

Mt. Zion High School Curriculum Map

Name: Clifton Department: English Subject: Accelerated English III

Quarter	Essential Skills	Strategies and Activities	CC Standards	Assessments
1	Students will write a personal narrative essay.	<p>Students read and analyze a mentor text based on lecture notes and guided instruction.</p> <p>Students follow the writing process to create final product including: pre-writing, rough draft, revision, and peer editing.</p>	<p>W.11-12.3 W.11-12.4 W.11-12.5</p>	<p>Personal Narrative Essay Scored with CC aligned Rubric</p>
1	Students will analyze a play for theme and support thesis with textual evidence	<p>Utilize reader's guides to trace thematic development throughout <i>The Crucible</i>.</p> <p>Collaborative activity to identify and support specific textual evidence for a chosen theme.</p> <p>Directed instruction of how to incorporate textual evidence in student produced writing samples.</p> <p>Students construct a formal literary analysis through the implementation of all steps in the writing process including peer review and revision.</p> <p>Students will choose a unique differentiated project to highlight their thematic comprehension of <i>The Crucible</i></p>	<p>RL.11-12.3 RL.11-12.1 RL.11-12.2 RL.11-12.10 RL.11-12.9 WS.11-12.2 WS.11-12.4 WS.11-12.e</p>	<p>Literary Analysis Essay <i>The Crucible</i></p> <p>Differentiated Project <i>The Crucible</i></p> <p>Weekly Quizzes on <i>The Crucible</i></p> <p>Unit Test <i>The Crucible</i></p>

Quarter	Essential Skills	Strategies and Activities	CC Standards	Assessments
1/2	Students will develop a rich, wide ranging vocabulary for application and comprehension	<p>Read and discuss text specific vocabulary words</p> <p>Utilize new vocabulary words in original writing samples</p>	<p>R.L.11-12.4</p> <p>WS.11-12.4</p>	<p>Weekly Vocabulary Quizzes</p> <p>Rubric for word choice in essays</p>
1	Students will determine use of character to develop theme in long work of literature	<p>Utilize reader's guides to trace character development as method for thematic development in <i>The Crucible</i></p> <p>Collaborative workshops to provide textual evidence for strong support of character as mode of thematic insight</p> <p>Differentiated thematic project focus on character <i>The Crucible</i></p> <p>Create a formal literary analysis through the implementation of all steps in the writing process including peer review and revision with focus on character in <i>The Crucible</i></p>	<p>RL.11-12.3</p> <p>RL.11-12.1</p> <p>RL.11-12.2</p> <p>RL.11-12.10</p> <p>RL.11-12.9</p> <p>WS.11-12.2</p> <p>WS.11-12.4</p> <p>WS.11-12.e</p>	<p>Literary Analysis Essay <i>The Crucible</i></p> <p>Weekly Quizzes on <i>The Crucible</i></p> <p>Unit Test <i>The Crucible</i></p>

1	Students will use descriptive language to create written work over extended time frames as well as shorter time frames.	<p>Create both group and individual paragraphs using vocabulary words and limiting the use of “be” verbs.</p> <p>Directed instructions on how to eliminate overused words as well as “be” verbs in writing.</p> <p>Revision of writing assignments to eliminate overused words and “be” verbs.</p>	<p>WS. 11-12.2d WS. 11-12.2e Ws.11-12.4 WS.11-12.10</p>	<p>Journals</p> <p>Vocabulary Paragraphs</p> <p>Rubric for word choice in essays</p>
2	Students will read, understand, and analyze nonfiction pieces from the Romantic Transcendental period of American Literature. Students will connect these ideas to the modern day world.	<p>Close reading of sections of Bryant, Emerson, and Thoreau’s work in large group, small group, and individual settings</p> <p>Completion of reader’s guides that tie specific quotations from the transcendental writers to key concepts of Transcendentalism</p> <p>Journal writing that analysis how modern day thought reflects or disputes transcendental ideas.</p> <p>Creation of Transcendental project which connects modern day examples to Transcendental ideas and writers</p> <p>Discussions that debate and analysis modern day application of these ideas</p> <p>Creation of Nature project that reflects romantic thought</p> <p>Viewing of <i>Dead Poet’ Society</i> and creation of essay analyzing theme development.</p>	<p>RI. 11-12.1 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.10 SL.11-12.1a,c,d WS. 11-12.10 WS. 11-12.2 a, b, c, d, e, f</p>	<p>Quote charts for each author</p> <p>Journal s</p> <p>Weekly quizzes</p> <p>Rubric for projects</p> <p>Rubric for essay</p> <p>Four corners discussion</p> <p>Unit Test</p>

