

Common Core Standards Curriculum Map - English III
 QUARTER 1

Unit 1.1 Literary Theory/Critical Analysis (25 days)

<i>Common Core Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning, Current Learning and Future Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
FOCUS RL11-12.1 RL11.-12.3 RL11-12.6 RI11-12.1 RI11-12.4 W11-12.6 SL 11-12.1a L.11-12.6 REINFORCE RECUR	<ol style="list-style-type: none"> 1. <i>How can a reader identify bias?</i> 2. <i>How can a reader separate fact from opinion?</i> 3. <i>Are there different reading strategies for fiction and non-fiction?</i> 4. <i>What is symbolism?</i> 5. <i>What is allegory?</i> 6. <i>How are denotation and connotation important?</i> 	<p>Prior Learning: Close Reading skills including identifying bias, fact, opinion, connotative and denotative meanings, and inference.</p> <p>Current Learning: A sampling of literary theory to help students analyze texts and understand the potentially limitless variations in possible interpretations.</p> <p>Future Learning: Students will have a broader perspective to apply to future texts</p>	<p>Instructional Activities:</p> <ul style="list-style-type: none"> (I). Individual Reading (I). Annotating (I) Small Group Reading (I) Whole Class Reading (FA) Exit Slips (FA) Socratic Seminars (SA) Response Essays (SA) Critical Essays (SA) Persuasive Essays (SA) Quizzes

Resources:

Handouts for various literary theories (focus on 3 or 4) -- Structuralism, Psychoanalytical Literary Theory, Marxism, Feminism, etc
 Active Reading and Response PPT
 HANDOUT: How to Answer a Question
 The Pony Spell
 Hills Like White Elephants
 Your Brain On Digital

Unit 1.2 Formal Writing (21days)

<i>Common Core Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning, Current Learning and Future Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p>FOCUS</p> <p>RL11-12.2 RI 11-12.5 W11-12.2abcdef W11-12.4 W11-12.5 W11-12.10 L11-12.1a L11-12.2ab SL.11-12.1b</p> <p>REINFORCE</p> <p>RECUR</p>	<p>1. <i>What is the writing process?</i></p> <p>2. <i>What is SPAM?</i></p> <p>3. <i>How can a writer make a good thesis statement?</i></p> <p>4. <i>How can a writer create an interesting hook and write an interesting and effective introduction?</i></p> <p>5. <i>What is the format for an effective body paragraph?</i></p> <p>6. <i>How does a writer cite evidence?</i></p> <p>7. <i>How does a writer respond to a text?</i></p> <p>10. <i>How can literary elements improve writing, particularly descriptive writing?</i></p>	<p>Prior Learning: Students have been exposed to the various forms of writing, as well as, the writing process and SPAM.</p> <p>Current Learning: Strategies for effective writing in general, as well as, strategies geared towards specific modes of writing</p> <p>Future Learning: Effective writing including, but not exclusive of, response to text, persuasive, research writing, compare contrast, narrative</p>	<p>(I) Peer Editing (I) Teacher Conferencing (I) Writing Workshop (FA) Drafts (FA) Conferencing (FA) Peer Editing (FA) Sharing and Discussion (SA) Final Drafts</p>

Resources:

"How to Answer a Question"
 MLA format guide
 OWL at Purdue website
 "How to Write a Research Paper"
 "Writing Prompts" worksheet
 "Thesis Statement" Worksheet

Common Core Standards Curriculum Map - English III
 QUARTER 2
 Unit 2.1a --18th & 19th Century American Literature (15 days)

