

Curriculum Map

Course Title: English 1	Quarter: 1	Academic Year:
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Essential Questions for this Quarter:

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources

	<p>LA 10.1.6.o</p>	<p>from the novel to justify their argument in answering essential questions about characters.</p> <p>Create an illustration of Boo Radley based on details in the text.</p> <p>Note important quotes that connect to themes of the novel.</p> <p>Create a theme collage using pictures and captions that appropriately represent 1 theme from the book.</p> <p>Make predictions about how the book will end, using the events that have occurred so far, Students must back up their predictions with textual evidence.</p>	<p>Demonstrate an understanding of text using textual evidence to support analysis and reflection through writing, artistic representation etc.</p>	<p>explanations and ideas from students along with group discussion.</p> <p>Boo Radley drawings</p> <p>Completed theme worksheet</p> <p>Completed theme collage</p> <p>Written predictions are supported by evidence from the novel so far.</p> <p>Sticky notes pose</p>	<p>Theme organizer</p>
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	LA 10.1.6.m	<p>Sticky note reading to make connections to the text and pose questions throughout parts that are unclear.</p> <p>Group reading, stopping after critical information to discuss and create meaning.</p>	<p>Self-monitor comprehension and apply appropriate strategies to understand complex text.</p>	<p>valid questions and make clear self to text connections.</p> <p>Group discussion</p>	
	LA 10.1.6.i	<p>Interpret the title of the novel based on information provided through the middle of the novel.</p>	<p>Construct or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text.</p>	<p>Discussion and/or written answers</p> <p>Weekly check of reading and discussion notes</p>	
	LA 10.2.2.a	<p>Class discussions of events that occurred so far. Students will argue their side individually or in groups and come to a class consensus of which view seems most likely or</p>	<p>Communicate ideas and information effectively in narrative, informative, descriptive and argumentative modes.</p>	<p>Clearly written character</p>	

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--------------------------------	-------------------	-----------------------

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	LA 10.2.1.f	Trade 1 st draft with a partner and check for each element on the peer editing worksheet. Make corrections on the paper and answer the questions on the editing worksheet.	Provide oral, written, and/or digital descriptive feedback to other writers	Compare/Contrast papers draft 2	Peer editing worksheet
	LA 10.2.1.g	Use writing workshop time to write, gain ideas from anyone in the room, begin in the middle of the paper or at the end.	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	Compare/Contrast draft 1 and 2	
	LA 10.2.1.h	Self checking while writing and making corrections after proofreading and during peer editing.	Proofread and edit writing recursively for format and conventions of standard English (spelling, grammar, punctuation etc.)	Compare/Contrast draft 1 and 2	
	LA 10.2.1.j	In class demonstration using Microsoft word to set up headings, font, line spacing, margins, etc. to meet MLA format.	Publish a legible document using a variety of media and apply various formatting techniques to enhance the readability impact of the document (fonts, spacing, headings etc.)	Compare/Contrast draft 1 and 2	

