



1-2	<p>Students will understand Ancient Greek drama.</p> <p>Students will understand gender roles and their impact on society.</p>	<ol style="list-style-type: none"> <li>a. Students will participate in a discussion of present day gender roles.</li> <li>b. Students will take notes over <i>Lysistrata</i> background.</li> <li>c. Students will read/perform the play <i>Lysistrata</i>.</li> <li>d. Students will read, interpret, and write about articles that examine similar themes as <i>Lysistrata</i></li> <li>e. Students will write an essay examining the important themes expressed in <i>Lysistrata</i>.</li> </ol>	<p>RL 11-12 1,2,3,4,5, 10</p> <p>RI 11-12 1,2,3,4,6, 10</p> <p>W 11-12 1a,b,c,d,e</p> <p>W 11-12 4,5,6,7,8 9, 10</p>	<ol style="list-style-type: none"> <li>1. Quizzes over events of the play</li> <li>2. 1-2 page essay over Act I and news articles graded with a rubric</li> <li>3. 3-5 page essay over <i>Lysistrata</i></li> <li>6. Journal writings over thematic, character, and analytical questions</li> </ol>
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Quarter	Essential Skills	Strategies and Activities	CC Standards	Assessments
2-3	<p>Students will understand the object, format, and research process of educational debate.</p> <p>Students will use evidence and logic to debate against opponents.</p>	<ol style="list-style-type: none"> <li>a. Students will view the movie <i>The Great Debaters</i>.</li> <li>b. Students will take notes over debate terms and format.</li> <li>c. Students will write a debate proposition and contentions.</li> <li>d. Students will gather evidence to support each contention and put important points onto evidence cards.</li> <li>e. Students will develop a plan/case with a MLA source list that includes evidence and logic to support contentions.</li> </ol>	<p>W 11-12. 2a-e</p> <p>W 11-12. 4,5,6</p> <p>W 11-12. 7,8,9</p> <p>SL 11-12. 1a-d, 4</p> <p>SL 11-12. 4</p>	<ol style="list-style-type: none"> <li>1. Essay over movie graded with rubric.</li> <li>2. Evidence cards</li> <li>3. Plan/case with MLA source list</li> <li>4. Participate in mock/practice debate</li> <li>5. Participate in a formal debate</li> </ol>

	<p>Students will read independently, take AR tests, and accumulate a minimum of 15 AR points a quarter.</p>	<ul style="list-style-type: none"><li>f. Students will work on logic, format, and style through a mock/practice debate.</li><li>g. Students will show participate in a formal debate using plan and evidence cards.</li></ul>		
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## Mt. Zion High School Curriculum Map

Name: Canaday Department: English Subject: English IV

Quarter	Essential Skills	Strategies and Activities	CC Standards	Assessments
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3	Students will use evidence and logic to debate against opponents.	<ul style="list-style-type: none"> <li>h. Students will write a debate proposition and contentions.</li> <li>i. Students will gather evidence to support each contention and put important points onto evidence cards.</li> <li>j. Students will develop a plan/case with a MLA source list that includes evidence and logic to support contentions.</li> <li>k. Students will work on logic, format, and style through a mock/practice debate.</li> <li>l. Students will participate in a formal debate using plan and evidence cards.</li> </ul>	<p>W 11-12. 2a-e W 11-12. 4,5,6</p> <p>W 11-12. 7,8,9 SL 11-12. 1a-d, 4 SL 11-12. 4</p>	<ul style="list-style-type: none"> <li>6. Participate in mock/practice debate</li> <li>7. Participate in a formal debate</li> </ul>
3	<p>Students will read and understand <i>Lord of the Flies</i></p> <p>Students will understand how personalities impact small group settings.</p>	<ul style="list-style-type: none"> <li>f. Students will read, interpret, <i>Lord of the Flies</i></li> <li>g. Students will participate in a discussion of the symbolism involved in the novel.</li> <li>h. Students will take the color activity personality test individually and in the personality of one of the characters.</li> <li>i. Students will write an essay examining the important themes expressed in <i>Lord of the Flies</i>.</li> </ul>	<p>RL 11-12 1,2,3, 4,7,10</p> <p>W 11-12 9, 10</p> <p>SL 11-12 1,2,5,6</p> <p>L 11-12 1</p>	<ul style="list-style-type: none"> <li>7. Complete study guides for each chapter of the novel</li> <li>8. Symbolism interpretation worksheets</li> <li>9. Journal writings over thematic, character, and analytical questions</li> <li>10. Personality worksheets</li> </ul>
3-4	Students will understand proper collegiate MLA research conventions and process.	<ul style="list-style-type: none"> <li>a. Students will take background notes over proper MLA research format, note cards, and citations</li> </ul>	<p>W 11-12. 2a-e W 11-12. 4,5,6</p>	<ul style="list-style-type: none"> <li>11. Essay graded with a rubric</li> </ul>

4	<p>Students will research a topic of their choosing.</p> <p>Students will read selections and understand <i>Othello</i></p> <p>Students will understand how manipulation and jealousy impact behavior.</p>	<ul style="list-style-type: none"> <li>b. Students will brainstorm ideas for an analytical or argumentative research project.</li> <li>c. Students will research their topic using educational research methods and sources</li> <li>d. Students will create Source and note cards for their research</li> <li>e. Students will create a proper MLA research paper containing an outline, 1<sup>st</sup> draft, final draft, and bibliography</li> </ul> <ul style="list-style-type: none"> <li>a. Students will complete a web search over Shakespeare and the play <i>Othello</i>.</li> <li>b. Students will watch <i>Shakespeare Now</i> video.</li> <li>c. Students will watch <i>Othello</i> and read selections from the play.</li> <li>d. Students will examine and interpret lines from the play.</li> <li>e. Students will watch the movie <i>O</i>.</li> <li>f. Students will present thematic projects from <i>Othello</i>.</li> </ul>	<p>W 11-12. 7,8,9</p> <p>RL 11-12 1,2,3, 4,7,10  W 11-12 9, 10  SL 11-12 1,2,5,6  L 11-12 1</p>	<ul style="list-style-type: none"> <li>4. Brainstorming activity completed</li> <li>5. 5 source cards created</li> <li>6. 25 note cards created</li> <li>7. Outline created</li> <li>8. 1<sup>st</sup> draft created</li> <li>9. Final drafter created and graded with a rubric</li> </ul> <ul style="list-style-type: none"> <li>1. Websearch completed</li> <li>2. Line selections from each act that accompany the movie.</li> <li>3. <i>Othello</i> take home test</li> <li>4. Group projects presented and graded with a rubric.</li> </ul>
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