <p>Films</p> <ul style="list-style-type: none"> <li>• West Side Story</li> <li>• Love Actually</li> <li>• Zeffirelli's Romeo and Juliet</li> <li>• Luhrman's Romeo and Juliet</li> <li>• Shakespeare in Love</li> <li>• Stage Beauty</li> </ul> |

| Learning Target  | Assessment   | Instructional Strategies  | Teacher Resources  |
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| <p><b>Critical CI 1: The student will evaluate the effectiveness of oral, written, or visual communication by:</b><br/> <i>(Writing &amp; Speaking)</i></p> <ul style="list-style-type: none"> <li>identifying the use of presentational strategies</li> <li>applying a set of predetermined standards (i.e., rubrics)</li> <li>comparing effective strategies used in various presentations/products</li> <li>creating an additional set of standards and applying them to the presentation/product</li> </ul> <p><b>&gt;Grammar/Language</b></p> <ul style="list-style-type: none"> <li>applying parts of speech to clarify and edit language</li> </ul> | <p><b>Pre-Assessment</b><br/> <u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>Assessment Practice, Written Responses, p498-501</li> </ul> <p><b>Formative Assessment</b><br/> <u>Write Source</u> (Great Source):</p> <ul style="list-style-type: none"> <li>Writing an Analysis Paragraph p257</li> <li>Peer Revision Checklist Quick writes</li> <li>Performance reading/</li> </ul> <p><b>Summative Assessment:</b> (required)<br/> <u>Write Source</u> (Great Source):</p> <ul style="list-style-type: none"> <li>Essay to Analyze a theme (i.e., Romeo and Juliet)</li> <li>Respond to Prompts about Literature, p295-311</li> </ul> <p><u>Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Literary Analysis Workshops</li> </ul> | <ul style="list-style-type: none"> <li>Ticket Out the Door</li> <li>Multi-leveled texts to help lower-level student access Shakespeare/poetry</li> <li>Rubrics</li> <li>Character Chart</li> <li>Peer revision checklist</li> <li>Peer editing checklist</li> <li>Vocabulary exposures (Frayer model, Beck strategies)</li> </ul> | <p><u>Write Source</u></p> <ul style="list-style-type: none"> <li>Analyzing a Theme p.254-294</li> <li>Using a Rubric, p61</li> <li>Responding to Literature, Analyzing a Theme, p254-311</li> </ul> <p><u>Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Writing Workshop: Literary Analysis p.490-496</li> <li>Literary Analysis Workshop: Shakespearean Drama p.930-939</li> </ul> <p><u>Best Practices Toolkit</u></p> <ul style="list-style-type: none"> <li>Critical Review Writing Template, C25</li> <li>Subject Analysis, C40</li> <li>Core Analysis Frame: Drama</li> </ul> <p><u>Standard Lesson File</u></p> <ul style="list-style-type: none"> <li>Media Studies, Speaking/Listening, p191-295</li> </ul> |

## English II Curriculum Map

**Concept:** Interrelationships

**Quarter: 1**

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| <p style="text-align: center;"><b>Expressive Benchmark</b></p> <p>The student will demonstrate reflection and insight to print/non-print text and personal experiences by examining situations from subjective and objective perspectives</p> | <p style="text-align: center;"><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Individuality within society</li> <li>• Cultural awareness</li> </ul> | <p style="text-align: center;"><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does the past define individuality?</li> <li>• How do individual actions and emotions affect others?</li> <li>• How and why do individuals choose and foster my relationships?</li> <li>• How does culture influence literature and literature influence culture?</li> </ul> |
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| <p style="text-align: center;"><b>Learning Targets</b></p> <p><b>Expressive CI 3</b> The student will demonstrate the ability to read, listen, and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus by:<br/><i>(Reading, Listening, &amp; Viewing)</i></p> <ul style="list-style-type: none"> <li>• selecting, monitoring, and modifying reading strategies</li> <li>• identifying and analyzing text structures (i.e., cause/effect, problem/solution, compare/contrast, description, sequence, story patterns) and evaluating their impact on the text</li> <li>• making inferences based on text</li> <li>• making connections text-to-text/self/world</li> <li>• analyzing and evaluating the effects of author's craft and style</li> </ul> <p><b>Grammar/Language</b></p> <ul style="list-style-type: none"> <li>• using vocabulary strategies (i.e., context clues, resources, Greek/Latin roots, affixes)</li> </ul> <p><b>Genre</b></p> <ul style="list-style-type: none"> <li>• analyzing literary devices (i.e., allusion, symbolism, figurative language, flashback, dramatic/situational irony, imagery, point of view) and explaining their effect on text</li> <li>• analyzing archetypal characters, themes, and settings in literature</li> <li>• selecting and exploring a wide range of works which relate to an issue, author, or theme of world literature</li> <li>• documenting the reading of self-selected works</li> </ul> | <p style="text-align: center;"><b>Assessments</b></p> <p><b>Summative Assessment:</b> (required)</p> <ul style="list-style-type: none"> <li>• Reading log</li> <li>• Skills-based poetry assessment</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Conferencing</li> <li>• Comprehension assessments             <ul style="list-style-type: none"> <li>✓ Monitoring</li> <li>✓ Text structures</li> <li>✓ Inferences</li> <li>✓ Connections</li> <li>✓ Craft and style</li> </ul> </li> </ul> | <p style="text-align: center;"><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Graphic organizers-Frayer, Tic-Tac-Toe, KWL, Classification Chart, Cluster Diagram, Cornell Notes</li> <li>• Journaling in response to reading</li> <li>• Differentiated instruction with leveled texts</li> <li>• Think alouds/read alouds</li> <li>• Student/teacher conferencing</li> <li>• Vocabulary in multiple contexts</li> </ul> | <p style="text-align: center;"><b>Teacher Resources</b></p> <p><u>Literature:</u> (McDougal<br/>Language of Poetry, p688-695<br/><u>Write Source</u> :<br/>Reading Poetry, p481-482<br/><u>Best Practice Toolkit</u> (McDougal)</p> <p style="text-align: center;"><b>Student Expressive Anchor Texts</b><br/>(required)</p> <p>Nonfiction<br/><u>Literature:</u> (McDougal)</p> <ul style="list-style-type: none"> <li>• The Teacher Who Changed My Life</li> <li>• A Celebration of Grandfathers</li> </ul> <p>Fiction</p> <ul style="list-style-type: none"> <li>• Harrison Bergeron</li> </ul> <p>Poetry</p> <ul style="list-style-type: none"> <li>• Those Winter Sundays</li> <li>• The Gift</li> </ul> <p><u>Interactive Reader/Writer</u></p> <ul style="list-style-type: none"> <li>• Only Daughter</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>• Independent Reading selections from classroom library</li> </ul> <p style="text-align: center;"><b>Linking Texts</b></p> <p><u>Literature</u> (McDougal)</p> <p>Poetry</p> <ul style="list-style-type: none"> <li>• Exile</li> <li>• Crossing the Border</li> </ul> <p>Short Stories</p> <ul style="list-style-type: none"> <li>• The Possibility of Evil</li> <li>• Like the Sun</li> <li>• Two Friends</li> </ul> <p><u>Lit Connections</u> (McDougal)</p> <ul style="list-style-type: none"> <li>• Monster</li> <li>• Define Normal</li> <li>• A Separate Peace</li> </ul> <p>Media</p> |
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| <p style="text-align: center;"><b>Learning Targets</b></p> <p><b>Expressive CI 2</b> The student will respond reflectively to written and visual texts by:</p> <p style="text-align: center;"><i>(Writing &amp; Speaking)</i></p> <ul style="list-style-type: none"> <li>relating personal knowledge to textual information or class discussion</li> <li>showing an awareness of one's own culture as well as the culture in which text is set</li> <li>demonstrating an understanding of media's impact on personal responses and cultural analyses</li> </ul> <p>&gt;<b>Genre</b></p> <ul style="list-style-type: none"> <li>Understanding the importance of cultural and historical impact on text</li> </ul>  | <p style="text-align: center;"><b>Assessments</b></p> <p><b>Summative Assessment:</b> (required)<br/><u>Write Source</u> :</p> <ul style="list-style-type: none"> <li>Response to Literature Prompt, p295-301 (in-class essay)</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>Journal entries</li> <li>Small group and class discussion</li> <li>Letters</li> </ul> | <p style="text-align: center;"><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>Flexible grouping</li> </ul>   | <p style="text-align: center;"><b>Teacher Resources</b></p> <p>• A Separate Peace</p> <p><u>Write Source</u> :<br/>Response to Literature, p295-301</p>   |
| <p style="text-align: center;"><b>Learning Targets</b></p> <p><b>Expressive CI 1</b> The student will produce reminiscences about a person, event, object, place, or animal by:</p> <p style="text-align: center;"><i>(Writing &amp; Speaking)</i></p> <ul style="list-style-type: none"> <li>using specific and sensory details</li> <li>explaining the significance of the reminiscence from an objective perspective</li> <li>moving effectively from past and present</li> <li>recreating the mood felt by the author during the reminiscence</li> </ul> <p>&gt;<b>Grammar/Language CI 2</b></p> <ul style="list-style-type: none"> <li>using appropriate and correct mechanics (i.e., italics/underlining, commas, semicolons, colons, apostrophes, quotation marks)</li> <li>eliminating cliches/trite expressions</li> <li>selecting subject-verb agreement, tense choice, pronoun usage, clear antecedents, correct case, complete sentences</li> </ul> | <p style="text-align: center;"><b>Assessments</b></p> <p><b>Summative Assessment:</b> (required)<br/>• Autobiography</p> <p><b>Formative Assessment:</b><br/><u>Write Source</u> :</p> <ul style="list-style-type: none"> <li>Narrative paragraph, 91</li> <li>Observation of group work</li> </ul>  | <p style="text-align: center;"><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>Rubrics</li> <li>Mini-lessons for sentence and paragraph structures</li> <li>Peer revision</li> <li>Think/pair/share</li> <li>Writing process</li> </ul> | <p style="text-align: center;"><b>Teacher Resources</b></p> <p><u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>Writing Workshop: Autobiographical Narrative</li> </ul> <p><u>Write Source</u> :</p> <ul style="list-style-type: none"> <li>Narrative Writing Unit, p88-128</li> <li>Writing Process Unit, p6-54</li> </ul> |

## English II Curriculum Map

**Concept:** Interrelationships

**Quarter:** 2

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| <p style="text-align: center;"><b>Informative Benchmark</b></p> <p>The student will evaluate problems, examine cause/effect relationships, and answer research questions to inform an audience</p> | <p style="text-align: center;"><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Cultural awareness</li> <li>• Survival and triumph</li> </ul> | <p style="text-align: center;"><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does society demonstrate acceptance and tolerance of others?</li> <li>• How do individuals define happiness differently?</li> <li>• How does conflict lead to change?</li> <li>• Is survival a matter of chance?</li> </ul> |
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| <p style="text-align: center;"><b>Learning Targets</b></p> <p><b>Informative:</b> CI 3 The student will comprehend a variety of increasingly complex print and non-print informative texts by: <i>(Reading, Listening, &amp; Viewing)</i></p> <ul style="list-style-type: none"> <li>• selecting, monitoring, and modifying reading strategies</li> <li>• identifying and analyzing text structures (i.e., cause/effect, problem/solution, compare/contrast, description, sequence) and evaluating their impact on text</li> <li>• identifying and analyzing text features (title, subheadings, graphics, bold type, bullets ) and evaluating their impact on text</li> <li>• demonstrating comprehension of main ideas and supporting details</li> <li>• summarizing key events and/or points from text</li> <li>• making inferences based on text</li> <li>• analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences</li> </ul> <p><b>&gt;Genre</b></p> <ul style="list-style-type: none"> <li>• building on prior knowledge of the characteristics of literary genres and exploring how those characteristics apply to literature of world cultures</li> </ul> <p><b>&gt;Grammar/Language</b></p> <ul style="list-style-type: none"> <li>• using vocabulary strategies (i.e., context clues, resources, Greek/Latin roots and affixes)</li> </ul> | <p style="text-align: center;"><b>Assessment</b></p> <p><b>Summative Assessment:</b> (required)<br/><u>Best Practices Toolkit (McDougal)</u></p> <ul style="list-style-type: none"> <li>• Comprehension assessments</li> </ul> <p><b>Formative Assessment:</b><br/><u>Best Practices Toolkit (McDougal)</u></p> <ul style="list-style-type: none"> <li>• Comprehension assessments             <ul style="list-style-type: none"> <li>✓ Monitoring</li> <li>✓ Text structures</li> <li>✓ Text features</li> <li>✓ Main ideas</li> <li>✓ Summarizing</li> <li>✓ Inferencing</li> <li>✓ Connections</li> <li>✓ Prior knowledge</li> </ul> </li> <li>○ Vocabulary assessments</li> <li>○ Reading log</li> <li>○ Journal entries</li> <li>○ Discussion/ questions</li> <li>○ Student/teacher conferencing</li> </ul> | <p style="text-align: center;"><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Graphic organizers-Frayer, Tic-Tac-Toe, KWL, Classification Chart, Cluster Diagram, Cornell Notes</li> <li>• Journaling in response to reading</li> <li>• Differentiated instruction with leveled texts</li> <li>• Think alouds/read alouds</li> <li>• Vocabulary in multiple contexts</li> <li>• Cooperative Learning</li> <li>• Modeling</li> <li>• Small groups</li> </ul> | <p style="text-align: center;"><b>Teacher Resources</b></p> <p><u>Best Practices Toolkit (McDougal)</u></p> <ul style="list-style-type: none"> <li>• Reading-Becoming an Active Reader</li> <li>• Reading, Section A5-A13</li> </ul> <p><u>Literature (McDougal):</u></p> <ul style="list-style-type: none"> <li>• Reading Handbook, pR14-20</li> </ul> <p><b>Student Informative Anchor Texts:</b></p> <p>Nonfiction:<br/><u>Literature (McDougal)</u></p> <ul style="list-style-type: none"> <li>• Montgomery Boycott, p880</li> <li>• Eulogy for Dr. Martin Luther King, Jr., p892</li> <li>• Why Leaves Turn Color in the Fall, p494</li> <li>• A Letter to a Young Refugee from Another, p454</li> </ul> <p>Drama:<br/><u>Lit Connection (McDougal)</u></p> <ul style="list-style-type: none"> <li>• A Raisin in the Sun</li> </ul> <p style="text-align: center;"><b>Linking Texts</b></p> <p>Nonfiction:<br/><u>A Raisin in the Sun Lit Connection (McDougal)</u></p> <ul style="list-style-type: none"> <li>• What is Africa to Me? – A Question of Identity</li> </ul> <p>Media</p> <ul style="list-style-type: none"> <li>• The Aftermath of September 11</li> <li>• clips from A Raisin in the Sun</li> </ul> |
|---|--|---|--|

| Learning Targets   | Assessment  | Instructional Strategies   | Teacher Resources   |
|--|---|--|---|
| <p align="center"><b>Learning Targets</b></p> <p><b>Informative CI 1</b> The student will create responses that examine a cause-effect relationship among events by:<br/>(<i>Writing &amp; Speaking</i>)</p> <ul style="list-style-type: none"> <li>effectively summarizing situations</li> <li>showing a clear, logical connection among events</li> <li>logically organizing connections by transitioning between points<br/>(<i>Writing &amp; Speaking</i>)</li> <li>developing strategies (i.e., graphics, essays, multimedia presentations) to illustrate points<br/>(<i>Writing &amp; Speaking</i>)</li> </ul> <p><b>Informative CI 2:</b> The student will pose questions prompted by texts, research answers, and construct explanations by:<br/>(<i>Reading, Listening, &amp; Viewing</i>)</p> <ul style="list-style-type: none"> <li>Investigating the impact of historical and cultural contexts from print and other media sources<br/>(<i>Writing &amp; Speaking</i>)</li> <li>prioritizing and organizing information to construct a complete and reasonable explanation</li> </ul> <p><b>&gt;Grammar/Language</b></p> <ul style="list-style-type: none"> <li>using correct form/format for research papers and bibliographies</li> <li>correcting spelling</li> </ul> | <p align="center"><b>Assessment</b></p> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>MLA Research Paper – overcoming adversity in a turbulent, historical era (cite 2 sources)</li> <li>Oral Presentation of Research</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>Finding sources and collecting information</li> <li>Paraphrasing and summarizing</li> <li>Taking notes</li> <li>Parenthetical references/in-text citations</li> <li>Organize information into an outline</li> <li>Rough draft of informative research paper</li> <li>Works Cited (Noodle Tools)</li> <li>Cause effect quick writes</li> </ul> | <p align="center"><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>Think-alouds/read-alouds</li> <li>Student/teacher conferencing</li> <li>Peer revision</li> <li>Think/pair/share</li> <li>Mini-lessons on how to use informative resources</li> <li>Writing workshop</li> <li>Rubric for research writing</li> </ul> | <p align="center"><b>Teacher Resources</b></p> <p><u>Write Source</u> (Great Source):</p> <ul style="list-style-type: none"> <li>Research Writing Unit</li> <li>Expository Writing Unit</li> </ul> <p><u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>Investigation and Discovery: The Power of Research, Unit 12, p1209</li> <li>Informative essay and interview, Unit 9, p940</li> <li>Documentary presentation, p947</li> <li>Grammar Handbook</li> <li>Writing Handbook</li> </ul> |

