Carriculant Map								
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Essential Questions for	this Quarter:							
Unit/Time Frame	Standards	Content		Skills	Assessment	Resources		
To Kill A Mockingbird Unit: First 6 weeks of the semester	LA 10.1.6. g	Students will research segregation and the great depression to better understand the content of		dents will build background wledge of historical context.	Group discussion of findings	K/L chart		
	LA 10.1.6. I	Answer specific journal questions that will help students connect to events from the novel.		nts will analyze the effects of storical context that influenced the novel.				
	LA 10.1.6.b	Discuss the foreshadowing in chapter 1 and investigate the mystery of Boo Radley throughout the novel.	the rela literary plot dev	es will analyze and evaluate tionships between elements of text (characterization, setting, relopment, themes, point of ne, mood)	Written stories that focus on suspense and foreshadowing Stories written by			
		Write narratives that analyze mood, tone and suspense			students.			
	LA 10.1.6.j	Create Venn diagrams to compare and contrast characters throughout the novel.	patterns	nowledge of organizational s to comprehend information effect, compare/contrast, nion)	Completed Venn diagrams and discussion.			
	LA 10.1.6.n	Identify important quotes while reading and explain the impact these quotes have on the story.	formula text evi	es will analyze and evaluate to te and justify inferences with dence while previewing, and analyzing text.	Completed quote organizer	Quote Organizer		
		Students will cite evidence			Written			

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	LA 10.1.6.o	from the novel to justify their argument in answering essential questions about characters. Create an illustration of Boo Radley based on details in the text. Note important quotes that connect to themes of the novel. Create a theme collage using pictures and captions that appropriately represent 1 theme from the book. 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.	using t analys	nstrate an understanding of text textual evidence to support is and reflection through artistic representation etc.	explanations and ideas from students along with group discussion. Boo Radley drawings Completed theme worksheet Completed theme collage Written predictions are supported by evidence from the novel so far.	Theme organizer	

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	LA 10.1.6.m	Sticky note reading to make connections to the text and pose questions throughout parts that are unclear. Group reading, stopping after critical information to discuss and create meaning.	apply	nonitor comprehension and appropriate strategies to stand complex text.	valid questions and make clear self to text connections. Group discussion		
					Discussion and/or written answers		
	LA 10.1.6.i	Interpret the title of the novel based on information provided through the middle of the novel.	critical analyz	ruct or answer literal, inferential, I, and interpretive questions, zing and synthesizing evidence he text.	Weekly check of reading and discussion notes		
	LA 10.2.2.a	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	effecti	nunicate ideas and information vely in narrative, informative, ptive and argumentative S.	Clearly written character		

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	LA 10.3.1.d	correct. Choose a character and write a narrative explaining why that character is the student's favorite. What they liked/disliked about that character. Whether they agree/disagree with that character's actions etc. Go over court terms and the court case taking place in the novel. Taking on the role of journalists, students will write a report for a newspaper outlining the highlights of the trial using the evidence reported in the novel and drawing their own conclusions to predict what will happen next Daily reading assignment discussion. Students will use their reading notes to explain what occurred in	reason	y a perspective with clear ing and valid evidence.	Clearly written court report that is supported with evidence.		
		the reading assignment from the day before. Throughout these			Reading notes and group discussions.		

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	LA 10.3.1.f	discussions students will question each other to clarify what actually happened and how to interpret these events. Throughout these discussions students must write and keep track of events on a timeline. We must come to a group consensus about what occurred and why it occurred before moving forward.	Anticipate and address alternative or opposing perspectives when appropriate.	Discussion and/or written responses	
	LA 10.3.3.e	Engage students in a mob mentality activity to help them make connections to the text and question how they or most people would react in a situation similar to the novel. Discuss whether the characters reacted in a typical way.	Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic.	Quizzes and Final Test	

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Vocabulary: Every other week, all semester long	LA 10.1.5.a	Every two weeks students are given 5 new vocabulary words used in sentences. Together we analyze the structure of the	Apply word analysis strategies to determine the meaning of unknown and multiple meaning words to improve comprehension and writing.	Filled out vocabulary charts	Vocabulary charts
	LA 10.1.5.c	word and context clues within the sentence to determine the meaning of that word. Students then identify synonyms of these	Acquire new academic and content specific grade level vocabulary, relate to prior knowledge, and apply in new situations.	Vocabulary test at the end of four sessions	
	LA 10.1.5.d	words, use the word in a sentence of their own, and draw a picture or symbol that represents that word. Discuss the impacts of this	Use semantic relationships to analyze the impact of word choices on meaning and tone to aid comprehension and improve writing.		
	LA 10.1.5.e	word compared to using its synonyms. After four sessions of vocab students are tested on their new understanding of the words.	Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.		
Compare/Contrast writing unit: Week 7-9 of the semester	LA 10.2.1.a	Group brainstorm several different topics that could be compared to one another. Create several Venn diagrams comparing two topics to evaluate for information availability.	Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.	Completeness of ideas in Venn diagrams	