<i>Common Core Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning, Current Learning and Future Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p>FOCUS: RL11-12.6 RI11-12.2 RI11-12.9 W11-12.3ac</p> <p>REINFORCE: RL11-12.4 RI11-12.4 W11-12.1acde W11-12.2abcef W11-12.9</p> <p>RECUR: RI11-12.3 W11-12.10 SL11-12.1 L11-12.3a</p>	<p><i>1. What were recurring themes in 18th -19th Century American themes?</i></p> <p><i>2. What were the influential factors on the writers of this time period?</i></p>	<p>Prior Learning: Close Reading skills including identifying bias, fact, opinion, connotative and denotative meanings, and inference.</p> <p>Current Learning: Students will read a sampling of literature from this time period, understand the literary movements and perform an author study.</p> <p>Future Learning: Students will have a working knowledge of the authors, writings, and literary movements of this period.</p>	<p>(I) Individual Reading (I) Annotating (I) Small Group Reading (I) Whole Class Reading (FA) Exit Slips (FA) Socratic Seminars (FA) Discussion (SA) Persuasive Essays (SA) Informative Essays (SA) Quizzes (SA) Author Study</p>

Resources:
 Including but not restricted to: Melville, Poe, Fenimore Cooper, Hawthorne, Longfellow, Wadsworth,

Unit 2.1b-- Poetry (16 days)

<p align="center"><i>Common Core Standards and Content to Be Learned</i></p>	<p align="center"><i>Essential Questions</i></p>	<p align="center"><i>Prior Learning, Current Learning and Future Learning</i></p>	<p align="center"><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></p>
<p>FOCUS: RL11-12.5 RI11-12.6 W11-12.2 SL11-12.3 SL11-12.5 L11-12.5ab</p> <p>REINFORCE: W11-12.9 SL11-12.1c SL11-12.2 SL11-12.4</p> <p>RECUR W11-12.4 W11-12.5 W11-12.6 L11-12.2</p>	<p><i>1. What are the literary devices used in poetry?</i> <i>2. What is figurative language?</i> <i>3. How can understanding poetry improve a student's prose writing?</i></p>	<p>Prior Learning: Close Reading skills including identifying bias, fact, opinion, connotative and denotative meanings, and inference.</p> <p>Current Learning: Students will learn about figurative language and other poetic devices and apply them to various poets from a range of periods.</p> <p>Future Learning: Students will recognize poetic devices, understand them and accurately utilize these devices.</p>	<p>(I) Individual Reading (I) Annotating (I) Small Group Reading (I) Whole Class Reading (FA) Exit Slips (FA) Small Group Activities (FA) Golden Nugget (FA) Socratic Seminars (FA) Discussion (SA) Quizzes</p>

Resources:

Unit 2.2 Paired Reading of Informational Texts(10 Days)

<i>Common Core Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning, Current Learning and Future Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p>Focus Standards:</p> <p>RI.9-10.3 RI.9-10.8 RI.9-10.9 W.9-10.1 W.9-10.5 SL.9-10.3 L.9-10.1 (a,b)</p> <p>Reinforcing Standards:</p> <p>RI.9-10.5 RI.9-10.6 W.9-10.8 W.9-10.9 (a,b) SL.9-10.2 SL.9-10.4 L.9-10.3 (a) L.9-10.5 (a,b)</p> <p>Recurring Standards:</p> <p>RI.9-10.3 RI.9-10.10 W.9-10.1 (a,b,c,d,e) W.9-10.4 SL.9-10.1 (a,b,c,d)</p>	<p><i>How can you evaluate an argument to identify if reasoning is valid, relevant, and sufficient? (RI.9-10.8)</i></p> <p><i>How can you write arguments using valid reasoning and relevant and sufficient evidence to support claims? (W.9-10.1)</i></p> <p><i>How can you develop and strengthen writing for specific purposes and audiences? (W.9-10.5)</i></p> <p><i>How can students evaluate a speaker's point of view to identify fallacious reasoning or distorted evidence? (SL.9-10.3)</i></p> <p><i>How can writing conventions of standard English grammar add variety and interest to</i></p>	<p>Prior Learning:</p> <p>Analysis of more complex texts including seminal and foundational US documents of historical and literary significance</p> <p>Current Learning:</p> <p>determine if evidence in a text is valid, relevant, and sufficient</p> <p>prepare to write informative/explanatory texts</p> <p>present information clearly and concisely appropriate to task, purpose, and audience</p> <p>use writing conventions to add interest and variety to writing</p> <p>Future Learning:</p> <p>citation of textual evidence</p> <p>short research projects</p> <p>determination of central idea</p>	<p>Instructional Activities</p> <p>Close Reading Strategies (annotating, context clues, finding main idea of passages) Word Walls Content Literacy Strategies Mini Lessons Pre-Writing Activities Modeling</p> <p>Formative Assessments</p> <p>Think-Pair-Share Text Dependent Questions Metacognition Quizzes Discussions Socratic Seminar Self Assessments Journals Writer's Notebook Peer Assessments Peer Revision Exit Slips Presentations Stations Informal Writing</p>