Quarter	Essential Skills	Strategies and Activities	CC Standards	Assessments
2	Students will read, analyze and understand fiction pieces from the anti-transcendental movement in American Literature.	<p>Close reading of Hawthorne's works</p> <p>Completion of reader's guide that helps students analyze "The Minister's Black Veil."</p> <p>Use of Edmodo to publish and critique thesis statements.</p> <p>Viewing of movie about Melville and <i>Moby Dick</i>.</p>	<p>RL. 11-12.1</p> <p>RL.11-12.3</p> <p>RL.11-12.6</p> <p>RL.11-12.9</p> <p>RL.11-12.10</p>	<p>Edmodo rubric</p> <p>Weekly quizzes</p> <p>Unit Test</p>
2	Students will write introductions that are developed, intriguing and well organized. This introduction will end in a thesis statement that contains an arguable point.	<p>Directed instruction on how to analyze a question and format an introduction</p> <p>In large groups, small groups, and individually, students create introductions that follows the format presented in class</p> <p>Publication of thesis statements through Edmodo</p>	<p>WS. 11-12.2a,e</p> <p>WS.11-12.4</p> <p>WS.11-12.6</p> <p>WS11-12.10</p>	<p>Organization grade on Rubric for essays</p> <p>Grading of assignments</p>
2	Students will use the internet to research background information for the 1920's to establish scaffolding for the study of <i>The Great Gatsby</i> .	Completion and discussion of the 1920's webquest	WS11-12.7	Assessment of research

Quarter	Essential Skills	Strategies and Activities	CC Standards	Assessments
2	<p>Students will read and analyze <i>The Great Gatsby</i> focusing on the influences of the 1920's and the use of symbolism throughout the novel. Students will be able to discuss in both written and oral form how an author uses symbolism to create a message about a topic.</p>	<p>Introductory activity of possible symbols and how they might represent the American Dream</p> <p>Group discussion and creation of symbol for the American Dream</p> <p>Group analysis of novel covers both after chapter 2 and the end of the novel</p> <p>Directed reading of the novel through reader's guides and class discussion</p> <p>Group creation of symbolic transformation of James Gatz to Jay Gatsby</p> <p>Timed write analyzing <i>The Great Gatsby</i></p>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 WS.11-12.2a,b,c,d,e,f WS.11-12.9 WS.11-12.10</p>	<p>Rubric for American Dream symbol</p> <p>Assessment of directed reading</p> <p>Rubric for transformation project</p> <p>Weekly quizzes</p> <p>Unit test</p> <p>Rubric for essay</p>

Quarter	Essential Skills	Strategies and Activities	CC Standards	Assessments
3	Students will use commas correctly in complex, compound, and compound-complex sentences. Students will use various types of sentences in writing.	Students will complete study of Chapter 17. Students will create sentences of varying types with correct grammar usage.	L. 11-12.2	Chapter 17 Test
3	Students will use who/whom correctly.	Students will complete study of 619-620. Students will create sentences using who/whom correctly.	L.11-12.2	Chapter 17 Test
3	Students will select a topic that is debatable, select a position, research the position and create an argumentative essay in which the student demonstrates the correct usage of a thesis statement, internal citations, ethos, pathos, logos, counter arguments, and works cited.	Students will apply knowledge to current editorials and identify thesis, ethos, pathos, logos, and counter arguments. Students will evaluate the use of these techniques in these articles. Students will perform initial research and complete prewrite. Students will post thesis and research questions on Edmodo and comment on other posts. Students will use research techniques and compile information to support a thesis. Students must consult at least one source that is not a website. Students will create an argumentative essay that includes all necessary elements. This essay will be revised at least twice.	W.11-12.1a-e W.11-12.4 W.11.-12.5 W.11-12.6 W.11.-12.7 W.11-12.8 W.11-12.10 RI.11-12.1 RI.11-12.7 RI.11-12.10	Rubric for Essay Test (Argumentative Writing)