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	LA 10.2.1.b	Review and notes on the structure of a paper. Introduction notes and practice. Conclusion notes and practice. Organizational strategies for a compare/contrast paper (3 different points about that topic and how they compare). Writing workshop in class.	comple throug of effe that are	ate a draft that conveys ex ideas and critical thinking h analysis, reflection, and use ctive organizational patterns e appropriate to the purpose tended audience.	Compare/Contrast papers draft 1	Practice worksheets for introductions and conclusions	
	LA 10.2.1.d	Notes and practice for avoiding run-on sentences, avoiding sentence fragments, and correctly combining sentences when possible.		standard rules of grammar and raph formation.	Compare/Contrast papers draft 1	Practice worksheets for run-ons, fragments, combining sentences from elements of language 3 rd course	
	LA 10.2.1.e	Print first drafts and read through it out loud with a colored pencil in hand. Mark any errors. After peer editing apply corrections from both sources.		e to improve and clarify writing h self-monitoring strategies and feedback from others.	Compare/Contrast papers draft 2	Peer Editing worksheet	

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	LA 10.2.1.f	Trade 1st 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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Research Paper: Beginning to middle of second quarter	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	Covered above and reinforced in this unit	effect writi	y writing strategies to create an ive draft and self monitor while ng then correct errors through pofreading and peer editing.				
	LA 10.2.1.c	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.	aut so	er and use relevant information and evidence from multiple thoritative print and/or digital urces including primary and dary sources to support claims.	Quality of research notes taken over 3 sources.			
	LA 10.2.1.i	The consequences of plagiarism. The forms of plagiarism. How to avoid plagiarism and cite sources, summarizing, quoting. Format for a works cited page	integri overre	y academic honesty and ty by avoiding plagiarism and/or liance on any one source and owing a standard format for n.	Research paper final product	-MLA citation guide -Knightcite online citations -Example MLA paper -summarizing and quoting wks -plagiarism articles		
	LA 10.2.1.j	Presentation and practice of setting up headings, font type and size, spacing and works cited page.	variety format readab	h a legible document using a of media, and apply various ting techniques to enhance the pility and impact of the nent (fonts, spacing, style, as)	Research paper final product			

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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 fo 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 LA 10.1.4	Apply phonetic and structural analysis to help read and understand unfamiliar words Adjust reading strategies to successfully read	Know and apply phonetic and structural analysis when reading, and writing grade-level text. Students will read a variety of grade-level print/digital texts fluently with	Quizzes at the end of act 2 and act 5.	
		assigned parts from Romeo and Juliet.	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.	effects device persor hyperb	ze the function and critique the s of the author's use of literary es (simile, metaphor, nification, idiom, oxymoron, bole, alliteration, analogy, t, tone, mood.			
	LA 10.1.6.f	Discuss the important themes and meaning of each scene using knowledge of common Shakespearean expressions.	from p	ret and evaluate information orint and digital text features to ort 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.	inferer questi evider	ruct and/or answer literal, ntial, critical, and interpretive lons, analyzing and synthesizing nce from the text and additional es 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.	indepe	nonitor comprehension and endently apply appropriate gies to understand complex			

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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.	complex evidence reflection	trate an understanding of text by using textual to support analysis, n, and research through 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.	story, dr	multiple interpretations of a ama, or poem, evaluating h version interprets the ext.				
	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.	techniqu nonverb	trate and adjust speaking les (eye contact, pacing, al cues, word choice, on) for a variety of purposes ations.				
	LA 10.3.2.a	Those who aren't reading should be carefully listening in order to interpret what is happening in the scene.	listening cues, qu multiple	nd utilize active and attentive skills (eye contact, nonverbal lestioning, summarizing) for situations and modalities lege group, one to one)				
	LA 10.3.2.c	Listen carefully to the directions for each		ee a task following complex ep directions.				

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		assignment leading up to quizzes over each scene.					
	LA 10.3.3.b	of words that Shakespeare chooses and their possible	sensitivit words (c	trate awareness of and y to the appropriate use of onnotations, subtleties of e) in conversation.			

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