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<p>Research Paper: Beginning to middle of second quarter</p>	<p>LA 10.2.1.a LA 10.2.1.b LA 10.2.1.d LA 10.2.1.e LA 10.2.1.f LA 10.2.1.g LA 10.2.1.h</p> <p>LA 10.2.1.c</p> <p>LA 10.2.1.i</p> <p>LA 10.2.1.j</p>	<p>Covered above and reinforced in this unit</p> <p>How to use a research database to find information to support an opinion. Taking research notes over a source to document the information that is relevant to the topic.</p> <p>The consequences of plagiarism. The forms of plagiarism. How to avoid plagiarism and cite sources, summarizing, quoting. Format for a works cited page</p> <p>Presentation and practice of setting up headings, font type and size, spacing and works cited page.</p>	<p>Using writing strategies to create an effective draft and self monitor while writing then correct errors through proofreading and peer editing.</p> <p>Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims.</p> <p>Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.</p> <p>Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (fonts, spacing, style, citations)</p>	<p>Quality of research notes taken over 3 sources.</p> <p>Research paper final product</p> <p>Research paper final product</p>	<p>-MLA citation guide -Knightcite online citations -Example MLA paper -summarizing and quoting wks -plagiarism articles</p>
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	LA 10.2.2.b	Including research within a paper. Appropriate format for quoting, paraphrasing, in-text citations, and giving credit.	Provide evidence from literary or informational text to support analysis, reflections, and research	Research paper final product	
	LA 10.2.2.c	Examining sources for reliability and credibility. Verifying information by finding it in more than one source to support a thesis statement	Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	Research citations and notes	Good and bad quality sources for evaluation
	LA 10.2.2.d	Students will apply vocabulary words and use words appropriate to their research question to write their papers.	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	Research papers	
	LA 10.2.2.e	Analyze the features of a sample MLA research paper and MLA citation page examples.	Analyze various mentor texts and/or exemplars in order to create a similar piece.	Research papers	Sample MLA paper and citation pages
	LA 10.4.1.a	Using a research data base to find accurate and quality research information. Creating note cards with citations and research notes as they will apply to the research paper.	Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.	Research note cards	

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	LA 10.4.1.b	Practice and understand the difference between paraphrasing, quoting, and summarizing. Group demonstration of finding citations in the research database and using knightcite for resources not found on the data base.	Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (online citation etc.)	Research papers	Summarizing, paraphrasing, quoting wks knightcite
Romeo and Juliet Unit: Last 3-4 weeks of the semester	LA 10.1.3.a	Apply phonetic and structural analysis to help read and understand unfamiliar words	Know and apply phonetic and structural analysis when reading, and writing grade-level text.	Quizzes at the end of act 2 and act 5.	
	LA 10.1.4	Adjust reading strategies to successfully read assigned parts from Romeo and Juliet.	Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.		
	LA 10.1.4.b	Students will read assigned parts out loud in class.	Adjust reading strategies to persevere through text of increasing length and/or complexity.		
	LA 10.1.6.a	Discuss what this play means in the context of Shakespeare's time and how it can be interpreted or understood differently today.	Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, and contextual influences.		

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	LA 10.1.6.c	Pay close attention to literary devices throughout the play and discuss how they impact the meaning and how the tone would change without them.	Analyze the function and critique the effects of the author’s use of literary devices (simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, analogy, dialect, tone, mood).		
	LA 10.1.6.f	Discuss the important themes and meaning of each scene using knowledge of common Shakespearean expressions.	Interpret and evaluate information from print and digital text features to support comprehension.		
	LA 10.1.6.i	Fill out study guides asking critical thinking questions while reading the play. Discuss these as a large group and debate any differences in interpretation.	Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.		
	LA 10.1.6.m	Read the Friar Lawrence scene with a partner—one person reading the part of Romeo and the other of Fr. L. Break down each line of the text to determine what the conversation is really about.	Self-monitor comprehension and independently apply appropriate strategies to understand complex text.		

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	LA 10.1.6.o	Create a symbol for a character of your choice. This symbol should visually represent the personality of the chosen character. Others will guess by viewing only the symbol.	Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research through writing, artistic representation etc.		
	LA 10.1.6.p	After reading the play watch <i>Gnomeo and Juliet</i> then discuss the major differences between the two interpretations.	Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.		
	LA 10.3.1.b	Dramatically read the part of the character assigned. Focus on pacing in a way that others will be able to understand and read as that character would have spoken.	Demonstrate and adjust speaking techniques (eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations.		
	LA 10.3.2.a	Those who aren't reading should be carefully listening in order to interpret what is happening in the scene.	Select and utilize active and attentive listening skills (eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (small/large group, one to one)		
	LA 10.3.2.c	Listen carefully to the directions for each	Complete a task following complex multi-step directions.		

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