

## Mt. Zion High School Curriculum Map

Name: Amanda Renshaw and Nick Canaday Department: English Subject: Sophomore English

Quarter	Essential Skills	Strategies and Activities	CC Standards	Assessments
1	Students will be able to explain and identify short story literary devices.	<ul style="list-style-type: none"> <li>● Read various short stories and complete guided questions</li> </ul>	<ul style="list-style-type: none"> <li>● RL.9-10.1</li> <li>● RL.9-10.2</li> <li>● RL.9-10.3</li> <li>● RL.9-10.4</li> <li>● RL.9-10.5</li> <li>● RL.9-10.10</li> </ul>	<ul style="list-style-type: none"> <li>● Grade guided questions</li> <li>● Quizzes</li> <li>● Short story test</li> </ul>
1	Students will create a document that organizes research and reflects knowledge of MLA formatting including internal citations and a works cited page.	<ul style="list-style-type: none"> <li>● Research a historical figure, event, and setting</li> <li>● Create note cards and source cards</li> <li>● Create a document that utilizes proper MLA formatting including internal citations and a works cited page</li> </ul>	<ul style="list-style-type: none"> <li>● W.9-10.2a,b,d,e,f</li> <li>● W.9-10.7</li> <li>● W.9-10.8</li> <li>● W.9-10.9</li> <li>● W.9-10.9b</li> <li>● W.9-10.10</li> </ul>	<ul style="list-style-type: none"> <li>● Project rubric</li> <li>● Graded note and source cards</li> </ul>
1	Students will create a research-based narrative.	<ul style="list-style-type: none"> <li>● Pre-writing</li> <li>● Rough draft</li> <li>● Peer Edit</li> <li>● Self Edit</li> <li>● Final copy</li> </ul>	<ul style="list-style-type: none"> <li>● W.9-10.3a,b,c,d,e</li> <li>● W.9-10.4</li> <li>● W.9-10.5</li> <li>● W.9-10.6</li> </ul>	<ul style="list-style-type: none"> <li>● Rubric for Short Story</li> </ul>
1	Students will understand how to properly capitalize and use commas correctly in writing.	<ul style="list-style-type: none"> <li>● Notes</li> <li>● Worksheets</li> <li>● Bell Ringers</li> <li>● Student writing</li> <li>● Self-editing writing for errors</li> </ul>	<ul style="list-style-type: none"> <li>● L.9-10.2</li> </ul>	<ul style="list-style-type: none"> <li>● Graded worksheets</li> <li>● Quizzes</li> <li>● Test</li> </ul>

Quarter	Essential Skills	Strategies and Activities	CC Standards	Assessments
2	Students will determine the theme of <i>Cyrano de Bergerac</i> and <i>Twelve Angry Men</i> and support it with strong textual evidence.	<ul style="list-style-type: none"> <li>● Large group, small group, and individual analysis of text.</li> <li>● Guided questions in teacher created packet</li> <li>● Create discussion question about the text</li> <li>● Answer essential questions using textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>● RL.9-10.1</li> <li>● RL.9-10. 2</li> <li>● RL.9-10.3</li> <li>● RL.9-10.10</li> <li>● RL.9-10.6-8</li> <li>● W.9-10.6-8</li> <li>● SL.9-10.1-6</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly quizzes</li> <li>● Assessment of reader's guide</li> </ul>
2	Students will develop a rich wide ranging vocabulary for application and comprehension.	<ul style="list-style-type: none"> <li>● Define vocabulary words and identify synonyms</li> <li>● Create visual representations of words</li> <li>● Create original writing utilizing vocabulary words</li> <li>● Self-identify unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>● L.9-10.3</li> <li>● L.9-10.4</li> <li>● L.9-10.4C</li> <li>● L.9-10.6</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment of vocabulary chart</li> <li>● Weekly quizzes</li> <li>● Assessment of reader's guide</li> </ul>
2	Students will create a literary analysis paragraph examining theme.	<ul style="list-style-type: none"> <li>● Directed instruction detailing essential components of writing with a focus on writing introductory paragraphs and using quotes as evidence in writing</li> </ul>	<ul style="list-style-type: none"> <li>● W.9-10.1a-e</li> <li>● W.9-10.2a-c, e-f</li> </ul>	<ul style="list-style-type: none"> <li>● Rubric for essay</li> </ul>
2	Students will create an argumentative analysis paper.	<ul style="list-style-type: none"> <li>● Creation of a rough draft</li> <li>● Peer-editing and teacher editing</li> <li>● Creation of a final draft using appropriate technology and MLA formatting.</li> </ul>	<ul style="list-style-type: none"> <li>● W.9-10. 4</li> <li>● W.9-10. 5</li> <li>● W.9-10.9</li> <li>● W.9-10.10</li> </ul>	