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## English II Curriculum Map

Concept: Interrelationships

Quarter: 3

|  |   |   |
|--|---|---|
| <p><b>Persuasive Benchmark</b></p> <p>The student will defend an argumentative position on literary or nonliterary issues.</p> | <p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Cultural awareness</li> <li>• Independent thought</li> </ul> | <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Why is personal identity so important?</li> <li>• What does society sacrifice for advanced technology and knowledge?</li> <li>• How does communication (or lack thereof) impact relationships?</li> <li>• How can media influence and/or dictate society's values, knowledge, and perspectives?</li> </ul> |
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|   |  |  |   |
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| <p style="text-align: center;"><b>Learning Targets</b></p> <p><b>Persuasive CI 4</b> The student will comprehend a variety of increasingly complex persuasive print and non-print text by: <i>(Reading, Listening, &amp; Viewing)</i></p> <ul style="list-style-type: none"> <li>• providing textual evidence to support understanding of and reader's response to text</li> <li>• making inferences based on text</li> <li>• identifying and analyzing personal, social, historical or cultural influences, contexts, or biases</li> <li>• analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences</li> </ul> <p><b>Genre CI 1</b></p> <ul style="list-style-type: none"> <li>▪ analyzing the importance of tone and mood</li> </ul> <p><b>Grammar/Language CI 1</b></p> <ul style="list-style-type: none"> <li>• using vocabulary strategies (i.e. context clues, resources, Greek/Latin roots and affixes)</li> </ul> | <p style="text-align: center;"><b>Assessment</b></p> <p><b>Summative Assessment</b> (required)</p> <ul style="list-style-type: none"> <li>• Unit 6 Test: A or B/C (Test Generator)</li> </ul> <p><b>Formative Assessment:</b><br/><u>Best Practices Toolkit (McDougal)</u></p> <ul style="list-style-type: none"> <li>• Comprehension assessments             <ul style="list-style-type: none"> <li>✓ Text evidence</li> <li>✓ Inferencing</li> <li>✓ Influences, contexts, biases</li> <li>✓ Connections</li> </ul> </li> <li>○ Vocabulary assessments</li> <li>○ Reading log</li> <li>○ Journal entries</li> <li>○ Discussion/ questions</li> <li>○ Student/teacher conferencing</li> </ul> <p><u>Interactive Reader/Writer</u></p> <ul style="list-style-type: none"> <li>○ Reading Comprehension Assessment Practice</li> </ul> | <p style="text-align: center;"><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>• Graphic organizers (i.e. Frayer, Tic-Tac-Toe, KWL, Classification Chart, Cluster Diagram)</li> <li>• Cornell Notes</li> <li>• Journaling in response to reading</li> <li>• Differentiated instruction with leveled texts</li> <li>• Think alouds/read alouds</li> <li>• Think/pair/share</li> <li>• Vocabulary in multiple contexts</li> <li>• Cooperative Learning</li> <li>• Modeling</li> <li>• Small groups</li> <li>• Lit circles with classroom library</li> </ul> | <p style="text-align: center;"><b>Teacher Resources</b></p> <p><u>Best Practices Toolkit (McDougal)</u></p> <ul style="list-style-type: none"> <li>• Reading-Becoming an Active Reader</li> <li>• Reading, Section A5-A13</li> </ul> <p><u>Literature (McDougal):</u></p> <ul style="list-style-type: none"> <li>• Reading Handbook, pR14-20</li> </ul> <p style="text-align: center;"><b>Student Persuasive Anchor Texts</b></p> <p>Nonfiction</p> <p><u>Interactive Reader/Writer (McDougal)</u></p> <ul style="list-style-type: none"> <li>• Doing Nothing is Something</li> </ul> <ul style="list-style-type: none"> <li>• Student choice of one of the following:             <ul style="list-style-type: none"> <li>✓ Fahrenheit 451</li> <li>✓ The Giver</li> <li>✓ Independent Reading selections (from classroom library)</li> </ul> </li> </ul> <p style="text-align: center;"><b>Linking Texts</b></p> <p>Fiction</p> <p><u>Literature (McDougal):</u></p> <ul style="list-style-type: none"> <li>• Abolishing the Penny makes Good Sense</li> </ul> <p><u>Interactive Reader/Writer (McDougal)</u></p> <ul style="list-style-type: none"> <li>• I Acknowledge Mine</li> </ul> |
|---|--|--|---|

| Learning Targets   | Assessment  | Instructional Strategies   | Teacher Resources   |
|--|---|--|---|
| <p><b>Persuasive CI 3 The student will respond to issues in literature by:</b><br/> <i>(Writing &amp; Speaking)</i></p> <ul style="list-style-type: none"> <li>gathering information to prove a particular point</li> <li>using reason and evidence to prove a given point</li> <li>emphasizing culturally significant events</li> </ul>   | <p><b>Summative Assessment:</b> (required)</p> <ul style="list-style-type: none"> <li>Campaign Poster</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>Finding sources and collecting information</li> <li>Paraphrasing and summarizing</li> <li>Draft of focus, layout, and slogan</li> </ul>   | <ul style="list-style-type: none"> <li>Think-alouds/read-alouds</li> <li>Modeling</li> <li>Think/pair/share</li> <li>Mini-lessons on how to use persuasive resources</li> <li>Rubric for poster</li> </ul>   | <p><u>Write Source</u> (Great Source):</p> <ul style="list-style-type: none"> <li>Persuasive Writing Unit</li> </ul> <p><u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>Media Study- p. 666-669</li> </ul> <p><u>Media Smart:</u></p> <ul style="list-style-type: none"> <li>Daisy</li> <li>America's Back</li> </ul>  |
| <p><b>Persuasive CI 1 The student will examine controversial issues by:</b><br/> <i>(Writing &amp; Speaking)</i></p> <ul style="list-style-type: none"> <li>sharing and evaluating initial personal response</li> <li>researching and summarizing printed data</li> <li>developing a context in which to discuss the issue</li> <li>compiling personal responses and researched data to organize the argument</li> <li>presenting data (i.e., graphic, essay, speech, video)</li> </ul> <p><b>Grammar/Language</b></p> <ul style="list-style-type: none"> <li>using correct format for essays, and business letters</li> <li>providing parallel structure</li> </ul> <p><b>Persuasive CI 2 The student will produce editorials or responses to editorials for a neutral audience by:</b><br/> <i>(Writing &amp; Speaking)</i></p> <ul style="list-style-type: none"> <li>providing a clearly stated position or proposed solution</li> <li>providing relevant, reliable support</li> </ul> <p><b>Grammar/Language</b></p> <p>Examining textual and spoken expression for elements such as idioms, denotation, and connotation to apply effectively in student's writing/speaking</p> | <p><b>Summative Assessment:</b> (required)</p> <ul style="list-style-type: none"> <li>Editorial on a real world issue or an issue from the selections of the unit<br/>OR</li> <li>Persuasive essay</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>Finding sources and collecting information</li> <li>Paraphrasing and summarizing</li> <li>Organizing information</li> <li>Discussion/questioning</li> <li>Rough draft</li> <li>Quick writes</li> </ul> | <ul style="list-style-type: none"> <li>Think-alouds/read-alouds</li> <li>Modeling</li> <li>Think/pair/share</li> <li>Mini-lessons on how to use persuasive resources</li> <li>Rubric for editorial/essay</li> <li>Peer revision</li> <li>Writing Workshop</li> <li>Student/teacher conferencing</li> </ul> | <p><u>Write Source</u> (Great Source):</p> <ul style="list-style-type: none"> <li>Persuasive Writing Unit: Writing an Editorial</li> </ul> <p><u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>Writing Workshop: Editorial p. 670-677</li> <li>Writing Workshop: Persuasive Essay p. 1064-1071</li> <li><u>Interactive Reader</u>- Argument and Persuasion Unit 6A &amp; 6B</li> </ul> <p><u>Best Practices Toolkit:</u></p> <ul style="list-style-type: none"> <li>Argumentation- p. B11, B32</li> </ul> <p><b>Student Persuasive Linking Texts</b></p> <p><b>Nonfiction:</b></p> <ul style="list-style-type: none"> <li>Newspaper Editorials</li> </ul> |

8/14/2009

## English II Curriculum Map

Concept: Interrelationships

Quarter: 4

| Critical Benchmark  | Big Ideas  | Essential Questions  |
|---|--|--|
| <p>The student will critically interpret and evaluate experiences, literature, language, and ideas.</p> | <ul style="list-style-type: none"> <li>• Cultural awareness</li> <li>• Fear of Change</li> </ul> | <ul style="list-style-type: none"> <li>• Does knowledge come at a price?</li> <li>• How does communication (or lack thereof) impact relationships?</li> <li>• How can media influence and/or dictate society's values, knowledge, and perspectives?</li> </ul> |

| Learning Targets   | Assessments   | Instructional Strategies  | Teacher Resources   |
|--|---|---|---|
| <p><b>Critical CI 5</b> The student will comprehend a variety of increasingly complex print and non-print texts by:<br/>(Reading, Listening, &amp; Viewing)</p> <ul style="list-style-type: none"> <li>• making inferences based on text</li> <li>• identifying and analyzing text components (organizational structures, story elements, organizational features) and evaluating their impact on the text</li> <li>• summarizing key events from the text</li> <li>• Analyze and evaluate the connections or relationships between and among ideas, concepts, characters and/or experiences</li> </ul> <p><b>&gt;Grammar/Language</b></p> <ul style="list-style-type: none"> <li>• Analyze authors' choice of words, sentence structure, and use of language</li> <li>• Use vocabulary strategies (i.e., context clues, resources, and structural analysis-derivatives, roots and affixes, analogies, idioms, denotation, connotation)</li> </ul> <p><b>Critical CI 3:</b> Analyze the ideas of others by identifying the ways in which writers:<br/>(Reading, Listening, &amp; Viewing)</p> <ul style="list-style-type: none"> <li>• introduce and develop a main idea</li> <li>• choose and incorporate relevant details</li> <li>• relate the text structure to the ideas</li> <li>• use effective word choice for coherence</li> <li>• achieve a sense of completeness and closure</li> </ul> <p><b>&gt;Genre</b></p> <ul style="list-style-type: none"> <li>• use tone and mood</li> </ul> | <p><b>Summative Assessment</b><br/>(required)</p> <ul style="list-style-type: none"> <li>• Unit 9 Test: A or B/C (Test Generator)</li> </ul> <p><b>Formative Assessment</b><br/><u>Best Practices Toolkit (McDougal)</u></p> <ul style="list-style-type: none"> <li>• Comprehension assessments                             <ul style="list-style-type: none"> <li>✓ Text structures</li> <li>✓ Story elements</li> <li>✓ Text features</li> <li>✓ Inferencing</li> <li>✓ Summarizing</li> <li>✓ Connections</li> </ul> </li> <li>○ Vocabulary assessments</li> <li>○ Reading log</li> <li>○ Journal entries</li> <li>○ Discussion/ questions</li> <li>○ Student/teacher conferencing</li> </ul> <p><u>Interactive Reader/Writer</u></p> <ul style="list-style-type: none"> <li>○ Reading Comprehension Assessment Practice- p.253-254</li> </ul> | <ul style="list-style-type: none"> <li>• Graphic organizers (i.e. Frayer, Tic-Tac-Toe, KWL, Classification Chart, Cluster Diagram)</li> <li>• Cornell Notes</li> <li>• Journaling in response to reading</li> <li>• Differentiated instruction with leveled texts</li> <li>• Think alouds/read alouds</li> <li>• Think/pair/share</li> <li>• Vocabulary in multiple contexts</li> <li>• Cooperative Learning</li> <li>• Modeling</li> <li>• Small groups</li> </ul> | <p><u>Interactive Reader/Writer</u></p> <ul style="list-style-type: none"> <li>○ Reading Comprehension Assessment Practice- p.253-254</li> </ul> <p><u>Best Practices Toolkit (McDougal)</u></p> <ul style="list-style-type: none"> <li>• Reading-Becoming an Active Reader</li> <li>• Reading, Section A5-A13</li> </ul> <p style="text-align: center;"><b>Student Critical Anchor Texts</b></p> <p><b>Nonfiction:</b><br/><u>Interactive Reader/Writer (McDougal)</u></p> <ul style="list-style-type: none"> <li>• On the Rainy River</li> <li>• The Vietnam War- An Overview</li> <li>• The Vietnam Antiwar Movement in American History</li> </ul> <p><b>Novel:</b></p> <ul style="list-style-type: none"> <li>• Night</li> </ul> <p style="text-align: center;"><b>Linking Texts</b></p> <p><b>Fiction:</b><br/><u>Literature (McDougal):</u></p> <ul style="list-style-type: none"> <li>• Farewell to Manzanar</li> <li><u>Interactive Reader/Writer (McDougal)</u></li> <li>• Two Friends</li> </ul> |

