

Curriculum Map

Course Title: American Literature	Semester 2	Academic Year:
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Essential Questions for this Quarter:

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
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Persuasive Writing Unit	LA 12.2.1.a LA 12.2.1.b LA 12.2.1.c LA 12.2.1.d LA 12.2.1.e LA 12.2.1.f LA 12.2.1.g LA 12.2.1.h LA 12.2.1.i LA 12.2.1.j LA 12.2.2.a LA 12.2.2.b LA 12.2.2.c LA 12.2.2.d LA 12.2.2.e	Review the parts of a persuasive paper (ideas and evidence/support, organization and structure, voice and word choice or audience, proofreading. Students will write a first draft of a persuasive paper. Papers will be traded and peers will offer feedback using a rubric for guidance. Students will use this feedback to edit their own papers and write a final draft.	Generating ideas, solving problems through persuasion, gathering information, applying rules of grammar and paragraph formation, revision, providing feedback to others, proofreading, publishing a legible document, communicating information, supporting a thesis, word choice and analyzing other texts	Students will write a persuasive paper.	
The Moderns 1914-1939	LA 12.1.3.a LA 12.1.5.a LA 12.1.5.c LA 12.1.5.d LA 12.1.5.e LA 12.1.6.b LA 12.1.6.d LA 12.1.6.g LA 12.1.6.i LA 12.1.6.k LA 12.1.6.p	Complete vocabulary through word analysis and the use of context clues. When necessary look the word up and define. Write synonyms, draw a visual representation and use the word in your own original sentence. Read several poems by Sandburg, Frost and E.E. Cummings. Practice analyzing and finding themes. Create a poetry anthology of five poems that all fit under one theme.	Word analysis, synonyms, using context clues, comprehension, using new words while speaking and writing Making connections between theme, reading, writing, summarizing, interpreting, selecting poems	Completed poetry anthology	American Literature Fifth Course pg 743-885

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	<p>LA 12.3.3.a LA 12.3.3.b LA 12.3.3.c LA 12.3.3.d LA 12.3.3.e</p>	<p>Write a two paragraph description for 2 of the poems explaining how they fit under the theme and include pictures for 2 of the poems that will aid in interpretation.</p> <p>Read Robert Frost's "Death of a Hired Man" then form a group discussion circle. Students will have a list of critical thinking questions that we will discuss and debate as a large group. This will be a calm conversation in which anyone can ask questions or argue a point.</p>	<p>Having a conversation, making a logical argument, critical thinking, forming conclusions, defending conclusions</p>		
<p>The Great Gatsby Unit</p>	<p>LA 12.1.5.a LA 12.1.5.c LA 12.1.5.d LA 12.1.5.e LA 12.3.3.c LA 12.3.3.d</p>	<p>Students will choose vocab words, record them, define them and debate with others why that word should be a vocab word. Students with the most logical arguments will get their vocabulary put on the wall of words. Students will choose 5 words per week from this wall and create vocab flashcards.</p>	<p>Defining, debating, arguing, making choices, using a new word in a sentence</p>	<p>Students will participate in a 1920's party in which they present one of 3 projects: A book trailer, a billboard and flyer or a redesigned book cover that will help Fitzgerald sell more copies of his book.</p>	<p>Gatsby paperback books</p>

