

Mt. Zion High School Curriculum Map

Name: McQuality Department: English Subject: Advanced English I

Quarter	Essential Skills	Strategies and Activities	CC Standards	Assessments
1	<p>Students will write to communicate for a variety of purposes.</p> <p>Students will develop a rich, wide-ranging vocabulary for application and comprehension.</p> <p>Students will comprehend and apply Conventions of Standard English Language in reading and writing.</p>	<p>Overview lecture and notes for 6+1 Writing Traits and Writing Process Writing workshop focus – writing process Thesis Statement Instruction/Practice</p> <p>Complete structured exercises in Vocabulary Workshop</p> <p>Parts of Speech Review Guide</p> <p>Whole class instruction for Subordinate Clause Construction</p>	<p>W.9-10.4 W.9-10.5 W.9-10.2 W.9-10.2a W.9-10.2b W.9-10.2d L.9-10.4 (a,b,c,d)</p> <p>L.9-10.1 L.9-10.2 L.2-10.2a L.9-10.2b L.9-10.2c</p>	<p>Elements of writing sentences quizzes</p> <p>Weekly Vocabulary Quizzes/Sentence construction with Subordinate Clause construction</p> <p>Peer and teacher assessment of AOD</p>
1/2	<p>Students will understand and explicate the elements of the short story.</p> <p>Students will read and comprehend literature at or above grade level independently</p>	<p>Elements of the short story overview</p> <p>Model and guided practice of Active Reading Strategies to analyze fiction</p> <p>Collaborative literary workshops to apply concepts of literary analysis in fiction</p> <p>Independent reading assignments</p>	<p>RL.2-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.10 W.9-10.2 (a,b,c,d,e,f) W.9-10.4 W.9-10.5</p> <p>RL.9-10.10</p>	<p>Short Story Quizzes with scaffolded writing prompts: Topic Sentence - Short Response - Paragraph Response Explication</p> <p>Independent reading project(Q1)</p>

Quarter	Essential Skills	Strategies and Activities	CC Standards	Assessments
2	<p>Students will develop general academic and domain specific vocabulary</p> <p>Students will synthesis an original proposal using modern media incorporating elements of a short story and in accordance with narrative structure</p> <p>Students will identify the different Greek Gods who play important roles in The Odyssey.</p> <p>Students will recognize the qualities of an epic hero through the reading of parts of <i>The Odyssey</i> by Homer.</p> <p>Students will read and comprehend literature at or above grade level independently</p>	<p>Through workshops and whole class instruction students define, identify, and utilize words and phrases in short story specific skill sets.</p> <p>Pre-writing, outline, collaborative revision will be utilized to collaborate on a presentation for “The Most Dangerous Video Game” Project</p> <p>Students will take notes over the History channel movie <i>Greek Gods</i>. Students will take notes over Homer, the Trojan War, and aspects of an epic hero. Students will read portions of <i>The Odyssey</i> from their literature text. Students will work on small group projects which will illustrate their knowledge of the poem. Students will complete group projects that will demonstrate understanding of the stories in <i>The Odyssey</i>, and using knowledge of daily vocabulary words, epic similes, and imagery.</p> <p>Independent reading assignments</p>	<p>L.9-10.4 (a,c,d) L.9-10.5 (a)</p> <p>SL.9-10.5 SL.9-10.6 W.9-10.3 (a,c,d,e) W.9-10.6</p> <p>L.9-10.5a-c</p> <p>SL 9-10. 5</p> <p>SL 9-10. 1a,b,c,d RL 9-10. 1-1-9</p> <p>RL.9-10.10</p>	<p>Short Story Quizzes</p> <p>Video Game Proposal and Presentation</p> <p>Test over Part 1 and the Greek Gods. Group projects graded with rubric. Collaborative (partner, small group) activities over different parts of the literature. Test over Part 2 of <i>The Odyssey</i>.</p> <p>Independent reading project(Q2)</p>

3	<p>Students will understand and explicate the elements of the drama.</p> <p>Students will develop general academic and domain specific vocabulary</p> <p>Students will write to communicate for a variety of purposes.</p> <p>Students will read and comprehend literature at or above grade level independently</p> <p>Students will conduct research to build and present knowledge.</p>	<p>Elements of drama overview</p> <p>Model and guided practice of Active Reading Strategies to analyze fiction</p> <p>Collaborative literary workshops to apply concepts of literary analysis in fiction</p> <p>Through workshops and whole class instruction students define, identify, and utilize words and phrases in fiction/Drama specific skill sets. Implement the steps of 6+1 writing for literary analysis essay on Romeo and Juliet</p> <p>Independent Reading Assignments</p> <p>Guide students through source card and note card processes. Model MLA Documented Outline preparation.</p>	<p>RL.2-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.10</p> <p>W.9-10.2 (a,b,c,d,e,f) W.9-10.4 W.9-10.5</p> <p>L.9-10.4 (a,c,d) L.9-10.5 (a)</p> <p>W.9-10.4 W.9-10.5 W.9-10.2 W.9-10.2(a,b,d) W.9-10.3a W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.9 (a) W.9-10.10</p> <p>RL.9-10.10</p> <p>W.9-10.7 W.9-10.8 W.9-10.9 (b) W.9-10.10</p>	<p><i>Romeo and Juliet</i> Test</p> <p><i>Romeo and Juliet</i> quizzes</p> <p><i>Romeo and Juliet</i> Essay</p> <p>Independent Reading Project (Q3)</p> <p>Documented Research Outline *Holocaust topic</p>
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3/4	<p>Students will present claims and findings in a focused, coherent speech.</p> <p>Students will work collaboratively with minimal guidance on the study of a work with literary merit</p> <p>Students will read and comprehend literature at or above grade level independently</p>	<p>Prepare illustrated poster/visual aid. Prepare bulleted note cards. Review conduct of professional speaking.</p> <p>Direction and supervision of lit. circle for the study of <i>Night</i></p> <p>Independent Reading Assignments</p>	<p>SL.9-10.4 SL.9-10.6</p> <p>RL.9-10.10 SL.9-10.1</p> <p>RL.9-10.10</p>	<p><i>Night</i> Research Presentation</p> <p>Lit Circle Packet <i>Night</i> Exam/Quizzes</p> <p>Independent reading project (Q4)</p>
4	<p>Students will read for allegorical analysis and historical context utilizing the elements of a novel. (When Time Allows)</p> <p>*Students will comprehend rhetorical strategies</p>	<p>Elements of the novel review</p> <p>Model and guided practice of Active Reading Strategies to analyze fiction</p> <p>Collaborative literary workshops to apply concepts of literary analysis in fiction utilizing critical thinking packets</p> <p>Synthesize allegorical components into visual representation</p> <p>Intro to Rhetoric Activity with Modern TV Commercial Samples</p>	<p>RL.2-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.10</p> <p>W.9-10.2 (a,b,c,d,e,f) W.9-10.4 W.9-10.5</p> <p>??</p>	<p>*<i>Animal Farm</i> Test</p> <p><i>Animal Farm</i> Quizzes</p> <p><i>Animal Farm</i> Project</p>