<p>L.9-10.2 (a,b,c)</p> <p>Content Topics:</p> <ul style="list-style-type: none"> ● Evaluating arguments ● Writing arguments using textual evidence ● Evaluating a speaker’s point of view ● Adding variety to writing through the use of standard English grammar ● Developing thesis statements 	<p><i>writing or presentations?</i> <i>(L.9-10.1.a.b)</i></p>	<p>credible sources</p> <p>learning to use variety in writing</p>	<p><u>Summative Assessments</u></p> <p>State Testing Benchmarks Chapter Tests Common Task Exams Formal Papers Presentations</p>
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<p>Suggested Resources:</p> <ul style="list-style-type: none"> ● Article of the Week (Kelly Gallagher) ● Critical analysis of previously read texts ● Current events from sources such as <i>Time</i>, <i>US News and World Report</i>, <i>Providence Journal</i>, <i>New York Times</i>, etc ● <i>Document Based Questioning (DBQ's)</i>/Released AP Language & Composition Question 1 items (Synthesis)
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Quarter 3
Unit 3.1 (20 Days)
Synthesized Argument (Common Task)

<p style="text-align: center;"><i>Common Core Standards and Content to Be Learned</i></p>	<p style="text-align: center;"><i>Essential Questions</i></p>	<p style="text-align: center;"><i>Prior Learning, Current Learning and Future Learning</i></p>	<p style="text-align: center;"><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></p>
<p>Focus Standards:</p> <p>RI.9-10.1 RI.9-10.5 RI.9-10.6 W.9-10.2 (a,b,c,d,e,f) W.9-10.7 W.9-10.8 SL.9-10.4 L.9-10.3 (a)</p> <p>Reinforcing Standards:</p> <p>RI.9-10.8 W.9-10.2 (a,b,c,d,e,f) W.9-10.6 L.9-10.4 (a,b,c,d)</p> <p>Recurring Standards:</p> <p>RL.9-10.10 RI.9-10.7 RI.9-10.10 W.9-10.4 W.9-10.5 W.9-10.9 W.9-10.10 SL.9-10.1 SL.9-10.6 L.9-10.2 (a,b,c)</p>	<p><i>How do the choices an author makes impact our understanding of a text? (RI.9-10.1, RI.9-10.5, RI.9-10.6)</i></p> <p><i>How does researching and reporting what we learn impact the way we understand issues? (W.9-10.2, W.9-10.7, W.9-10.8)</i></p> <p><i>Why is it important to communicate clearly, concisely, and logically? (SL.9-10.4)</i></p> <p><i>What skills are necessary to write in a formal style (MLA, APA, Chicago) (L.9-10.3.a)</i></p>	<p>Prior Learning: determine if evidence in a text is valid, relevant, and sufficient</p> <p>prepare to write synthesized argument</p> <p>present information clearly and concisely appropriate to task, purpose, and audience</p> <p>use writing conventions to add interest and variety to writing</p> <p>Current Learning: citation of textual evidence</p> <p>synthesizing information into a cohesive argument</p> <p>determination of central idea</p> <p>learning to use variety in writing</p> <p>deciphering between valid and invalid sources</p>	<p>Instructional Activities Close Reading Strategies (annotating, context clues, finding main idea of passages) Word Walls Content Literacy Strategies Mini Lessons Pre-Writing Activities Modeling</p> <p>Formative Assessments Think-Pair-Share Text Dependent Questions Metacognition Quizzes Discussions Socratic Seminar Self Assessments Journals Writer’s Notebook Peer Assessments Peer Revision Exit Slips Presentations Stations Informal Writing</p> <p>Summative Assessments</p>