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	LA 12.1.6.b LA 12.1.6.c LA 12.1.6.d LA 12.1.6.g LA 12.1.6.i LA 12.1.6.l LA 12.1.6.m LA 12.1.6.n LA 12.1.6.o	Make connections between the <i>Great Gatsby</i> and informational text on The American Dream and F.Scott Fitzgerald. Examine class difference, secret societies, character's thoughts and viewpoints. Follow the evidence to discover who Jay Gatsby really is and decide how responsible each character really is for the events that unfold.	Analyzing and evaluating text, evaluating literary devices, finding themes and main ideas, interpreting and evaluating fiction and nonfiction, citing evidence, constructing and answering critical thinking questions, building background, monitoring comprehension, justifying inferences and using textual evidence to support analysis		
	LA 12.1.6.j LA 12.1.6.k LA 12.1.6.p LA 12.2.1.a LA 12.2.1.b LA 12.2.1.c LA 12.2.1.d LA 12.2.1.e LA 12.2.1.g LA 12.2.1.h LA 12.2.1.i LA 12.2.1.j LA 12.2.2.a LA 12.2.2.b LA 12.2.2.c LA 12.2.2.d LA 12.4.2.a LA 12.4.2.b	Journal after every chapter summarizing, making predictions and creating meaning for what is happening in that chapter. Note questions or confusing information. Write a character monologue—what it sounds like to be inside a particular character's head. Write an obituary for Gatsby highlighting key events of his life and those who care about him. Write a literary analysis paper that compares the movie version of <i>The Great</i>	Applying compare/contrast organizational patterns, selecting text from research and citing, analyzing multiple interpretations of a story, generating ideas and answering questions, generating a logical draft, gathering and using evidence, applying rules of grammar, sentence, and paragraph structure, revising, adjusting to write a longer paper, proofreading, citing, publishing a legible document, communicating ideas in writing, providing solid evidence, using precise word choice, careful selection of reliable research		

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		<p><i>Gatsby</i> to the version we read. What major changes have been made?</p>			
	LA 12.3.1.a LA 12.2.1.b LA 12.3.1.c LA 12.3.1.d LA 12.3.1.e La 12.3.1.f LA 12.3.2.a LA 12.3.2.b LA 12.3.2.c LA 12.4.1.a LA 12.4.2.a LA 12.4.2.b	<p>Complete the final project of designing a book trailer, billboard and flyer or design a new book cover that will help Fitzgerald's books sell better. These will be presented to the class on the day of the 1920's party. The goal is to convince Fitzgerald to choose your idea so be persuasive.</p>	<p>Communicating ideas clearly and concisely, adjusting speaking techniques, using visuals, using clear reasoning to persuade, asking questions, anticipating opposing perspectives, utilizing listening skills, analyzing information presented, follow multi-step directions, use information from several sources,</p>		
Modern American Fiction Unit					
<i>A Rose For Emily</i>	LA 12.1.5.a LA 12.1.5.c LA 12.1.5.d LA 12.1.5.e LA 12.1.6.p	<p>Analyze words and use context clues to define new vocabulary words using dictionaries when necessary. Use each word in a meaningful and original sentence. Use six of these words in a paragraph that summarizes the story.</p> <p>Read the fictional news account based on details</p>	<p>Analyzing parts of words, context clues, using new vocabulary</p> <p>Analyzing multiple interpretations of a story</p>		

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		<p>were other options. Provide evidence to back up these claims and write a 200 word report.</p>			
<i>Fahrenheit 451</i>	<p>LA 12.1.5.a LA 12.1.5.c LA 12.1.5.d LA 12.1.5.e</p> <p>LA 12.1.6.a LA 12.1.6.b LA 12.1.6.c LA 12.1.6.d LA 12.1.6.g LA 12.1.6.i LA 12.1.6.l LA 12.1.6.m</p> <p>LA 12.2.2.b</p> <p>LA 12.3.1.a LA 12.3.2.a LA 12.3.3.d</p>	<p>Same as vocabulary above</p> <p>Students will read articles about burning books throughout history and the connection to this story. Students will read a quote each day and create their own meaning by analyzing the author's intentions. Read the story and fill out worksheets and study guide questions examining setting, tone, mood, and figurative language of the story.</p> <p>Answer journal questions at the beginning of each class by interpreting an author's quote.</p> <p>Participate in group discussions of study questions. Fill out the</p>	<p>Same as vocabulary above</p> <p>Analyze and evaluate literary devices and their impact on the story, summarize themes and main ideas, cite textual evidence of this stories historical importance, construct and answer critical thinking questions, build background knowledge, self-monitor comprehension</p> <p>Provide evidence to support analysis and create meaning</p> <p>Communicate ideas and information appropriately for the setting, utilize</p>	<p>Critical Thinking quizzes over each section and a final test at the end of the book.</p>	<p>Fahrenheit 451 Paperback books</p>

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