| Learning Targets  | Assessments  | Instructional Strategies  | Teacher Resources  |
|---|--|---|--|
| <p align="center"><b>Learning Targets</b></p> <p><b>Critical CI 4 Evaluate information, explanations, or ideas of others by:</b><br/>(<i>Reading, Listening, &amp; Viewing</i>)</p> <ul style="list-style-type: none"> <li>Identify clear, reasonable criteria for evaluation</li> <li>Apply those criteria using reasoning and substantiation</li> </ul>   | <p align="center"><b>Assessments</b></p> <p><b>Summative Assessment</b><br/>(required)</p> <ul style="list-style-type: none"> <li>Interpretive Oral Response to Literature (p. 148-149)</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>Paraphrasing and summarizing</li> <li>Student developed rubric for response</li> </ul>   | <p align="center"><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>Think-alouds/read-alouds</li> <li>Modeling</li> <li>Think/pair/share</li> <li>Rubric for response</li> <li>Exit cards</li> <li>Peer collaboration</li> </ul>   | <p align="center"><b>Teacher Resources</b></p> <p><u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>Writing Workshop: Interpretive Essay- p. 142-147</li> <li>Presenting Oral Response to Literature- p. 149</li> </ul>   |
| <p align="center"><b>Learning Targets</b></p> <p><b>Critical CI 1 Interpret a real-world event by:</b><br/>(<i>Reading, Listening, &amp; Viewing</i>)</p> <ul style="list-style-type: none"> <li>making generalizations about the event supported by specific references</li> <li>showing how the event affected the current viewpoint</li> <li>distinguishing fact from fiction and recognizing personal bias<br/>&gt;<b>Genre</b> <ul style="list-style-type: none"> <li>making comparisons and connections between historical and contemporary issues</li> </ul> </li> </ul> | <p align="center"><b>Assessments</b></p> <p><b>Summative Assessment</b><br/>(required)</p> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>Paraphrasing and summarizing</li> <li>Small group discussion/questioning</li> <li>Quick writes</li> </ul>  | <p align="center"><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>Think-alouds/read-alouds</li> <li>Modeling</li> <li>Think/pair/share</li> <li>Peer collaboration</li> </ul>  | <p align="center"><b>Teacher Resources</b></p> <p><u>Standard Lesson File</u> (McDougal):</p> <ul style="list-style-type: none"> <li>Reading Lesson 10- Making Generalizations</li> </ul> <p><u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>Make Generalizations- p. 235</li> </ul>  |
| <p align="center"><b>Learning Targets</b></p> <p><b>Critical CI 2 Create responses that analyze thematic connections among literary works by:</b><br/>(<i>Writing &amp; Speaking</i>)</p> <ul style="list-style-type: none"> <li>showing understanding of cultural context</li> <li>using specific references from texts to show how a theme is universal</li> <li>indicating how literary elements impact theme</li> </ul>   | <p align="center"><b>Assessments</b></p> <p><b>Summative Assessment</b><br/>(required)</p> <ul style="list-style-type: none"> <li>Critical Review<br/>OR</li> <li>Theme Analysis</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>Paraphrasing and summarizing</li> <li>Organizing information</li> <li>Discussion/questioning</li> <li>Quick writes</li> <li>Oral response to literature</li> <li>Rough draft</li> </ul> | <p align="center"><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>Think-alouds/read-alouds</li> <li>Modeling</li> <li>Think/pair/share</li> <li>Rubric for review/analysis</li> <li>Peer revision</li> <li>Writing Workshop</li> <li>Student/teacher conferencing</li> <li>Exit cards</li> </ul> | <p align="center"><b>Teacher Resources</b></p> <p><u>Write Source</u> (Great Source):</p> <ul style="list-style-type: none"> <li>Analyzing a Theme- p. 255-294</li> </ul> <p><u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>Writing Workshop: Critical Review- p.828-834</li> <li>Literary Analysis Workshop- p.846-851</li> </ul> <p><u>Best Practices Toolkit:</u></p> <ul style="list-style-type: none"> <li>Literary Analysis- p. D32-33</li> <li>Analysis Frame- p. D48-49</li> </ul> |

## English III Curriculum Map

Concept: Freedom

Quarter: 1

|   |  |   |  |
|---|--|---|--|
| <p><b>Persuasive Benchmark</b><br/>The student will examine argumentation and develop informed opinions.</p> <p><b>Critical Benchmark</b><br/>The student will critically analyze text to gain meaning, develop thematic connections, and synthesize ideas.</p> <p>EARLY AMERICA 1600-1800<br/>Puritans and Rationalists</p>  | <p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>•</li> <li>• Safety</li> <li>• Power</li> <li>• Individuality</li> </ul>  | <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is the price of freedom?</li> <li>• Is safety an illusion?</li> <li>• Does everyone have a dark side?</li> <li>• Do all cages have bars?</li> <li>• What is an American?</li> <li>• When is silence louder than words?</li> <li>•</li> <li>•</li> <li>•</li> </ul>  | <p><b>Communication Essential Questions</b></p> <ul style="list-style-type: none"> <li>•</li> <li>• How do authors use words, images, and sounds to persuade?</li> </ul>   |
| <p><b>Learning Targets</b></p> <p><b>Persuasive CI 3</b> The student will comprehend a variety of increasingly complex persuasive print and non-print texts by:<br/><i>Reading, Listening, &amp; Viewing:</i></p> <ul style="list-style-type: none"> <li>• selecting, monitoring and modifying reading strategies appropriate to reader's purpose</li> <li>• providing textual evidence to support understanding of text</li> <li>• making inferences based on text</li> <li>• identifying and analyzing personal, social, historical or cultural influences, contexts, or biases</li> <li>• analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and /or experiences</li> </ul> <p><b>&gt;Grammar/Language</b></p> <ul style="list-style-type: none"> <li>• using vocabulary strategies (i.e., context clues, resources, Anglo-Saxon, Greek, Latin bases and affixes) to determine meaning of words and phrases</li> </ul> <p><b>Critical CI 3:</b> Assess the power, validity, and truthfulness in the logic of arguments presented in public and political documents by:<br/><i>Reading, Listening, &amp; Viewing:</i></p> <ul style="list-style-type: none"> <li>• Identifying the intent and message of the author or artist</li> <li>• Recognizing how the author addresses opposing viewpoints</li> <li>• Evaluating the historical significance of the work</li> </ul> <p><i>Writing &amp; Speaking</i></p> <ul style="list-style-type: none"> <li>• Articulating a personal response to the message and method of the author or artist</li> </ul> | <p><b>Assessments</b></p> <p><b>Summative Assessment</b><br/>(required)<br/><u>Unit &amp; Benchmark Tests</u><br/>(McDougal):</p> <ul style="list-style-type: none"> <li>• Unit Test1A or B/C</li> <li>• District Common Assessment (Benchmark Test-McDougal)</li> </ul> <p>• <b>Formative Assessment:</b></p> <p>• <b>Pre-Assessment:</b></p> <ul style="list-style-type: none"> <li>• Quick writes</li> <li>• Anticipation guides</li> </ul> <p><u>Best Practices Toolkit</u></p> <ul style="list-style-type: none"> <li>• Strategy Assessment</li> <li>•</li> </ul> <p><b>Ongoing Assessment:</b></p> <ul style="list-style-type: none"> <li>• Traffic light</li> <li>• Thumbs up</li> <li>• Journal entries on Essential Questions</li> <li>• Journal responses to authors' claims</li> <li>• Small and whole group discussions</li> <li>• Content and vocabulary quizzes</li> <li>•</li> <li>•</li> </ul> | <p><b>Strategies or Best Practices</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Best Practices Toolkit</u></p> <ul style="list-style-type: none"> <li>• Focus/Modeling Lessons</li> <li>• Summarizing strategies (TRGS or GIST).</li> </ul> <p>• <b>Vocabulary strategies:</b></p> <ul style="list-style-type: none"> <li>✓ Word Walls</li> <li>✓ Word Sorts</li> <li>✓ Vocabulary Mapping</li> </ul> <p>• <b>Read-aloud &amp; Think-aloud</b></p> <ul style="list-style-type: none"> <li>• 4 corners for point-counterpoint discussion.</li> <li>• Marking the text</li> <li>• QAR</li> </ul> | <p><b>Teacher Resources</b></p> <p><u>Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>• Unit 1 Early American Writing 1600-1800</li> <li>• Unit 1 Resource Manager</li> <li>• Reading Handbook- Reading Persuasive Texts p.R19-R24</li> <li>• Speaking and Listening Handbook p.R80-R82</li> <li>• Literary Analysis Workshop- Persuasive Rhetoric p.222-223</li> </ul> <p><u>Best Practices Toolkit</u> (McDougal)</p> <ul style="list-style-type: none"> <li>• Reading- Becoming an Active Reader</li> <li>• Reading Section A</li> <li>• Using Summary Frames-Argumentation, B11, B32</li> </ul> |

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|  |  |  | <p><b>Student Anchor Persuasive Texts</b><br/>(required)</p> <p><b>Nonfiction</b><br/><u>Interactive Readers</u> McDougal)</p> <ul style="list-style-type: none"> <li>• <b>Sermon</b>- Sinners in the Hands of an Angry God</li> </ul> <p><u>Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>• <b>Essay</b> – from The Crisis</li> <li>• <b>Public document</b> - Declaration of Independence</li> </ul> <p style="text-align: center;"><b>Linking Texts</b></p> <p><b>Nonfiction:</b><br/><u>Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>• <b>Autobiography</b> - The Autobiography</li> <li>• <b>Speech</b> – Speech in the Virginia Convention</li> <li>• <b>Aphorisms</b> – from Poor Richard’s Almanack</li> <li>• <b>Native American myth</b>-Coyote and the Buffalo</li> </ul> <p><u>Interactive Readers</u> McDougal)</p> <ul style="list-style-type: none"> <li>• <b>Report</b>- La Relacion</li> </ul> <p><b>Media:</b></p> <ul style="list-style-type: none"> <li>• <i>clips from</i> The Patriot</li> <li>• www.classZone.com</li> </ul> |
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| Learning Targets  | Assessments   | Strategies or Best Practices   | Teacher Resources   |
|---|---|--|---|
| <p><b>Persuasive CI 1</b> The student will select an issue or theme on which to take a stance by:</p> <p><b>Writing &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>reflecting the viewpoint of Americans of different times and places</li> <li>showing sensitivity or empathy for the culture represented</li> <li>supporting arguments with specific reasons</li> </ul> <p><b>&gt;Grammar/Language</b></p> <ul style="list-style-type: none"> <li>editing for spelling and mechanics</li> </ul> <p><b>Persuasive CI 2</b> The student will use language persuasively in addressing a particular issue by:</p> <p><b>Writing &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>interpreting researched information effectively</li> <li>recognizing propaganda as a purposeful technique</li> <li>establishing and defending a point of view</li> <li>addressing concerns of the opposition</li> <li>using strategies of logic (i.e., deductive and inductive reasoning) and other sophisticated techniques (i.e., rhetorical devices, parallelism, irony, irony)</li> <li>responding respectfully to viewpoints and biases</li> </ul> <p><b>&gt;Grammar/Language</b></p> <ul style="list-style-type: none"> <li>reviewing and refining correct pronoun usage, antecedents, case</li> <li>analyzing the power of standard usage over nonstandard usage in formal settings (i.e., interviews, academic environment, public speaking events)</li> </ul> | <p><b>Summative Assessment</b><br/>(required)</p> <p><u>Literature</u> (McDougal)</p> <p><u>Write Source</u></p> <ul style="list-style-type: none"> <li>Persuasive Essay (Real life or Literary)</li> <li>Persuasive Speech</li> </ul> <p>• <b>Formative Assessment</b></p> <p>• <b>Pre-Assessment:</b></p> <ul style="list-style-type: none"> <li>Quick write</li> <li><b>Ongoing Assessment:</b></li> </ul> <p><u>Write Source</u></p> <ul style="list-style-type: none"> <li>Peer revision checklists</li> <li>Respond to a persuasive prompt</li> </ul> <ul style="list-style-type: none"> <li>Letter writing</li> <li>Write a pamphlet (i.e., The Crisis)</li> <li>Write and present personal Declaration of Independence modeling Jefferson's draft of the Declaration of Independence</li> </ul> | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>• The writing process (pre-writing, drafting, revising, editing, publishing)</li> </ul> | <p><u>Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Writing Workshop- Persuasive Essay p.276-283</li> </ul> <p><u>Write Source</u></p> <ul style="list-style-type: none"> <li>Persuasive Writing Unit, p218-273</li> </ul> <p><u>Best Practices Toolkit</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Writing C31</li> </ul> |

8/14/2009

# English III Curriculum Map

**Concept:** Freedom

**Quarter:** 2

|  | <p style="text-align: center;"><b>Expressive Benchmark</b></p>   | <p style="text-align: center;"><b>Big Ideas</b></p>  | <p style="text-align: center;"><b>Essential Questions</b></p>   | <p style="text-align: center;"><b>Communication Essential Questions</b></p> |
|--|--|--|---|---|
|  | <p>The student will demonstrate reflection and insight to print and non-print texts through personal expression.</p> <p style="text-align: center;">AMERICAN ROMANTICISM<br/>1800-1855</p> <ul style="list-style-type: none"> <li>• Romantics</li> <li>• Transcendentalists</li> <li>• Dark Romantics</li> </ul> | <ul style="list-style-type: none"> <li>• Integrity</li> <li>• Courage</li> <li>• Forces of change</li> </ul> | <ul style="list-style-type: none"> <li>• Where do people look for truth?</li> <li>• When is it patriotic to protest?</li> <li>• What divides a nation?</li> <li>• What is worth dying for?</li> <li>• How is the American Dream expressed through the American Romanticism and Realism literature?</li> </ul> |   |

