

## Mt. Zion High School Curriculum Map

Name: McQuality Department: English Subject: AP English Literature IV

Quarter	Essential Skills	Strategies and Activities	CC Standards	Assessments
1	<p>Students will develop a rich, wide-ranging vocabulary for application and comprehension.</p> <p>Students will write to communicate for a variety of purposes in a narrative form.</p> <p>Students will write to illustrate theme, specifically honing the construction of the thesis statement.</p>	<p>Complete structured exercises in Level H Vocabulary Workshop.</p> <p>Compose original complex sentences utilizing Level H vocabulary words</p> <p>Overview of writing process and modeling of elements of narrative essay</p> <p>Guided pre-writing activities and class discussion for graphic organizer compilation</p> <p>Implement all steps in the writing process to produce a formal writing sample including peer review and electronically annotated revision</p> <p>Analyze children’s literature for theme and model qualities of the thesis statement.</p> <p>Conduct collaborative writing workshops with guided practice on thesis statement refinement.</p>	<p>L.11-12.4 (a,b,c,d)</p> <p>L.11-12.2 (b)</p> <p>L.11-12.1 (a,b)</p> <p>L.11-12.3 (a)</p> <p>W.11-12.1 (a,b,c,d,e)</p> <p>W.11-12.3 (a,b,c,d,e)</p> <p>W.11-12.4</p> <p>W.11-12.5</p> <p>W.11-12.6</p> <p>L.11-12.1</p> <p>L.11-12.5 (a,b)</p> <p>L.11-12.6</p> <p>W.11-12.1 (a,b,c,d,)</p> <p>W.11-12.10</p> <p>SL.11-12.1 (a,b,c,d)</p>	<p>Weekly Vocabulary Quizzes - Sentence Construction focus on use of subordinate clause</p> <p>Personal Narrative Essay for college application or scholarship application</p> <p>Informal Pair/Share &amp; Small Group assessment with immediate feedback</p>
1-2	<p>Students will explicate understanding of the elements of a novel, specifically focused on setting, character, and the use of figurative language.</p>	<p>Apply active reading methods and discussion in the reading of <i>Lord of the Flies</i></p> <p>Compose multiple chapter analysis of <i>Lord of the Flies</i></p> <p>Utilize analysis techniques and secondary research to construct a formal, summative analysis of <i>Lord of the Flies</i></p>	<p>RL.11-12.1</p> <p>RL.11-12.2</p> <p>RL.11-12.3</p> <p>RL.11-12.4</p> <p>RI.11-12.1</p> <p>RI.11-12.2</p> <p>RI.11-12.3</p> <p>RI.11-12.4</p> <p>RI.11-12.5</p>	<p>Paragraph Response/Chapter Themes <i>Lord of the Flies</i></p> <p>Formal, Documented Literary Analysis Essay <i>Lord of the Flies</i></p>

Quarter	Essential Skills	Strategies and Activities	CC Standards	Assessments
2	<p>Students will analyze literature for the thematic quality in an epic poem specifically focused on character, sound device, and figurative language</p> <p>Students will analyze a variety of poems for theme focus on character (speaker), literal/figurative meanings, and satire</p> <p>Students will work collaboratively with minimal guidance on independent study of long work of literary merit</p>	<p>Apply active reading strategies and discussion in the reading of <i>Beowulf</i> including samples of Old English Text</p> <p>Apply theme analysis to trace qualities of heroism over time</p> <p>Analyze poetry for kennings, alliteration and sound qualities including specific focus on Anglo-Saxon poetic style</p> <p>Model close reading strategies in large group, apply guided practice for small group and pair/share workshops to evaluate poetry for theme and literary device citing textual evidence for support.</p> <p>Provide direction and occasional supervision of literary circles including graded meetings</p>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.10 L.11-12.4 (a,b,c,d) L.11-12.5 (a,b) L.11-12.6 W.11-12.4</p> <p>RL.11-12.10 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.6</p> <p>SL.11-12.1 (a,b,c,d) RL.11-12.10</p>	<p><i>Beowulf</i> summative test</p> <p>Original Boast Presentation</p> <p>Informal small group/pair share thesis practice</p> <p>Timed writings with emphasis on textual evidence and theme explication</p> <p>A/R Quarter Test</p> <p>Literary circle packet</p>

3	<p>Students will develop a rich, wide-ranging vocabulary for application and comprehension.</p> <p>Students will write to communicate for a variety of purposes in literary analysis.</p>	<p>Complete structured exercises in Level H Vocabulary Workshop.</p> <p>Compose original complex sentences utilizing Level H vocabulary words</p> <p>Power point and guided instruction of writing process and modeling of elements of literary analysis essay writing</p> <p>Guided pre-writing activities and class discussion for graphic organizer compilation</p> <p>Implement all steps in the writing process to produce a formal writing sample including peer review and electronically annotated revision</p>	<p>L.11-12.4 (a,b,c,d)</p> <p>L.11-12.2 (b)</p> <p>L.11-12.1 (a,b)</p> <p>L.11-12.3 (a)</p> <p>W.11-12.1 (a,b,c,d,e)</p> <p>W.11-12.3 (a,b,c,d,e)</p> <p>W.11-12.4</p> <p>W.11-12.5</p> <p>W.11-12.6</p> <p>L.11-12.1</p>	<p>Weekly Vocabulary Quizzes - Sentence Construction focus on use of subordinate clause</p> <p>Literary Analysis Essay <i>Macbeth</i></p>
3/4	<p>Students will explicate understanding of the elements of short prose, specifically focused on setting, character, and the use of figurative language.</p>	<p>Review elements of prose. Guided practice on RAFTT method for analysis of short prose.</p> <p>Workshop and discussions of student selected works.</p>	<p>RL.11-12.1</p> <p>RL.11-12.2</p> <p>RL.11-12.3</p> <p>RL.11-12.4</p> <p>RI.11-12.1</p> <p>RI.11-12.2</p> <p>RI.11-12.3</p> <p>RI.11-12.4</p> <p>RI.11-12.5</p> <p>RL.11-12.10</p>	<p>Thesis practice and timed writings: Selections vary based on student choices (minimum 5 selections)</p>

4	<p>Students will analyze a variety of poems for theme focus on character (speaker), literal/figurative, style, structure, symbolism, and satire.</p> <p>Students will conduct research on a controversial, current topic and complete an argumentative documented research paper.</p> <p>Students will present a formal, timed speech in support of their research topic.</p> <p>Students will work collaboratively with minimal guidance on independent study of long work of literary merit</p>	<p>Model close reading strategies in large group, apply guided practice for small group and pair/share workshops to evaluate poetry for theme and literary device citing textual evidence for support.</p> <p>Power point review of research methods. Guided pre-writing including individualized conferences during the research process. Create an annotated bibliography of select research sources Implementation of all steps in the writing process. MLA documentation style instruction/review.</p> <p>Guide students through speech outline.</p> <p>Provide direction and occasional supervision of literary circles</p>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.6</p> <p>W.11-12.2 (a,b,c,d,e) W.11-12.1 (a,b,c,d,e) W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 w.11-12.8 w.11-12.9</p> <p>SL.11-12.4 SL.11-12.5 SL.11-12.6</p> <p>SL.11-12.1 (a,b,c,d) RL.11-12.10</p>	<p>Informal small group/pair share thesis practice</p> <p>Timed writings with emphasis on textual evidence and theme explication</p> <p>Annotated Bibliography Research Paper</p> <p>Formal Speech</p> <p>A/R Quarter Test Literary circle packet</p>
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