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3	Students will paraphrase complex text to demonstrate understanding.	<ul style="list-style-type: none"> <li>● Large group, small group, and individual analysis of text.</li> <li>● Guided questions in teacher created packet</li> <li>● Formal analysis with revisions</li> </ul>	<ul style="list-style-type: none"> <li>● W.9-10.2</li> <li>● W.9-10.2d</li> <li>● W.9-10.5</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment of poetry packet</li> <li>● Rubric for analysis</li> <li>● Unit test</li> </ul>
3	Students will demonstrate the understanding and use of standard English.	<ul style="list-style-type: none"> <li>● Directed study of Chapter 20 in the language textbook</li> <li>● Create writing that demonstrates correct usage of standard English</li> <li>● Create visual representations of correct usage</li> </ul>	<ul style="list-style-type: none"> <li>● L.9-10.1</li> <li>● L.9-10.3</li> <li>● L.9-10.4</li> <li>● L.9-10.4a</li> <li>● L.9-10.4b</li> <li>● L.9-10.6</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly quizzes</li> <li>● Grading of notes and writing assignments</li> <li>● Unit test</li> </ul>
3	Students will define poetry terms and apply knowledge when analyzing poetry.	<ul style="list-style-type: none"> <li>● Completion of webquest to define and find examples of terms</li> <li>● Guided reading of specific poem with emphasis on literary devices.</li> <li>● Create posters defining literary devices.</li> </ul>	<ul style="list-style-type: none"> <li>● L.9-10.6</li> <li>● RL.9-10.10</li> <li>● RL.9-10.5</li> </ul>	<ul style="list-style-type: none"> <li>● Grading of webquest</li> <li>● Unit test</li> <li>● Assessment of poetry packet</li> </ul>
3	The students will understand and demonstrate the skills required for good communication. Students will use these skills to complete a group project that requires them to propose a change in policy.	<ul style="list-style-type: none"> <li>● Read and take notes on Chapter 7</li> <li>● Perform skits illustrating different types of communicators</li> <li>● Complete rule project</li> <li>● Persuasive Speech</li> </ul>	<ul style="list-style-type: none"> <li>● S.L.9-10.1-1d</li> <li>● S.L.9-10.2</li> <li>● S.L.9-10.4-5</li> <li>● S.L.9-10.6</li> <li>● W.9-10.6-8</li> </ul>	<ul style="list-style-type: none"> <li>● Chapter 7 Test</li> <li>● Graded notes</li> <li>● Rubric for project</li> </ul>

Quarter	Essential Skills	Strategies and Activities	CC Standards	Assessments
3/4	Students will determine the theme of a poetic text and support it with strong textual evidence.	<ul style="list-style-type: none"> <li>● Large group, small group, and individual analysis of text.</li> <li>● Guided questions in teacher created packet</li> <li>● Formal analysis with revision</li> </ul>	<ul style="list-style-type: none"> <li>● RL.9-10.1-2</li> <li>● RL.9-10.5</li> <li>● RL.9-10.10</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment of a poetry packet</li> <li>● Rubric for analysis</li> <li>● Unit test</li> </ul>
3/4	Write an argumentative essay focused on using strong textual evidence as support.	<ul style="list-style-type: none"> <li>● Group discussion of nonfiction articles to be used in essay</li> <li>● Guided questions</li> <li>● Pre-write</li> <li>● Rough draft</li> <li>● Peer editing</li> <li>● Self-edit</li> <li>● Final copy</li> </ul>	<ul style="list-style-type: none"> <li>● W.9-10.1a, b, c, d,e</li> <li>● W.9-10.4-6</li> <li>● W.9-10.9</li> <li>● W.9-10.9b</li> <li>● W.9-10.10</li> </ul>	<ul style="list-style-type: none"> <li>● Graded guided questions</li> <li>● Rubric for essay</li> </ul>
4	Students will be able to support ideas and assertions with textual evidence.	<ul style="list-style-type: none"> <li>● Read <i>Of Mice And Men</i></li> <li>● Read multiple nonfiction articles</li> <li>● Complete reader's guides</li> <li>● Activities connecting essential questions to both the fiction and nonfiction pieces</li> </ul>	<ul style="list-style-type: none"> <li>● RL.9-10.1</li> <li>● RL.9-10.2</li> <li>● RL.9-10.3</li> <li>● RL.9-10.4</li> <li>● RL.9-10.10</li> <li>● RI.9-10.1</li> <li>● RI.9-10.2</li> <li>● RI.9-10.9</li> <li>● RI.9-10.10</li> </ul>	<ul style="list-style-type: none"> <li>● Graded Reader's Guides</li> <li>● Quizzes</li> <li>● Journal</li> <li>● Group Discussion</li> </ul>
4	Participate effectively in a collaborative discussion using textual evidence as support.	<ul style="list-style-type: none"> <li>● Four corners</li> <li>● Socratic Seminar</li> </ul>	<ul style="list-style-type: none"> <li>● S.L.9-10.1a,b,c</li> <li>● S.L.9-10.1-4</li> <li>● S.L.9-10.6</li> <li>● R.L.9-10.1-4</li> <li>● R.L.9-10.10</li> <li>● RI.9-10.1-2</li> <li>● RI.9-10.9-10</li> </ul>	<ul style="list-style-type: none"> <li>● Socratic Seminar Rubric</li> </ul>