|  | Learning Targets   | Assessments  | Strategies or Best Practices  | Teacher Resources   |
|--|--|--|---|---|
|  | <p><b>Expressive CI 3</b> The student will comprehend increasingly complex expressive print and non-print texts.<br/><i>Reading, Listening, &amp; Viewing</i>)</p> <ul style="list-style-type: none"> <li>identifying and analyzing text structures (i.e. story pattern, cause/effect, problem/solution, compare/contrast, description, sequence) and evaluating their impact on their impact on the text</li> <li>making inferences based on text</li> <li>making connections between works, self and related topics</li> <li>analyzing and evaluating the effects of author’s craft and style</li> </ul> <p><b>&gt;Grammar/Language</b></p> <ul style="list-style-type: none"> <li>using vocabulary strategies (i.e., context clues, resources, Anglo-Saxon, Greek, and Latin bases and affixes) to determine meaning of words and phrases</li> </ul> <p><b>&gt; Genre</b> The student will interpret the significance of literary movements as they have evolved through the literature of the US by:</p> <ul style="list-style-type: none"> <li>analyzing the characteristics of literary genres and how those characteristics help shape meaning</li> <li>relating ideas, styles, and themes within literary movements of the United States</li> </ul> <p><b>Expressive CI 2</b> The student will reflect and respond to expressive texts by:</p> <p><i>Writing &amp; Speaking</i></p> <ul style="list-style-type: none"> <li>indicating an understanding of multiple perspectives</li> <li>articulating insightful connections between life and literature</li> <li>considering cultural or historical significance</li> <li>recognizing how the responses of others may be different</li> </ul> | <p><b>Summative Assessment</b><br/>(required)</p> <p><u>Unit &amp; Benchmark Tests</u><br/>(McDougal):</p> <ul style="list-style-type: none"> <li>Unit Test 2A or B/C</li> <li>District Common Assessment (Benchmark Test-McDougal)</li> <li>Oral Response to Literature (using CI 2 as the rubric)</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li><b>Pre-Assessment:</b></li> <li>Quick writes</li> <li>Anticipation guides</li> </ul> <p><u>Best Practices Toolkit</u></p> <ul style="list-style-type: none"> <li>Strategy Assessment</li> <li></li> </ul> <p><b>Ongoing Assessment:</b></p> <ul style="list-style-type: none"> <li>Traffic light</li> <li>Thumbs up</li> <li>Journal entries on Essential Questions</li> <li>Journal entries on text structure</li> <li>Small and whole group discussions</li> <li>Content and vocabulary quizzes</li> <li>Two-column or Cornell notes</li> <li>Ticket out the door</li> </ul> | <ul style="list-style-type: none"> <li></li> <li>Read-aloud &amp; Think-aloud</li> <li>Fishbowl discussion debating the social issues discussed with the Transcendentalists</li> <li>Reader’s Theater</li> <li>Choral Reading</li> <li>Graphic Organizer</li> <li>Vocabulary strategies: <ul style="list-style-type: none"> <li>Word Walls</li> <li>Word Sorts</li> <li>Vocabulary Mapping</li> </ul> </li> <li>Summarizing strategies (GIST or TRGTS)</li> <li></li> </ul> | <p><u>Write Source:</u></p> <ul style="list-style-type: none"> <li>Response to Literature Unit pp. 275-339</li> <li>Multimedia Presentation pp. 448-449</li> </ul> <p><u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>Unit 2 American Romanticism 1800-1855</li> <li>Literary Analysis Workshop- Art of the Essay p.358-359</li> <li>Speaking and Listening handbook</li> </ul> <p><u>Standards Lesson File</u> (McDougal):<br/>Media Studies, Speaking and Listening p. 233-239 (Lesson 5 Oral Response to Literature)</p> <p><u>Resource Manager File</u> (McDougal):<br/>Unit 2: Lesson at a Glance (blue pages) for anchor texts</p> <p><u>Best Practices Toolkit</u> (McDougal):</p> <ul style="list-style-type: none"> <li>Basic Poetry Analysis D40-41</li> <li>Evaluating a Poem D52</li> <li>Analyzing a Poem D62</li> <li>Cornell Notes B3, B24</li> <li>Writing- RAFT: Role, Audience, Format, Topic</li> <li>Writing- Biographical Narrative Template</li> <li>Writing- Reflective Essay Template</li> </ul> <p>(cont. on next page)</p> |

**Media:**

Media Smart (McDougal)

- Illustrations Inspired by Poe  
[www.ClassZone.com](http://www.ClassZone.com) Media Analysis Guides

**Student Expressive Anchor Texts**

(required)

**Poetry:**

Literature (McDougal)

- Poetry of the Fireside Poets  
Interactive Reader/Writer (McDougal)
- Poetry of Walt Whitman
- Poetry of Emily Dickinson

**Nonfiction:**

Interactive Reader/Writer (McDougal)

- **Essay**- from Self-Reliance

Literature (McDougal)

- **Essay**- from Walden
- **Essay**- from Civil Disobedience

**Short Stories:**

Interactive Reader/Writer (McDougal)

- Masque of the Red Death

**Linking Texts**

Interactive Reader/Writer (McDougal)

- **Essay**- from Nature
- **Speech**- On Civil Disobedience

|  | Learning Targets  | Assessments  | Strategies or Best Practices  | Teacher Resources   |
|--|---|--|---|---|
|  | <p><b>Expressive CI 1</b> The student will create a biographical narrative that gives an audience a sense of how the past can be significant for the present by:</p> <p style="text-align: center;"><i>Writing &amp; Speaking</i></p> <ul style="list-style-type: none"> <li>elaborating upon a significant past episode from the student's current perspective</li> <li>projecting the student's voice in the work through reflective interpretation of relationships to people and events</li> <li>writing for a specific audience and purpose</li> </ul> <p><b>&gt;Grammar/Language</b></p> <ul style="list-style-type: none"> <li>revising writing to enhance voice, style, sentence variety, tone</li> <li>refining subject-verb agreement and choice of tense</li> <li>reviewing and refining correct pronoun usage, antecedents, and case</li> <li>discussing parts of speech as they relate to writing</li> </ul> | <p><b>Summative Assessment</b><br/>(required)<br/>Writing:</p> <ul style="list-style-type: none"> <li>RAFT Essay/Presentation</li> </ul> <ul style="list-style-type: none"> <li><b>Formative Assessment:</b></li> <li><b>Pre-Assessment:</b></li> </ul> <ul style="list-style-type: none"> <li>Quick writes</li> <li>Anticipation guides</li> </ul> <p><u>Best Practices Toolkit</u></p> <ul style="list-style-type: none"> <li>Strategy Assessment</li> </ul> <ul style="list-style-type: none"> <li><b>Ongoing Assessment:</b></li> </ul> <ul style="list-style-type: none"> <li>Traffic light</li> <li>Exit cards</li> <li>Journal responses to authors' perspective</li> <li>Sensory detail chart</li> <li></li> <li></li> </ul> | <p><b>Strategies or Best Practices</b></p> <ul style="list-style-type: none"> <li></li> <li></li> <li>Writing process</li> <li>Question the Author</li> <li>Authentic Audience: Team with organization beyond school</li> </ul> | <p><u>Best Practices Toolkit:</u></p> <ul style="list-style-type: none"> <li>RAFT: Role, Audience, Format, Topic- p.C8, C48</li> <li>Sensory Detail Chart- p. B9, B30</li> <li>Biographical Narrative- p.C19</li> </ul> <p><u>Write Source:</u></p> <ul style="list-style-type: none"> <li>Narrative Writing Unit p.140-161</li> <li>Sensory Detail Chart- p. 77</li> </ul> <p><u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>Writing Workshop – Essay p.474-481</li> <li>Sensory Detail Chart- p.845</li> </ul> <p><u>Standard Lesson File:</u> (McDougal):<br/>Writing, Research, &amp; Study Skills:</p> <ul style="list-style-type: none"> <li>Elaborate with Sensory Details- Transparency 33</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>Subject-Verb Agreement- p. 19-51</li> <li>Antecedent- p.75-87</li> </ul> |

## English III Curriculum Map

Concept: Freedom

Quarter: 3

|  |   |  |  |  |
|--|---|--|--|--|
|  | <p><b>Informative Benchmark</b></p> <p>The student will inform an audience by using a variety of media to research and explain insights into language and culture.</p> <p>REALISM<br/>1855-1870</p> <p>REGIONALISM and NATURALISM<br/>1870-1910</p>   | <p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Transformation</li> <li>• Social equality</li> <li>• Human motivation</li> <li>•</li> </ul>   | <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is it exactly that makes a place unique?</li> <li>• Can people control their destiny or are they simply victims of circumstance?</li> <li>• How are women's roles changing?</li> <li>• Why do some people reap huge benefits while others are locked into hardship?</li> <li>• How can people hold onto their idealism in light of dire events?</li> <li>• What drives human behavior?</li> <li>•</li> </ul> |  |
|  | <p><b>Learning Targets</b></p> <p><b>Informative CI 1 The student will research and analyze ideas, events, or movements related to United States culture by:</b><br/><i>Writing &amp; Speaking:</i></p> <ul style="list-style-type: none"> <li>• Locating facts and details for purposeful elaboration</li> <li>• Creating an organizational structure based on purpose, audience, or context</li> <li>• Providing accurate documentation</li> <li>• Using strategic research skills (i.e., paraphrasing, summarizing, and citing sources)</li> </ul> | <p><b>Assessments</b></p> <p><b>Summative Assessment</b> (required)<br/><u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>• Historical Investigation – Choose a piece of literature read in this course and write a research paper that investigates how the literature affected change in our culture or government; or how the context of the time period generated the writing of this literature</li> <li>•</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Pre-Assessment:</b></li> <li>• Quick writes</li> <li>• <b>On-going Assessment:</b></li> <li>• Oral presentation of Historical Investigation</li> </ul> | <p><b>Strategies or Best Practices</b></p> <ul style="list-style-type: none"> <li>• Writing process</li> <li>• Noodle Tools</li> <li>• Outlining</li> <li>• Note cards</li> <li>• Databases</li> <li>• Rubric</li> <li>•</li> </ul>  | <p><b>Teacher Resources</b></p> <p><u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>• Unit 7 The Power of Research</li> <li>• Research Strategies Workshop p.1268-1283</li> <li>• Writing Workshop-Research paper p. 1284-1300</li> </ul> <p><u>Best Practices Toolkit</u> (McDougal):</p> <ul style="list-style-type: none"> <li>• Scaffolding Writing Instruction p.45</li> </ul> <p><u>Interactive Reader</u></p> <ul style="list-style-type: none"> <li>• Research Center @ ClassZone.com</li> </ul> <p><u>Standard Lesson Files:</u></p> <ul style="list-style-type: none"> <li>• Research and Study Skills- p.547-669</li> </ul> |

| Learning Targets  | Assessments   | Strategies or Best Practices  | Teacher Resources   |
|---|---|---|---|
| <p><b>Informative CI 2 The student will comprehend a variety of increasingly complex informative print and non-print texts by:</b><br/> <i>Reading, Listening &amp; Viewing:</i></p> <ul style="list-style-type: none"> <li>identifying and analyzing text structures (i.e., cause/effect, problem/solution, compare/contrast, description, sequence)</li> <li>analyzing text features (i.e., title, subheadings, graphics, bold type, bullets) and evaluate their impact on the text</li> <li>demonstrating comprehension of main idea and supporting details</li> <li>summarizing key events and/or points from text</li> <li>making inferences based on text</li> <li>analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences</li> </ul> <p><b>&gt;Grammar/Language</b></p> <ul style="list-style-type: none"> <li>Use vocabulary strategies (i.e., context clues, resources, Anglo-Saxon, Greek, Latin bases and affixes) to determine meaning of words and phrases</li> <li>Contrast use of language conventions (i.e., word choice, syntax, dialect) of authors in different time periods of United States literature</li> </ul> <p><b>&gt;Genre</b></p> <ul style="list-style-type: none"> <li>Evaluate the literary merit and/or historical significance of a work from eras in US literature</li> </ul> | <p><b>Summative Assessment</b> (required)</p> <ul style="list-style-type: none"> <li><u>Unit Test</u> (McDougal)</li> <li>Unit 4 Test A or B/C</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li><b>Pre-Assessment:</b><br/><u>Standard Lesson Files:</u></li> <li>Media Studies- Lesson 10: Analyzing Print and Online News- p.69-73</li> <li>Assessment Online- ClassZone.com</li> <li>Anticipation guides</li> <li><b>On-going Assessment:</b></li> <li>Exit cards</li> <li>Graphic organizers</li> <li>Free writes</li> <li>Journal entries</li> <li><u>Standard Lesson Files:</u></li> <li>Reading and Informational Text: Reading Strategies</li> <li>Reading and Informational Text: Patterns of Organization</li> </ul> | <p><b>Strategies or Best Practices</b></p> <ul style="list-style-type: none"> <li>Best Practices Toolkit mini-lessons</li> <li>Vocabulary Strategies: Section E (Toolkit) <ul style="list-style-type: none"> <li>Word Walls</li> <li>Word Sorts</li> <li>Vocabulary Mapping</li> <li>Personal Word List</li> </ul> </li> <li>Read-aloud &amp; Think-aloud</li> <li>Summarizing strategies (TRGTS or GIST)</li> <li>Graphic Organizer</li> </ul> | <p><b>Teacher Resources</b></p> <p><u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>Unit 3 Romanticism to Realism 1855-1870</li> <li>Unit 4 Regionalism and Naturalism 1870-1910</li> <li>Reading Informational Text: Text features- p.R3-R7</li> <li>Reading Informational Text: Patterns of organization- p.R8-R12</li> <li>Reading Informational Text: Forms- p.R13-R18</li> <li>Speaking and Listening-Presenting the results of your investigation p. 1302-1303</li> </ul> <p><u>Best Practices Toolkit</u> (McDougal):</p> <ul style="list-style-type: none"> <li>Becoming an Active Reader: Previewing p. A37</li> <li>Becoming an Active Reader: Using Prior Knowledge- p.A40</li> </ul> <p><u>Standard Lesson Files:</u></p> <ul style="list-style-type: none"> <li>Reading and Informational Text: Reading Strategies and Comprehension Tools- p.3-115</li> <li>Reading and Informational Text: Patterns of Organization- p.191-294</li> <li>Vocabulary and Spelling- p.151-229</li> </ul> <p><b>Student Anchor Informative Texts:</b><br/> <u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>The Gettysburg Address</li> <li>The Autobiography of Mark Twain</li> <li>The Yellow Wallpaper</li> <li>Why I Wrote 'The Yellow Wallpaper'</li> </ul> <p><u>Interactive Reader Writer</u></p> <ul style="list-style-type: none"> <li>Narrative of the Life of Frederick Douglass, an American Slave</li> </ul> <p><b>Linking Texts:</b><br/> <u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>Reading for Information: Letters- p.570-574</li> <li>excerpt from The Open Boat</li> <li>Reading for Information: Newspaper Articles- p.738-741</li> <li>The Outcast of Poker Flats</li> </ul> <p><u>Interactive Reader Writer</u></p> <ul style="list-style-type: none"> <li>The Notorious Jumping Frog of Calaveras County</li> <li>A Wagner Matinee</li> </ul> |