Quarter	Essential Skills	Strategies and Activities	CC Standards	Assessments
3	Students will track two or more motifs and demonstrate how these two motifs create one message.	Students will read <i>To Kill a Mockingbird</i> . Students will track themes and collect textual evidence that proves not only the existence of the themes but also the author's purpose. Students will create an essay in which they analyze the development of two motifs as well as analysis of how the motifs create one message.	RL.11-12.1 RL.11-12.2 RL.11-12.10 W.11-12.2a,b,c,d,e,f W11-12.4 W.11-12.10 L.11-12.1 L.11-12.2	Quizzes Rubric for Essay Test
3/4	Students will participate in a student lead discussion that uses textual evidence to support answers.	Students will participate in teacher led discussions that model good question technique. Students will lead four corner discussions after teacher initiates them. Students will participate in fishbowl discussions where they must maintain a discussion without teacher interference for 10 minutes. Discussion must reference text and use evidence.	S.L.11-12.1a,b,c,d S.L. 11-12.3 S.L. 11-12.4 S.L.11.12.6 L.11-12.1 L.11-12.3 L.11-12.6	Participation Rubric Fishbowl Rubric
4	Students will identify and apply the characteristics of the literary movements of naturalism, realism, and postmodernism	Students will take notes on the four literary movements. Students will read and analyze various stories from each of these movements. Students will read <i>The Things They Carried</i> which represents postmodernism	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.9 RL.11-12.10	Quizzes Tests Journal

Quarter	Essential Skills	Strategies and Activities	CC Standards	Assessments
4	Students will comprehend and analyze a difficult text when the author is unclear and meaning must be inferred.	<p>Students will read <i>The Things They Carried</i>.</p> <p>Students will track the concrete and inferred messages of the author.</p> <p>Students will analyze “The Sweetheart of Song Tra Bong” as an allegory.</p> <p>Students will analyze character development.</p> <p>Students will analyze motifs and development them into statements of theme.</p> <p>Students will track textual evidence.</p> <p>Students will write in journals.</p> <p>Students will participate in class discussion.</p>	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.8	Quizzes Test Fishbowl Rubric
4	Students will read and analyze nonfiction and connect that information to the literature we are studying.	<p>Throughout our study of <i>The Things They Carried</i>, students will read at least four nonfiction articles.</p> <p>Students will connect these articles to the essential questions and state the author’s purpose as well as prove this purpose through textual evidence.</p> <p>Students will create journal entries from these articles.</p> <p>Students will include references to nonfiction in their fishbowl discussions.</p>	RI.11-12.1 RI.11-12.3 RI.11-12.7 RI.11-12.10	Graded assignments Graded journals Fishbowl Rubric
4	Students will understand test taking strategies for the ACT.	<p>Students will complete bell ringer activities throughout the school year.</p> <p>Students will complete various readings on strategies and will analyze the author’s purpose.</p> <p>Students will complete several practice tests for the ACT Reading and English.</p>	L.11-12.3	Graded bell ringers. ACT Exam

4	Students will create projects that illustrate the ability to synthesize information and apply it to a problem.	Students will create a Vietnam Scrapbook using internet sources. Students will create a presentation that analyzes the qualities that America idolizes and will create a product that tries to encourage others to follow these qualities.	W.11-12.2a-f W.11-12.4 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 W.11-12.9b W.11-12.10 SL.11-12.4 SL.11-12.5	Rubric for scrapbook Rubric for project
---	--	---	---	--