English III Curriculum Map

Concept: Freedom

Quarter: 4

| <b>Critical Benchmark</b>  | <b>Big Ideas</b>  | <b>Essential Questions</b>   |  |
|--|---|--|--|
| <p>The student will critically analyze text to gain meaning, develop thematic connections, and synthesize ideas.</p> <p>HARLEM RENAISSANCE<br/>MODERNISM<br/>1910-1940</p> <p>COMTEMPORARY<br/>1940-Present</p> <p><b>NOTES:</b></p> | <ul style="list-style-type: none"> <li>• Human motivation</li> <li>• Social equality</li> <li>• Racial discrimination</li> <li>• Stereotyping</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• How can people honor their heritages?</li> <li>• What shapes your identity?</li> <li>• What is modern literature?</li> <li>• Can America achieve equal rights?</li> <li>• Is America responsible for the rest of the world?</li> <li>• What drives human behavior?</li> <li>• How has the American Dream evolved throughout history?</li> </ul> |  |

| Learning Targets   | Assessments  | Strategies or Best Practices  | Teacher Resources  |
|--|--|---|--|
| <p><b>Critical CI 4 The student will critically comprehend a variety of increasingly complex print and non-print text by:</b><br/> <i>Reading, Listening &amp; Viewing:</i></p> <ul style="list-style-type: none"> <li>making inferences based on text</li> <li>analyze and evaluate the connections or relationships between and among ideas, concepts, characters and/or experiences</li> </ul> <p><b>Critical CI 2 The student will develop connections among works by:</b><br/> <i>Reading, Listening, &amp; Viewing:</i></p> <ul style="list-style-type: none"> <li>connecting themes across genres from different time periods</li> <li>using specific references to other works and authors to show similarities or differences in themes, characters, or author's message</li> </ul> <p>&gt; <b>Grammar/Language</b><br/> Extending the effective use of phrases and clauses</p> | <p><b>Summative Assessment</b><br/> (required)</p> <ul style="list-style-type: none"> <li>Unit 5 Test A or B/C</li> <li>Benchmark Test (District Common Assessment)</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li><b>Pre-assessment:</b></li> <li>Assessment Online-ClassZone.com</li> <li>Anticipation guides</li> </ul> <p><b>On-going Assessment:</b></p> <ul style="list-style-type: none"> <li>Exit cards</li> <li>Compare/contrast paragraph on <i>The Crucible</i> and McCarthyism</li> <li>Graphic organizers</li> <li>Quick writes</li> <li>Point-Counterpoint debates/discussions based on opposing text interpretations</li> <li>Reader's Theater performance of excerpt from <i>The Crucible</i></li> <li>Journal entries</li> </ul> <p><u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>Poetry Analysis-Interactive Reader</li> </ul> | <ul style="list-style-type: none"> <li>Best Practices Toolkit mini-lessons</li> <li>Read-aloud &amp; Think-aloud</li> <li>Summarizing strategies (TRGS or GIST)</li> <li>Reader's Theater</li> <li>Graphic Organizer</li> </ul> | <p><u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>Unit 5 Harlem Renaissance and Modernism</li> <li>Unit 6 New Perspectives Contemporary Literature</li> <li>Reading for Information- <i>The Crucible</i> and McCarthyism- p.212-217</li> <li>Writing Workshop – Comparison-Contrast Essay p.1072-1079</li> </ul> <p><u>Standard Lesson Files:</u></p> <ul style="list-style-type: none"> <li>Writing, Research, and Study Skills: Interesting words and phrases- p.67</li> </ul> <p><u>Write Source:</u></p> <ul style="list-style-type: none"> <li>Writing a Comparison-Contrast Essay- p.203-210</li> </ul> <p><u>Standard Lesson Files:</u></p> <ul style="list-style-type: none"> <li>Reading and Informational Text: Lesson 8- p.79-89, Transparency Lesson 8</li> </ul> <p><b>Student Anchor Critical Texts:</b></p> <p><b>Drama:</b><br/> <u>Literature</u> (McDougal)<br/> <i>The Crucible</i></p> <p><b>Novel:</b><br/> <i>The Great Gatsby</i></p> <p><b>Short Stories:</b><br/> <u>Interactive Reader Writer</u></p> <ul style="list-style-type: none"> <li>The Jilting of Granny Weatheral</li> </ul> <p><b>Poetry:</b><br/> <u>Interactive Reader Writer</u></p> <ul style="list-style-type: none"> <li>Selected poems by Langston Hughes</li> </ul> <p><b>Linking Texts:</b><br/> <u>Interactive Reader Writer</u></p> <ul style="list-style-type: none"> <li>from Letter from Birmingham Jail</li> <li>Straw into Gold</li> </ul> <p><u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>A Rose for Emily</li> <li>Martin Luther King Jr: He Showed Us the Way</li> <li>In Search of our Mother's Garden</li> </ul> <p><b>Media:</b></p> <ul style="list-style-type: none"> <li>clips from <i>The Crucible</i> 1996 movie Director Hytner</li> </ul> |

| Learning Targets  | Assessments  | Strategies or Best Practices   | Teacher Resources  |
|---|--|--|--|
| <p><b>Critical CI 1 The student will interpret meaning for an audience by:</b><br/> <i>Reading, Listening, &amp; Viewing</i></p> <ul style="list-style-type: none"> <li>interpreting the functions and the effects of narrative strategies (i.e., plot, conflict, suspense, point of view, characterization, dialogue)</li> <li>interpreting the effect of word choice (i.e., figurative language, idioms, imagery, dialect, poetic devices)</li> <li>identifying ambiguity, contradiction, irony, parody, and satire</li> </ul> <p><b>&gt;Grammar/Language</b></p> <ul style="list-style-type: none"> <li>Decoding vocabulary using knowledge of Anglo-Saxon, Greek, and Latin bases and affixes.</li> <li>Using vocabulary strategies such as context clues and resources to determine meaning of words and phrases</li> <li>Discern the relationship of pairs of words in analogies</li> </ul> <p><i>Writing &amp; Speaking</i></p> <ul style="list-style-type: none"> <li>demonstrating how literary works reflect the culture that shaped them</li> <li><b>Grammar/language</b></li> <li>Extending the effective use of phrases and clauses</li> </ul> | <p><b>Summative Assessment</b> (required)<br/> <u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>Literary Analysis- Compare one theme among multi-genre text</li> </ul> <p>•</p> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li><b>Pre-assessment:</b></li> <li>Quick write</li> <li><b>On-going Assessment:</b></li> <li>Graphic organizer</li> <li>Journal entries</li> </ul> | <ul style="list-style-type: none"> <li>•</li> <li>• Writing Process</li> <li>• Rubrics</li> <li>• Vocabulary Strategies <ul style="list-style-type: none"> <li>▪ Word Walls</li> <li>▪ Word Sorts</li> <li>▪ Vocabulary Mapping</li> </ul> </li> <li>•</li> <li>•</li> </ul> | <p><u>Literature</u> (McDougal):</p> <ul style="list-style-type: none"> <li>• Writing Workshop – Literary Analysis, p.804-811</li> <li>• Analyze an Argument, p1172-1175</li> </ul> <p><u>Write Source</u> (Great Source):</p> <ul style="list-style-type: none"> <li>• Response to Literature- p. 274-339</li> </ul> <p><u>Class Zone:</u></p> <ul style="list-style-type: none"> <li>• Writing and Grammar: Writing Templates- Response to Literature</li> </ul> <p><u>Standard Lesson Files:</u></p> <ul style="list-style-type: none"> <li>• Vocabulary and Spelling: Idioms &amp; Analogies- p. 197</li> <li>• Vocabulary and Spelling: Word Parts- p.49-67</li> <li>• Literature: Characterization (19), Plot (43), Point of View (87), Poetic Elements (147-209)</li> </ul> <p><u>Best Practices Toolkit</u> (McDougal):</p> <ul style="list-style-type: none"> <li>• Literary Analysis- Using Analysis Frames</li> <li>• Literary Analysis- Analyzing Characters, Plot, and Setting</li> </ul> |

## English IV Curriculum Map

Concept: Social Responsibility

Quarter: 1

|  |  |   |  |
|--|--|---|--|
| <p><b>Expressive Benchmark</b></p> <p>The student will express reflections and reactions to print and non-print text as well as to personal experience</p>   | <p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Perspectives</li> <li>• Affecting change</li> <li>• Making changes</li> <li>• Cultural proficiency</li> </ul>   | <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What influences a decision?</li> <li>• What makes a decision good or bad?</li> <li>• What are the possible consequences of our decisions?</li> </ul> <p>How do the outcomes of our decisions affect us and those around us?</p>                            |  |
| <p><b>Learning Targets</b></p> <p><b>Expressive CI 1</b> The student will compose reflective texts by:<br/>(Writing &amp; Speaking:)</p> <ul style="list-style-type: none"> <li>• demonstrating complex thoughts and feelings</li> <li>• demonstrating social, political, or philosophical significance</li> <li>• demonstrating the significance of past events to the present</li> </ul> <p><b>&gt;Grammar</b></p> <ul style="list-style-type: none"> <li>• revising writing to enhance voice, organization, sentence variety, and word choice</li> <li>• using appropriate transitional words and phrases</li> <li>• editing for correct punctuation, spelling, mechanics, and standard American English</li> </ul> | <p><b>Assessments</b></p> <p><b>Summative Assessment:</b><br/>(required)</p> <p style="text-align: center;"><b>Expressive CI 1</b></p> <p><u>Write Source</u><br/>College Entrance Essay<br/><i>Differentiated</i><br/>assessment topics:<br/>✓ <i>Resume</i><br/>✓ <i>Scholarship prompt</i><br/>✓ <i>Role-play interview</i></p> <p><b>Ongoing Assessment</b><br/>Personal narrative</p> <ul style="list-style-type: none"> <li>• Quick write</li> </ul> | <p><b>Strategies or Best Practices</b></p> <ul style="list-style-type: none"> <li>• Fishbowl</li> <li>• Graphic organizers (i.e., map a controversy, cause/effect)</li> <li>• Read/think aloud</li> <li>• Lit circle</li> <li>• Socratic seminar for Big Ideas and Essential Questions</li> <li>• Peer review/conferencing</li> </ul> | <p><b>Teacher Resources</b></p> <p><u>Write Source</u> :</p> <ul style="list-style-type: none"> <li>• Narrative Writing Unit, p141-161</li> <li>• Response to Literature Unit, p323-339</li> </ul> |

| Learning Targets  | Assessments   | Strategies or Best Practices  | Teacher Resources  |
|---|---|---|--|
| <p><b>Expressive CI 2: The student will respond to texts by:</b><br/>(Writing &amp; Speaking:)</p> <ul style="list-style-type: none"> <li>empathizing with the voice of the text</li> <li>making connections between the learner's life and text</li> <li>reflecting on the influences of cultural or historical perspectives</li> <li>examining one's own response in light of peers' responses</li> <li>recognizing features of the author's language and how the reader relates these features to his/her own writing</li> </ul> <p><b>Expressive CI 3: The student will demonstrate the ability to read, listen and view a variety of increasingly complex expressive print and other media appropriate to grade level and course literary focus by:</b><br/>(Reading, Listening, &amp; Viewing:)</p> <ul style="list-style-type: none"> <li>selecting, monitoring, and modifying reading strategies appropriate to readers' purpose</li> <li>identifying and analyzing text structures (i.e., story patterns, cause/effect, problem/solution, compare/contrast, description, sequence) and evaluating their impact on the text</li> <li>making inferences based on text</li> <li>making connections between works, self and related topics</li> <li>analyzing and evaluating effects of author's craft and style</li> <li>&gt;<b>Genre</b> <ul style="list-style-type: none"> <li>recognizing common themes that run through works, using evidence from the texts to substantiate ideas</li> <li>understanding how literary movements influence writers</li> </ul> </li> <li>&gt;<b>Grammar</b> <ul style="list-style-type: none"> <li>using vocabulary strategies (i.e., context clues, resources, roots, affixes) to determine meaning of words and phrases</li> </ul> </li> </ul> | <p><b>Summative Assessment:</b><br/>(required)<br/><u>Lit &amp; Thought-Decisions, Decisions, TE</u></p> <ul style="list-style-type: none"> <li>Writing Activity at end of Cluster 1, 2, and 3</li> <li>Cluster 4 choose one of the "Reflecting on Decisions" p142 OR <u>Write Source</u> (Great Source) Personal Narrative, p141</li> </ul> <p><b>Formative Assessment Before learning:</b><br/><u>Lit &amp; Thought-Decisions, Decisions, TE</u></p> <ul style="list-style-type: none"> <li>Anticipation Guide</li> </ul> <p><b>During learning:</b></p> <ul style="list-style-type: none"> <li>Journal reflections in relation to Big Ideas and Essential Questions-blog or wiki</li> <li>Quick writes regarding Big Ideas and Essential Questions-blog or wiki</li> <li>Reading log</li> </ul> <p>Comprehension assessment:</p> <ul style="list-style-type: none"> <li>Monitor strategies</li> <li>Analyze and evaluate author's craft/style</li> <li>Analyze and evaluate connections</li> <li>Recognize common themes</li> <li>Use vocabulary strategies</li> </ul> <p><u>Lit &amp; Thought-Decisions, Decisions, TE</u></p> <ul style="list-style-type: none"> <li>Cluster vocabulary tests</li> <li>Use critical thinking skills (analysis, evaluate, predict, synthesize) to research, write, or discuss a topic from Decisions selections, p55</li> </ul> | <p><b>Strategies or Best Practices</b></p> <ul style="list-style-type: none"> <li>Fishbowl</li> <li>Graphic organizers (i.e., map a controversy, cause/effect)</li> <li>Read/think aloud</li> <li>Lit circle</li> <li>Socratic seminar for Big Ideas and Essential Questions</li> <li>Peer review/conferencing</li> </ul> | <p><u>Lit &amp; Thought-Decisions, Decisions, TE</u></p> <ul style="list-style-type: none"> <li>Analyze decision making, p10-11</li> <li>Evaluate decisions, p22-23</li> <li>Predicting consequences of decisions, p33-34</li> <li>Synthesizing, p44-45</li> <li>Cluster vocabulary</li> </ul> <p><u>Toolkit of Best Practices</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Monitor, pA12, A43</li> <li>Author's Craft &amp; Style, pD24, D25</li> <li>Connections, pA8, A39</li> <li>Themes, pD32-33</li> <li>Vocabulary strategies, Section E</li> </ul> <p style="text-align: center;"><b>Student Expressive Anchor Texts</b><br/>(required)</p> <p><b>Fiction:</b><br/><u>Literature and Thought: Decisions, Decisions</u></p> <ul style="list-style-type: none"> <li>Multiple selections from each cluster</li> </ul> <p style="text-align: center;"><b>Linking Texts</b></p> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>Sadie and Maude-Gwendolyn Brooks</li> </ul> <p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>12 Angry Men</li> <li>Marvin's Room</li> </ul> <p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>My Sister's Keeper</li> <li>The Chosen</li> </ul> <p><b>Nonfiction:</b></p> <ul style="list-style-type: none"> <li>7 Habits of Highly Effective People</li> <li>Nickel and Dimed</li> <li>Into the Wild</li> <li>A Hope in the Unseen</li> <li>The Glass Castle</li> </ul> <p><b>Media clips:</b></p> <ul style="list-style-type: none"> <li>Finding Forester</li> <li>Stand By Me</li> <li>12 Angry Men</li> <li>Marvin's Room</li> <li>Into the Wild</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>www.mindtools.com/pages/main/</li> <li>Novel supports: <ul style="list-style-type: none"> <li>www.SimonSays.com</li> <li>www.Penguinputnam.com</li> <li>www.Randomhouse.com</li> </ul> </li> </ul> |

|  |  |  |   |
|--|--|--|---|
|  | <p>Response to a prompt, p57</p> <ul style="list-style-type: none"><li>• Reading log</li><li>• Student blog or wiki for literature responses</li></ul> |  | <ul style="list-style-type: none"><li>✓ <a href="http://www.HarcourtBooks.com">www.HarcourtBooks.com</a></li><li>✓ <a href="mailto:www.Academic@hholt.com">www.Academic@hholt.com</a></li><li>✓ <a href="mailto:www.Academic@macmillan.com">www.Academic@macmillan.com</a></li><li>✓ <a href="http://www.HarperAcademic.com">www.HarperAcademic.com</a></li></ul> |
|--|--|--|---|

## English IV Curriculum Map

**Course Benchmark Emphasis:** Argumentative Communication

**Concept:** Social Responsibility

**Quarter:** 2

| Benchmarks, Big Ideas, & Essential Questions  | Learning Targets<br>(Benchmark & Core Indicators)   | Assessments<br>Summative: <i>Final Assessments</i><br>Formative: <i>Throughout the unit</i>   | Strategies or Best Practices Used   | Instructional Resources  |
|---|---|---|---|--|
| <p><b>Benchmark Emphasis:</b><br/><b>Argumentative</b></p> <ul style="list-style-type: none"> <li>The student will advocate issues of public concern</li> </ul> <p><b>Supporting Benchmarks:</b></p> <ul style="list-style-type: none"> <li>Genre</li> <li>Grammar /Language</li> </ul> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Responsibility</li> <li>Perspectives</li> <li>Affecting change</li> <li>Making changes</li> <li>Cultural proficiency</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How does conflict lead to change?</li> <li>What happens when basic human rights are denied to a group of people?</li> <li>How will I stand up for what I value/believe?</li> <li>How do I handle others' points of view?</li> <li>How do I determine when taking social action is appropriate?</li> <li>Does the end ever justify the means?</li> </ul> | <p><b>Argumentative CI 1</b> The student will research and define issues of public concern by:<br/><i>(Reading, Listening, &amp; Viewing)</i></p> <ul style="list-style-type: none"> <li>using a variety of resources, (i.e., media center, on-line resources, interviews, and personal reflection)</li> <li>specifying the nature of an issue, including various claims made and the reasoning that supports these claims</li> </ul> <p><b>Argumentative CI 2:</b> The student will organize and deliver an argument that has credibility by:<br/><i>(Writing &amp; Speaking)</i></p> <ul style="list-style-type: none"> <li>wording the claim clearly</li> <li>specifying reasons in support of the claim that are likely to be convincing</li> <li>adopting an appropriate tone and stance toward the issue</li> </ul> <p><b>&gt;Grammar</b></p> <ul style="list-style-type: none"> <li>analyzing the power of standard usage over nonstandard usage in formal settings (i.e., job interviews, academic presentations, public speaking events)</li> </ul> <p><b>Argumentative CI 3:</b> The student will demonstrate the ability to read, listen, and view increasingly complex argumentative print and media appropriate to grade level and course literary focus by:<br/><i>(Reading, Listening, &amp; Viewing)</i></p> <ul style="list-style-type: none"> <li>Selecting, monitoring, and modifying reading strategies appropriate to readers' purpose</li> <li>providing textual evidence to</li> </ul> | <p><b>*Summative Assessment (required)</b><br/><b>Argumentative CI 1</b><br/><b>Argumentative CI 2</b><br/><b>Argumentative CI</b></p> <p><u>Lit &amp; Thought-Free at Last, Times of Change</u></p> <ul style="list-style-type: none"> <li>Assessment and Project Ideas- topics for argumentation essay, p60-61</li> </ul> <p><u>Write Source</u> (Great Source)</p> <ul style="list-style-type: none"> <li>Essay of Argumentation</li> </ul> <p><b>Formative Assessment</b><br/><b>Before learning:</b><br/><u>Lit &amp; Thought- Free at Last, Times of Change, TE</u></p> <ul style="list-style-type: none"> <li>Anticipation Guide</li> </ul> <p><b>During learning:</b></p> <ul style="list-style-type: none"> <li>Journal reflections in relation to Big Ideas and Essential Questions</li> <li>Quick writes regarding Big Ideas and Essential Questions</li> <li>Student/teacher conferences concerning topic selection and revision techniques</li> <li>Comprehension assessment:             <ul style="list-style-type: none"> <li>Monitor strategies</li> <li>Text evidence</li> <li>Summarize</li> <li>Inference</li> </ul> </li> </ul> <p><b>After learning:</b><br/><u>Lit &amp; Thought- Free at Last, Times of Change, TE</u></p> <ul style="list-style-type: none"> <li>Cluster vocabulary tests</li> <li>Use critical thinking skills (summarize, analyze, generalize, synthesize, evaluate cause effect, and compare contrast)</li> </ul> | <ul style="list-style-type: none"> <li>Graphic Organizers (pro-con chart, cause/effect chart, select a controversy, why chart)</li> <li>Read/Think Alouds</li> <li>Jigsaw public issues</li> <li>Lit Circles</li> <li>Peer review/conferencing</li> </ul> | <p><b>Instructional Texts:</b><br/><u>Literature &amp; Thought-Free at Last, TE</u><br/><u>Literature &amp; Thought-Times of Change, TE</u></p> <p><u>Toolkit of Best Practices</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Monitor, A12, A43</li> <li>Text evidence, C29, 31, 32, 34</li> <li>Summarize, B11, B32</li> <li>Inference, A13, A44</li> </ul> <p><u>Write Source</u> (Great Source):</p> <ul style="list-style-type: none"> <li>Persuasive Writing Unit, p219-258</li> <li>Research Writing Unit, p370-449</li> </ul> <p><u>Noodletools.com</u></p> <p><b>*Anchor Texts: (required)</b><br/><u>Literature and Thought: Free at Last</u></p> <ul style="list-style-type: none"> <li>Multiple selections from each cluster</li> </ul> <p><u>Literature and Thought: Times of Change</u></p> <ul style="list-style-type: none"> <li>Multiple selections from each cluster</li> </ul> <p><b>Linking Texts:</b><br/><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>Things They Carried</li> <li>Secret Life of Bees</li> <li>Icy Sparks</li> <li>Fallen Angels</li> </ul> <p><b>Nonfiction:</b></p> <ul style="list-style-type: none"> <li>October Sky</li> </ul> <p><b>Media clips:</b></p> <ul style="list-style-type: none"> <li>A Place at the Table</li> <li>Mississippi Burning</li> <li>Shadow of Hate</li> <li>Civil Rights Movement</li> <li>The Children's March</li> <li>Rosewood</li> <li>Rosa Parks Story</li> <li>The Joy Luck Club</li> </ul> |

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|  | <p>support understanding of and reader's response to text</p> <ul style="list-style-type: none"> <li>• making inferences based on text</li> <li>• identifying and analyzing personal, social, historical or cultural influences, context, or biases</li> <li>• analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences</li> </ul> <p><b>&gt;Grammar/Language</b></p> <ul style="list-style-type: none"> <li>• Using vocabulary strategies such as context clues, resources , and structural analysis to determine meaning of words and phrases</li> </ul> | <p>to research, write, or discuss a topic from selections</p> <ul style="list-style-type: none"> <li>• Respond to a persuasive prompt</li> </ul> |  | <ul style="list-style-type: none"> <li>• Across the Universe</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Sioux City Journal Editorials-- specifically Left and Right Columns</li> <li>• <a href="http://www.mindtools.com">http://www.mindtools.com</a></li> <li>• <a href="http://teachingtolerance.org">teachingtolerance.org</a></li> <li>• Novel supports: <ul style="list-style-type: none"> <li>✓ <a href="http://www.SimonSays.com">www.SimonSays.com</a></li> <li>✓ <a href="http://www.Penguinputnam.com">www.Penguinputnam.com</a></li> <li>✓ <a href="http://www.Randomhouse.com">www.Randomhouse.com</a></li> <li>✓ <a href="http://www.HarcourtBooks.com">www.HarcourtBooks.com</a></li> <li>✓ <a href="http://www.Academic@hholt.com">www.Academic@hholt.com</a></li> <li>✓ <a href="http://www.Academic@macmillan.com">www.Academic@macmillan.com</a></li> <li>✓ <a href="http://www.HarperAcademic.com">www.HarperAcademic.com</a></li> </ul> </li> </ul> |
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## English IV Curriculum Map

**Course Benchmark Emphasis:** Argumentative Communication

**Concept:** Social Responsibility

**Quarter:** 3

| Benchmarks, Big Ideas & Essential Questions   | Learning Targets (Core Indicators)   | Assessments<br>Summative: <i>Final Assessments</i><br>Formative: <i>Throughout the unit</i>   | Strategies or Best Practices   | Instructional Resources  |
|---|--|---|--|--|
| <p><b>Benchmark Emphasis: Informative</b></p> <ul style="list-style-type: none"> <li>The student will inform an audience by exploring general principles existing in life and literature.</li> </ul> <p><b>Supporting Benchmarks:</b></p> <ul style="list-style-type: none"> <li>Genre</li> <li>Grammar /Language</li> </ul> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Responsibility</li> <li>Perspectives</li> <li>Affecting Change</li> <li>Making Decisions</li> <li>Cultural Proficiency</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What influence and/or contributions do class, religion, language, and culture have on our society and the individual's place within that society?</li> <li>How does history affect who and what we are today?</li> <li>Does the end ever justify the means?</li> </ul> | <p><b>Informative CI 1</b> The student will <b>locate, process, and comprehend texts that explain principles, issues, and concepts by:</b><br/>(<i>Reading, Listening, &amp; Viewing</i>)</p> <ul style="list-style-type: none"> <li>investigating complex issues from a variety of critical stances</li> <li>discerning significant differences and similarities among texts that propose different ideas related to similar concepts</li> </ul> <p>&gt;<b>Genre</b></p> <ul style="list-style-type: none"> <li>Making associations between historical and current viewpoints</li> </ul> <p><b>Informative CI 2</b> The student will <b>analyze general principles in life and literature by:</b><br/>(<i>Reading, Listening, &amp; Viewing</i>)</p> <ul style="list-style-type: none"> <li>discovering and defining principles in personal experience and literature</li> <li>predicting what is likely to happen in the future on the basis of those principles</li> </ul> <p><b>Informative CI 3</b> The student will <b>compose texts, in print and non-print media, that explain a principle or theory by:</b><br/>(<i>Writing &amp; Speaking</i>)</p> <ul style="list-style-type: none"> <li>presenting and supporting a thesis and considering alternative perspectives on the principle/theory</li> <li>adjusting the diction, tone, language and method of presentation</li> </ul> <p><b>Informative CI 4</b> The student will <b>demonstrate the ability to read, listen, and view informative texts appropriate to grade level and</b></p> | <p><b>*Summative Assessment: (required)</b><br/><b>Informative CI 1-4</b><br/><u>Write Source</u> (Great Source)<br/>Essay and/or Oral presentation of:</p> <ul style="list-style-type: none"> <li>Opposing Ideas, p163-202</li> <li>or</li> <li>Speculation, p203-210</li> </ul> <p><b>Formative Assessment:</b><br/><b>Before learning:</b><br/><u>Lit &amp; Thought- From There to Here</u></p> <ul style="list-style-type: none"> <li>Anticipation Guide</li> </ul> <p><b>During learning:</b></p> <ul style="list-style-type: none"> <li>Journal reflections in relation to Big Ideas and Essential Questions</li> <li>Quick writes regarding Big Ideas and Essential Questions</li> <li>Comprehension strategies: <ul style="list-style-type: none"> <li>✓ Monitor</li> <li>✓ Text structure</li> <li>✓ Main idea</li> <li>✓ Summarize</li> <li>✓ Inference</li> </ul> </li> </ul> <p><b>After learning:</b><br/><u>Lit &amp; Thought- From There to Here</u></p> <ul style="list-style-type: none"> <li>Cluster vocabulary tests</li> <li>Use critical thinking skills (investigate, analyze, compare contrast, evaluate, synthesize) to research, write, or discuss a topic from selections</li> <li>Expository Prompt</li> </ul> | <ul style="list-style-type: none"> <li>Fishbowl</li> <li>Socratic seminar</li> <li>Graphic organizers (i.e. venn diagram, cause/effect charts, classification charts, graphic timeline, RAFT)</li> <li>Vocabulary games (teacher/student designed)</li> <li>Read/Think Alouds</li> <li>Grammar--TBA</li> <li>Cooperative learning</li> <li>Lit Circles</li> <li>Think-pair -share</li> <li>Ticket Out the Door</li> <li>Bell ringers</li> <li>Jigsaw</li> <li>Collaborative writing</li> </ul> | <p><b>Instructional Texts:</b><br/><u>Literature &amp; Thought: From There to Here, TE</u></p> <p><u>Write Source</u> (Great Source)</p> <ul style="list-style-type: none"> <li>Expository Writing Unit, Essay of Opposing Ideas, p163-202</li> <li>Oral Speculation, p203-210</li> </ul> <p><u>Toolkit of Best Practices</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Monitor, pA12, A43</li> <li>Summarize, B12, B33</li> <li>Inference, A13, A44</li> <li>Main idea, C6, C46</li> <li>Text structure: <ul style="list-style-type: none"> <li>✓ Cause effect, C21</li> <li>✓ Problem solution, C33</li> <li>✓ Descriptive, C28</li> <li>✓ Comparison contrast, C23, 24</li> <li>✓ Sequence, B21, B45, B46</li> </ul> </li> </ul> <p><b>*Anchor Texts: (required)</b><br/><b>Fiction:</b><br/><u>Literature and Thought: From There to Here</u></p> <ul style="list-style-type: none"> <li>Multiple selections from each cluster</li> </ul> <p><b>Linking Texts:</b><br/><b>Novels-Fiction:</b></p> <ul style="list-style-type: none"> <li>How the Garcia Girls Lost Their Accents</li> <li>Picture Bride</li> <li>My Antonia</li> <li>Tortilla Curtain</li> </ul> <p><b>Novels-Nonfiction:</b></p> <ul style="list-style-type: none"> <li>Three Cups of Tea</li> <li>Enrique's Journey</li> <li>First They Killed my Father</li> <li>Farewell to Manzanar</li> </ul> <p><b>Media clips:</b></p> <ul style="list-style-type: none"> <li>The Joy Luck Club</li> <li>My Antonia</li> </ul> |

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|  | <p><b>course literary focus by:</b><br/> <i>(Reading, Listening, &amp; Viewing)</i></p> <ul style="list-style-type: none"> <li>• selecting, monitoring, and modifying reading strategies appropriate to readers' purpose</li> <li>• identifying and analyzing text structures (i.e., cause/effect, problem/solution, compare/contrast, description, sequence) and evaluating their impact on the text</li> <li>• identifying and analyzing text features (i.e., title, subheadings, graphics, bold type, bullets) and evaluating their impact on the text</li> <li>• demonstrating comprehension of main idea and supporting details</li> <li>• summarizing key events and/or points</li> <li>• making inferences, predictions, and draw conclusions based on text</li> </ul> <p><b>&gt;Grammar/Language</b></p> <ul style="list-style-type: none"> <li>○ Using vocabulary strategies such as context clues, resources , and structural analysis to determine meaning of words and phrases</li> </ul> |  |  | <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• noodletools</li> <li>• tolerance.org</li> <li>• mindtools.com</li> <li>• Novel supports: <ul style="list-style-type: none"> <li>✓ www.SimonSays.com</li> <li>✓ www.PenguinPutnam.com</li> <li>✓ www.RandomHouse.com</li> <li>✓ www.HarcourtBooks.com</li> <li>✓ www.Academic@hholt.com</li> <li>✓ www.<a href="mailto:Academic@macmillan.com">Academic@macmillan.com</a></li> <li>✓ www.HarperAcademic.com</li> </ul> </li> </ul> |
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## English IV Curriculum Map

Course Benchmark Emphasis: Argumentative Communication

Concept: Social Responsibility

Quarter: 4

| Benchmarks, Big Ideas & Essential Questions for This Unit   | Learning Targets (Core Indicators)   | Assessments<br>Summative: <i>Final Assessments</i><br>Formative: <i>Throughout the unit</i>  | Strategies or Best Practices   | Instructional Resources   |
|---|--|--|--|---|
| <p><b>Benchmark Emphasis:</b><br/><b>Critical</b></p> <ul style="list-style-type: none"> <li>The student will analyze and critique texts from various perspectives and approaches</li> </ul> <p><b>Supporting Benchmarks:</b></p> <ul style="list-style-type: none"> <li>Genre</li> <li>Grammar /Language</li> </ul> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Responsibility</li> <li>Perspectives</li> <li>Affecting Change</li> <li>Making Decisions</li> <li>Cultural Proficiency</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What can fantasy teach us?</li> <li>What's real and how do you know?</li> <li>What makes you laugh?</li> <li>How is humor used to illuminate society?</li> </ul> | <p><b>Critical CI 1: The student will develop critiques by:</b><br/><i>(Writing &amp; Speaking)</i></p> <ul style="list-style-type: none"> <li>relating themes among texts</li> <li>analyzing how authors' assumptions, cultural backgrounds, and social values affect texts</li> <li>applying clear, credible criteria for evaluation</li> </ul> <p><b>&gt;Genre</b></p> <ul style="list-style-type: none"> <li>demonstrating in various print and non-print media the significance of works</li> <li>observing how the imaginative experience of literature broadens and enriches real life</li> </ul> <p><b>&gt;Grammar</b></p> <ul style="list-style-type: none"> <li>revising writing to enhance voice, organization, sentence variety, and word choice</li> <li>Applying literary devices (i.e., symbolism, flashback, protagonist, irony, figurative language, satire, farce, pun, parody, understatement, hyperbole)</li> </ul> <p><b>Critical CI 2: Demonstrate the ability to critically read, listen and view a variety of increasingly complex print and non-print texts appropriate to grade level and course literary focus by:</b><br/><i>(Reading, Listening, &amp; Viewing)</i></p> <ul style="list-style-type: none"> <li>selecting, monitoring, and modifying reading strategies appropriate to readers' purpose</li> <li>identifying and analyzing text components (i.e., organizational structures, story elements, organizational features) and</li> </ul> | <p><b>Summative Assessment:</b> (required)<br/><b>Critical CI 1-2</b><br/><u>Write Source</u></p> <ul style="list-style-type: none"> <li>Essay of Evaluation, p259-266</li> </ul> <p><b>Formative Assessment:</b><br/><b>Before learning:</b><br/><u>Lit &amp; Thought- Flights of Fantasy</u><br/><u>Literature and Thought: What's So Funny</u></p> <ul style="list-style-type: none"> <li>Anticipation Guide</li> </ul> <p><b>During learning:</b></p> <ul style="list-style-type: none"> <li>Journal reflections in relation to Big Ideas and Essential Questions</li> <li>Quick writes regarding Big Ideas and Essential Questions</li> <li>Comprehension assessment:             <ul style="list-style-type: none"> <li>Monitor strategies</li> <li>Identify biases</li> </ul> </li> </ul> <p><b>After learning:</b><br/><u>Lit &amp; Thought- Flights of Fantasy</u><br/><u>Literature and Thought: What's So Funny</u></p> <ul style="list-style-type: none"> <li>Cluster vocabulary tests</li> <li>Use critical thinking skills (define, analyze, evaluate, synthesize, classify) to research, write, or discuss a topic from selections</li> </ul> | <ul style="list-style-type: none"> <li>Think-pair-share</li> <li>Peer review/conferencing</li> <li>Graphic organizers</li> <li>Read/Think aloud</li> </ul> | <p><b>Instructional Texts:</b><br/><u>Write Source</u> (Great Source)</p> <ul style="list-style-type: none"> <li>Persuasive Unit, p259-266</li> </ul> <p><u>Literature and Thought: Flights of Fantasy, TE</u><br/><u>Literature and Thought: What's So Funny, TE</u></p> <p><u>Toolkit of Best Practices</u> (McDougal)<br/>Monitor, pA12, A43<br/>Biases, D44, 45, 46</p> <p><b>*Anchor Texts:</b> (required)<br/><b>Fiction</b><br/><u>Literature and Thought: Flights of Fantasy</u><br/><u>Literature and Thought: What's So Funny</u></p> <ul style="list-style-type: none"> <li>Multiple selections from each cluster</li> </ul> <p><b>Linking Texts:</b><br/><b>Fiction</b></p> <ul style="list-style-type: none"> <li>Life of Pi</li> <li>Elsewhere</li> <li>Eragon</li> <li>A Walk in the Woods</li> <li>Anthem</li> </ul> <p><b>Nonfiction</b></p> <ul style="list-style-type: none"> <li>Funny in Farsi</li> </ul> <p><b>Media clips</b></p> <ul style="list-style-type: none"> <li>Shrek</li> <li>The Incredibles</li> <li>The Princess Bride</li> <li>Brother Where Art Thou</li> <li>Dogma</li> <li>The Daily Show With Jon Stewart</li> <li>The Simpsons</li> <li>South Park</li> <li>Family Guy</li> </ul> |

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|  | <p>evaluating their impact on the text.</p> <ul style="list-style-type: none"> <li>• providing textual evidence to support understanding of and reader's response to text.</li> <li>• demonstrating comprehension of main idea and supporting details.</li> <li>• summarizing key events and/or points from text.</li> <li>• making inferences, predicting, and drawing conclusions based on text.</li> <li>• identifying and analyzing personal, social, historical or cultural influences, contexts, or biases</li> <li>• analyzing and evaluating the effects of author's craft and style.</li> <li>• analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and author's message of words and phrases</li> </ul> <p><b>&gt;Genre</b></p> <ul style="list-style-type: none"> <li>○ Discerning the effect of interpreting literature from various critical perspectives</li> <li>○ Relating the effects of style, meaning, and genre within or among works</li> <li>○ recognizing common themes that run through works, using evidence from the texts to substantiate ideas</li> </ul> <p><b>&gt;Grammar/Language</b></p> <ul style="list-style-type: none"> <li>○ Using vocabulary strategies such as context clues, resources , and structural analysis to determine meaning of words and phrases</li> </ul> |  |  | <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Politically Correct Fairy Tales or Twisted Fairy Tales</li> </ul> |
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## Global Lit and Comp Curriculum Map

Concept: Diverse Perspectives

Quarter: 1

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| <p><b>Expressive</b></p> <ul style="list-style-type: none"> <li>The student will express reflections and reactions to print and non-print text as well as to personal experience</li> </ul>   | <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Cultural literacy</li> <li>Past and present connections</li> <li>Cultural similarities and differences<br/>Faith, hope, and wisdom</li> </ul>   | <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How does one determine when social action is appropriate?</li> <li>How can one effectively articulate opinions and perspectives?</li> <li>Where do society's principles and beliefs originate?</li> <li>What is valued in society?</li> <li>Where do we find wisdom?</li> </ul> <p>How does the past impact the present?</p> |   |
| <p style="text-align: center;"><b>Learning Targets</b></p> <p><b>Expressive CI 1</b> The student will compose reflective texts by:<br/>(<i>Writing &amp; Speaking:</i>)</p> <ul style="list-style-type: none"> <li>demonstrating complex thoughts and feelings</li> <li>demonstrating social, political, or philosophical significance</li> <li>demonstrating the significance of past events to the present</li> </ul> <p><b>&gt;Grammar</b></p> <ul style="list-style-type: none"> <li>revising writing to enhance voice, organization, sentence variety, and word choice</li> <li>using appropriate transitional words and phrases</li> <li>editing for correct punctuation, spelling, mechanics, and standard American English</li> </ul> | <p style="text-align: center;"><b>Assessments</b></p> <p><b>Summative Assessment</b><br/>(required)<br/><u>Write Source</u></p> <ul style="list-style-type: none"> <li>College Entrance essay – reveal something about you as a student and as a person</li> </ul> <p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>Personal narrative</li> <li>Quick write</li> </ul> <p><u>Write Source</u></p> <ul style="list-style-type: none"> <li>Prompts</li> </ul>                  | <p style="text-align: center;"><b>Strategies or Best Practices</b></p> <ul style="list-style-type: none"> <li>Graphic organizers</li> <li>Rubrics</li> </ul>   | <p style="text-align: center;"><b>Teacher Resources</b></p> <p><u>Write Source</u> :</p> <ul style="list-style-type: none"> <li>Narrative Writing Unit, p155-161</li> <li>Using the Writing Process</li> <li>Understanding the Traits of Writing</li> <li>Exploring the Writing Process</li> </ul>  |
| <p style="text-align: center;"><b>Learning Targets</b></p> <p><b>Expressive CI 2:</b> The student will respond to texts by:<br/>(<i>Writing &amp; Speaking:</i>)</p> <ul style="list-style-type: none"> <li>empathizing with the voice of the text</li> <li>making connections between the learner's life and text</li> <li>reflecting on the influences of cultural or historical perspectives</li> <li>examining one's own response in light of peers' responses</li> <li>recognizing features of the author's language and how the</li> </ul>  | <p style="text-align: center;"><b>Assessments</b></p> <p><b>Summative Assessment</b><br/>(required)<br/><u>World Literature (McDougal):</u><br/>Literary Analysis Conflict in an Epic - Compare/contrast 2 or more lit selections in Unit 1 &amp; 2., focusing upon devices, themes, or ideas p143</p> <p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>Reading log for independent reading</li> <li>Student blog or wiki for literature responses to independent</li> </ul> | <p style="text-align: center;"><b>Strategies or Best Practices</b></p>   | <p style="text-align: center;"><b>Teacher Resources</b></p> <p><u>Write Source</u> :</p> <ul style="list-style-type: none"> <li>Response to Literature Unit, p323-339</li> </ul> <p><u>Literature Connections Source book</u></p> <ul style="list-style-type: none"> <li>Beowulf</li> </ul> <p><b>Student Expressive Anchor Texts</b><br/>(required)<br/><u>World Literature (McDougal):</u></p> <ul style="list-style-type: none"> <li>Selections from Units 1 &amp; 2</li> </ul> <p><u>Poetry</u><br/>excerpts from Beowulf</p> <p style="text-align: center;"><b>Linking Texts</b></p> |

| <p>reader relates these features to his/her own writing</p> <p><b>&gt;Grammar</b></p> <ul style="list-style-type: none"> <li>contrasting use of language conventions of authors in different time periods of literature</li> </ul>   | <p>reading</p>   |  | <p>Student choice from classroom library or other sources</p> <ul style="list-style-type: none"> <li><a href="http://www.readwritethink.org/lessons/">www.readwritethink.org/lessons/</a><br/>An introduction to Beowulf: language and poetics</li> <li><a href="http://www.worlded.org">www.worlded.org</a></li> </ul> |
|--|--|--|---|
| Learning Targets   | Assessments  | Strategies or Best Practices   | Teacher Resources   |
| <p><b>Expressive CI 3:</b> The student will demonstrate the ability to read, listen and view a variety of increasingly complex expressive print and other media appropriate to grade level and course literary focus by:</p> <p><i>(Reading, Listening, &amp; Viewing)</i></p> <ul style="list-style-type: none"> <li>selecting, monitoring, and modifying reading strategies appropriate to readers' purpose</li> <li>identifying and analyzing text structures (i.e., story patterns, cause/effect, problem/solution, compare/contrast, description, sequence) and evaluating their impact on the text</li> <li>making inferences based on text</li> <li>making connections between works, self and related topics</li> <li>analyzing and evaluating effects of author's craft and style</li> </ul> <p><b>&gt;Genre</b></p> <ul style="list-style-type: none"> <li>recognizing common themes that run through works, using evidence from the texts to substantiate ideas</li> <li>understanding how literary movements influence writers</li> </ul> <p><b>&gt;Grammar</b></p> <ul style="list-style-type: none"> <li>using vocabulary strategies (i.e., context clues, resources, roots, affixes) to determine meaning of words and phrases</li> </ul> | <p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>Comprehension assessment: <ul style="list-style-type: none"> <li>Monitor strategies</li> <li>Text structures</li> <li>Inferences</li> <li>Author's craft/style</li> <li>Connections</li> <li>Recognize common themes</li> <li>Use vocabulary strategies</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Bloom's taxonomy questioning</li> <li>Fruyer Model</li> <li>Plot Diagram</li> <li>Socratic seminar for Big Ideas and Essential Questions</li> </ul> | <p><u>Toolkit of Best Practices</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Monitor, pA12, A43</li> <li>Author's Craft &amp; Style, pD24, D25</li> <li>Connections, pA8, A39</li> <li>Themes, pD32-33</li> <li>Vocabulary strategies, Section E</li> </ul>  |

8/14/2009

# Global Lit and Comp Curriculum Map

**Course Benchmark Emphasis:** Argumentative Communication

**Concept:** Diverse Perspectives

**Quarter:** 2

| Benchmark, Big Ideas, and Essential Questions  | Learning Targets (Core Indicators)   | Assessments<br>Summative: <i>Final Assessments</i><br>Formative: <i>Throughout the unit</i>  | Strategies or Best Practices   | Instructional Resources   |
|--|--|--|--|---|
| <p><b>Benchmark Emphasis Argumentative</b></p> <ul style="list-style-type: none"> <li>The student will advocate issues of public concern</li> </ul> <p><b>Supporting Benchmarks</b></p> <ul style="list-style-type: none"> <li>Genre</li> <li>Grammar /Language</li> </ul> <p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>Cultural literacy</li> <li>Past and present connections</li> <li>Cultural similarities and differences</li> <li>Faith, hope, and wisdom</li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>How does one determine when social action is appropriate?</li> <li>How can one effectively articulate opinions and perspectives?</li> <li>Where do society's principles and beliefs originate?</li> <li>What is valued in society?</li> <li>Where do we find wisdom?</li> <li>How does the past impact the present?</li> </ul> | <p><b>Argumentative CI 1</b> The student will research and define issues of public concern by:<br/>(<i>Reading, Listening, &amp; Viewing</i>)</p> <ul style="list-style-type: none"> <li>using a variety of resources, (i.e., media center, on-line resources, interviews, and personal reflection)</li> <li>specifying the nature of an issue, including various claims made and the reasoning that supports these claims</li> </ul> <p><b>Argumentative CI 2:</b> The student will organize and deliver an argument that has credibility by:<br/>(<i>Writing &amp; Speaking</i>)</p> <ul style="list-style-type: none"> <li>wording the claim clearly</li> <li>specifying reasons in support of the claim that are likely to be convincing</li> <li>adopting an appropriate tone and stance toward the issue</li> </ul> <p><b>&gt;Grammar</b></p> <ul style="list-style-type: none"> <li>analyzing the power of standard usage over nonstandard usage in formal settings (i.e., job interviews, academic presentations, public speaking events)</li> <li>contrasting use of language conventions of authors in different time periods of literature</li> </ul> <p><b>Argumentative CI 3:</b> The student will demonstrate the ability to read, listen, and view increasingly complex argumentative print and media appropriate to grade level and course literary focus by:<br/>(<i>Reading, Listening, &amp; Viewing</i>)</p> <ul style="list-style-type: none"> <li>Selecting, monitoring, and modifying reading strategies</li> </ul> | <p><b>*Summative Assessment</b> (required)</p> <p><b>Argumentative CI 1</b><br/><b>Argumentative CI 2</b><br/><b>Argumentative CI 3</b></p> <p><u>Write Source</u><br/>Choose one of the following :</p> <ul style="list-style-type: none"> <li>Essay of Argumentation – argue for a position on an ethical issue, p219-258</li> <li>Speech of argumentation</li> </ul> <p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>Class debates</li> <li>Reading log</li> <li>Quick write</li> <li>Comprehension assessment:             <ul style="list-style-type: none"> <li>Monitor strategies</li> <li>Analyze and evaluate author's craft/style</li> <li>Analyze and evaluate connections</li> <li>Recognize common themes</li> <li>Use vocabulary strategies</li> </ul> </li> </ul> <p><u>Write Source</u></p> <ul style="list-style-type: none"> <li>Argumentative Prompt, p267-273</li> </ul> | <ul style="list-style-type: none"> <li>Note Taking</li> <li>Building Vocabulary - Frayer Model</li> <li>Questioning/Blooms Taxonomy</li> <li>Graphic Organizer</li> <li>Rubrics</li> <li>Socratic Questioning</li> </ul> | <p><b>*Instructional Texts</b><br/><u>Write Source (Great Source)</u></p> <ul style="list-style-type: none"> <li>Persuasive Writing Unit, p219-258</li> <li>Making Oral Presentations, p439-449</li> <li>Tools of Learning Unit, p523-526</li> </ul> <p><u>Toolkit of Best Practices (McDougal)</u></p> <ul style="list-style-type: none"> <li>Monitor, A12, A43</li> <li>Text evidence, C29, 31, 32, 34</li> <li>Summarize, B11, B32</li> <li>Inference, A13, A44</li> </ul> <p><b>*Anchor Texts:</b> (required)<br/><u>World Literature (McDougal):</u><br/>Selections from Units 3 &amp; 4<br/><u>Literature Connections Sourcebook</u></p> <ul style="list-style-type: none"> <li>Canterbury Tales</li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>excerpts from Canterbury Tales</li> </ul> <p><b>Linking Texts:</b></p> <ul style="list-style-type: none"> <li>Student choice from classroom library or other sources</li> <li><a href="http://www.pbs.org">www.pbs.org</a></li> <li><a href="http://www.globalconnections.co.uk">www.globalconnections.co.uk</a></li> </ul> |

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|  | <p>appropriate to readers' purpose</p> <ul style="list-style-type: none"> <li>• Identify and analyze text components providing textual evidence to support understanding of and reader's response to text</li> <li>• making inferences based on text</li> <li>• identifying and analyzing personal, social, historical or cultural influences, context, or biases</li> <li>• analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and./or experiences</li> </ul> <p>&gt;<b>Genre</b></p> <ul style="list-style-type: none"> <li>• discerning the effect of interpreting literature from various critical perspectives</li> <li>• relating the effects of style, meaning, and genre within or among works</li> <li>• recognizing common themes that run through works, using evidence from the texts to substantiate</li> </ul> <p>&gt;<b>Grammar/Language</b></p> <ul style="list-style-type: none"> <li>• Using vocabulary strategies such as context clues, resources , and structural analysis to determine meaning of words and phrases</li> <li>•</li> </ul> |  |  |  |
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# Global Lit and Comp Curriculum Map

**Course Benchmark Emphasis:** Argumentative Communication

**Concept:** Diverse Perspectives

**Quarter:** 3

| Benchmarks, Big Ideas, and Essential Questions  | Learning Targets (Core Indicators)   | Assessments<br><b>Summative:</b> <i>Final Assessments</i><br><b>Formative:</b> <i>Throughout the unit</i>  | Strategies or Best Practices  | Instructional Resources   |
|---|--|--|---|---|
| <p><b>Benchmark Emphasis:</b><br/><b>Informative</b></p> <ul style="list-style-type: none"> <li>The student will inform by exploring general principles existing in life and literature</li> </ul> <p><b>Supporting Benchmarks:</b></p> <ul style="list-style-type: none"> <li>Genre</li> <li>Grammar/Language</li> </ul> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>Cultural literacy</li> <li>Past and present connections</li> <li>Cultural similarities and differences</li> <li>Faith, hope, and wisdom</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How does one determine when social action is appropriate?</li> <li>How can one effectively articulate opinions and perspectives?</li> <li>Where do society's principles and beliefs originate?</li> <li>What is valued in society?</li> <li>Where do we find wisdom?</li> <li>How does the past impact the present?</li> </ul> | <p><b>Informative CI 1</b> The student will <b>locate, process, and comprehend texts that explain principles, issues, and concepts by:</b><br/><i>(Reading, Listening, &amp; Viewing)</i></p> <ul style="list-style-type: none"> <li>investigating complex issues from a variety of critical stances</li> <li>discerning significant differences and similarities among texts that propose different ideas related to similar concepts</li> </ul> <p><b>&gt;Genre</b></p> <ul style="list-style-type: none"> <li>Making associations between historical and current viewpoints</li> </ul> <p><b>Informative CI 2</b> The student will <b>analyze general principles in life and literature by:</b><br/><i>(Reading, Listening, &amp; Viewing)</i></p> <ul style="list-style-type: none"> <li>discovering and defining principles in personal experience and literature</li> <li>predicting what is likely to happen in the future on the basis of those principles</li> </ul> <p><b>Informative CI 3</b> The student will <b>compose texts, in print and non-print media, that explain a principle or theory by:</b><br/><i>(Writing &amp; Speaking)</i></p> <ul style="list-style-type: none"> <li>presenting and supporting a thesis and considering alternative perspectives on the principle/theory</li> <li>adjusting the diction, tone, language and method of presentation</li> </ul> <p><b>&gt;Grammar/Language</b></p> <ul style="list-style-type: none"> <li>contrasting the use of language conventions of authors in different time periods of literature</li> </ul> | <p><b>*Summative Assessment</b> (required)</p> <p><b>Informative CI 1</b><br/>Choose two of the following, one of which may be an alternative method of presentation:<br/><u>Write Source</u></p> <ul style="list-style-type: none"> <li>Essay of Opposing Ideas, p163-202</li> <li>Essay of Speculation, p203-210</li> </ul> <p><u>World Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Subject Analysis Essay (Informative Exposition) - Unit 5 p. 762</li> <li>Problem-Solution Essay (Informative Exposition) - Unit 3 p.552</li> </ul> <p><b>Formative Assessment</b><br/><u>Write Source</u></p> <ul style="list-style-type: none"> <li>Expository prompt, p211-217</li> <li>Reading logs</li> <li>Quick writes</li> <li>Comprehension assessment:             <ul style="list-style-type: none"> <li>Monitor strategies</li> <li>Text structure</li> <li>Main idea</li> <li>Summarize</li> <li>Inference</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Plot Diagram</li> <li>Cornell notes</li> <li>Frayer model vocabulary</li> <li>Rubrics</li> <li>Socratic questioning</li> <li>Self-evaluation &amp; Goal setting</li> <li>Problem/Solution graphic organizer</li> </ul> | <p><b>Instructional Texts:</b><br/><u>World Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Writing Workshop- Problem/Solution Essay p.552-556</li> <li>Writing Workshop-Subject Analysis p762-766</li> <li>Sentence Crafting-compound complex sentences p.559</li> </ul> <p><b>Best Practices Toolkit</b></p> <ul style="list-style-type: none"> <li>Writing Template, C29</li> <li>Aligning Contents, Standards, Assessments, p9</li> </ul> <p><u>Literature Connections Sourcebook</u> (McDougal)</p> <ul style="list-style-type: none"> <li>The Tempest</li> <li>Macbeth</li> </ul> <p><u>Write Source</u> (Great Source)</p> <ul style="list-style-type: none"> <li>Expository Writing Unit</li> </ul> <p><b>Anchor Texts:</b> (required)<br/><u>World Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Unit 5 and Unit 6, Part I</li> </ul> <p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>Macbeth</li> </ul> <p><b>Linking Texts:</b><br/><b>Novel:</b></p> <ul style="list-style-type: none"> <li>Gulliver's Travels</li> </ul> <p><b>Novella</b></p> <ul style="list-style-type: none"> <li>Candide</li> </ul> <p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>The Tempest</li> <li>King Lear</li> </ul> |

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|  | <p><b>Informative CI 4</b> The student will demonstrate the ability to read, listen, and view informative texts appropriate to grade level and course literary focus by:</p> <p><i>(Reading, Listening, &amp; Viewing)</i></p> <ul style="list-style-type: none"> <li>• selecting, monitoring, and modifying reading strategies appropriate to readers' purpose</li> <li>• identifying and analyzing text structures (i.e., cause/effect, problem/solution, compare/contrast, description, sequence) and evaluating their impact on the text</li> <li>• identifying and analyzing text features (i.e., title, subheadings, graphics, bold type, bullets) and evaluating their impact on the text</li> <li>• demonstrating comprehension of main idea and supporting details</li> <li>• summarizing key events and/or points</li> <li>• making inferences, predictions, and draw conclusions based on text</li> </ul> <p><b>&gt;Grammar/Language</b></p> <ul style="list-style-type: none"> <li>• Using vocabulary strategies such as context clues, resources , and structural analysis to determine meaning of words and phrases</li> </ul> |  |  |  |
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## Global Lit and Comp Curriculum Map

**Course Benchmark Emphasis:** Argumentative Communication

**Concept:** Diverse Perspectives

**Quarter:** 4

| Benchmarks, Big Ideas & Essential Questions for This Unit  | Learning Targets (Core Indicators)  | Assessments<br>Summative: <i>Final Assessments</i><br>Formative: <i>Throughout the unit</i>  | Strategies or Best Practices   | Instructional Resources   |
|--|---|--|--|---|
| <p><b>Benchmark Emphasis Critical</b></p> <ul style="list-style-type: none"> <li>The student will analyze and critique texts from various perspectives and approaches</li> </ul> <p><b>Supporting Benchmarks:</b></p> <ul style="list-style-type: none"> <li>Genre</li> <li>Grammar/Language</li> </ul> <p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>Cultural literacy</li> <li>Past and present connections</li> <li>Cultural similarities and differences</li> <li>Faith, hope, and wisdom</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How does one determine when social action is appropriate?</li> <li>How can one effectively articulate opinions and perspectives?</li> <li>Where do society's principles and beliefs originate?</li> <li>What is valued in society?</li> <li>Where do we find wisdom?</li> <li>How does the past impact the present?</li> </ul> | <p><b>Critical CI 1:</b> The student will develop critiques by:<br/><i>(Writing &amp; Speaking)</i></p> <ul style="list-style-type: none"> <li>relating themes among texts</li> <li>analyzing how authors' assumptions, cultural backgrounds, and social values affect texts</li> <li>applying clear, credible criteria for evaluation</li> </ul> <p>&gt; <b>Genre</b></p> <ul style="list-style-type: none"> <li>demonstrating in various print and non-print media the significance of works</li> <li>observing how the imaginative experience of literature broadens and enriches real life</li> </ul> <p>&gt; <b>Grammar</b></p> <ul style="list-style-type: none"> <li>revising writing to enhance voice, organization, sentence variety, and word choice</li> <li>applying literary devices (i.e., symbolism, flashback, protagonist, irony, figurative language, satire, farce, pun, parody, understatement, hyperbole)</li> <li>contrasting use of language conventions of authors in different time periods of literature</li> </ul> <p><b>Critical CI 2:</b> Demonstrate the ability to critically read, listen and view a variety of increasingly complex print and non-print texts appropriate to grade level and course literary focus by:<br/><i>(Reading, Listening, &amp; Viewing)</i></p> <ul style="list-style-type: none"> <li>selecting, monitoring, and modifying reading strategies appropriate to readers' purpose</li> <li>identifying and analyzing text components (i.e., organizational structures, story elements, organizational features) and evaluating their impact on the text.</li> </ul> | <p><b>Summative Assessment Critical CI 1-2</b><br/><u>World Literature</u> (McDougal)</p> <ul style="list-style-type: none"> <li>Literary interpretation, p1190-1194</li> </ul> <p><b>Supportive Assessment Write Source</b></p> <ul style="list-style-type: none"> <li>Analyze a theme, p275-314</li> <li><u>Brit Literature</u> (McDougal)</li> <li>Critical review, p1311</li> </ul> <p><b>Formative Assessment Write Source</b></p> <ul style="list-style-type: none"> <li>Reading log</li> <li>Quick write</li> <li>Response to literary prompt, p323-339</li> <li>Comprehension assessment:</li> <li>✓ Monitor strategies</li> <li>✓ Identify biases</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>Note Taking</li> <li>Building Vocabulary - Frayer Model</li> <li>Connections</li> <li>Similarities and Differences</li> <li>Creating Metaphors</li> <li>Questioning/Blooms Taxonomy</li> <li>Graphic Organizer</li> <li>Rubrics</li> <li>Patterns and Predictions</li> <li>Socratic Questioning</li> <li>Self Evaluation</li> <li>Mapping/Plot Diagram</li> </ul> | <p><b>Instructional Texts:</b><br/><u>World Literature (McDougal)</u></p> <ul style="list-style-type: none"> <li>Writing Workshop-Literary Interpretation, p1190-1194</li> </ul> <p><b>Best Practices Toolkit</b></p> <ul style="list-style-type: none"> <li>Literary Analysis, section D</li> <li>Writing Template, C30</li> <li>Aligning Contents, Standards, Assessments, p9</li> </ul> <p><b>Literature Connections Sourcebook (McDougal)</b></p> <ul style="list-style-type: none"> <li>Things Fall Apart</li> <li>1984</li> </ul> <p><b>Write Source</b></p> <ul style="list-style-type: none"> <li>Response to Literature unit</li> </ul> <p><b>Anchor Texts:</b><br/><u>World Literature (McDougal)</u></p> <ul style="list-style-type: none"> <li>Unit 6, Part 2 &amp; Unit 7</li> </ul> <p><b>Linking Texts:</b><br/><u>Novel</u><br/>1984<br/>Things Fall Apart<br/>Kite Runner<br/>A Thousand Splendid Suns</p> |

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|  | <ul style="list-style-type: none"> <li>• providing textual evidence to support understanding of and reader's response to text.</li> <li>• demonstrating comprehension of main idea and supporting details.</li> <li>• summarizing key events and/or points from text.</li> <li>• making inferences, predicting, and drawing conclusions based on text.</li> <li>• identifying and analyzing personal, social, historical or cultural influences, contexts, or biases</li> <li>• analyzing and evaluating the effects of author's craft and style.</li> <li>• analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and author's message of words and phrases</li> </ul> <p><b>&gt;Genre</b></p> <ul style="list-style-type: none"> <li>o Discerning the effect of interpreting literature from various critical perspectives</li> <li>o Relating the effects of style, meaning, and genre within or among works</li> <li>• recognizing common themes that run through works, using evidence from the texts to substantiate</li> </ul> <p><b>&gt;Grammar/Language</b></p> <ul style="list-style-type: none"> <li>o Using vocabulary strategies such as context clues, resources , and structural analysis to determine meaning of words and phrases</li> </ul> |  |  |  |
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