<p>Content Topics:</p> <ul style="list-style-type: none">● Reading a wide range of texts● Understanding author's craft● Researching and reporting on a topic● Using formal styles of writing (MLA, APA, Chicago)			Common Task Exams Formal Papers Presentations
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Resources:
See Common Task

Common Core Standards Curriculum Map - English III
 QUARTER 3
 Unit 3.2--20th Century Novel (28days)

<i>Common Core Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning, Current Learning and Future Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p>FOCUS: RL11-12.9 RL11-12.10 W11-12.3bd</p> <p>REINFORCE: W11-12.4 W11-12.7 W11-12.9a</p> <p>RECUR: W11-12.5 W11-12.10 L11-12.2b</p>	<p><i>1. How does the author's writing style affect the story?</i></p> <p><i>2. How does the narrator affect the story?</i></p>	<p>Prior Learning: Close Reading skills including identifying bias, fact, opinion, connotative and denotative meanings, and inference.</p> <p>Current Learning: Students will perform a close reading of a 20th century novel and demonstrate an in depth understanding of the characters, themes, and plot of the novel.</p> <p>Future Learning: The ability to close read a novel will help students in future academic classes as the close reading process is readily transferable to non-fiction.</p>	<p>(I) Annotating (I) Individual Reading (I) Small Group Reading (I) Whole Class Reading (FA) Exit Slips (FA) Socratic Seminars (FA) Discussion (SA) Persuasive Essays (SA) Informative Essays (SA) Quizzes (SA) Tests</p>

Resources:
 Suggested but not limited to.....

- *The Great Gatsby* by F. Scott Fitzgerald
- *Fahrenheit 451* by Ray Bradbury
- *The Bluest Eye* by Toni Morrison

Common Core Standards Curriculum Map - English III
 QUARTER 4
 Unit 4.1. Drama (20 days)

<p style="text-align: center;"><i>Common Core Standards and Content to Be Learned</i></p>	<p style="text-align: center;"><i>Essential Questions</i></p>	<p style="text-align: center;"><i>Prior Learning, Current Learning and Future Learning</i></p>	<p style="text-align: center;"><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></p>
<p>FOCUS RL.11-12.7 RL.11-12.4 RI.11-12.7 W11-12.4 W.11-12.10 SL.11-12.4 L.11-12.5b</p> <p>REINFORCE RL11-12.1 RL11-12.4 RI11-12.1 RI11-12.3 RI11-12.7 W11-12.4 W11-12.5 W11-12.7</p> <p>RECUR W11-12.10 L11-12.1ab L11-12.2ab</p>	<p><i>1. How does seeing a play performed change a reader's perception?</i></p> <p><i>2. How does Shakespeare create multiple levels of meaning in his play?</i></p> <p><i>3. How does performing a scene affect a student's understanding of the character?</i></p>	<p>Prior Learning: Close Reading skills including identifying bias, fact, opinion, connotative and denotative meanings, and inference.</p> <p>Current Learning: An in depth reading and analysis of the characters, language and plots in Shakespearean or other dramas.</p> <p>Future Learning:</p>	<p>(I) Performance (I) Paired Reading (I) Whole Class Reading (I) Close Reading (I) Socratic Seminar (FA) Exit Slip (FA) Discussion (FA) Participation (FA) Jeopardy Review (SA) Quizzes (SA) Tests (SA) Performance (SA) Project</p>

Resources:
Suggested but not limited to....

A Streetcar Named Desire
A Raisin In the Sun
Literary critiques

Common Core Standards Curriculum Map English III
QUARTER 4
Unit 4.2 Narrative (Fictional) Writing - (13 days)

<i>Common Core Standards and Content to Be Learned</i>	<i>Essential Questions</i>	<i>Prior Learning, Current Learning and Future Learning</i>	<i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i>
<p>FOCUS: RL11-12.3 W11-12.3abcde SL11-12.1bd</p> <p>REINFORCE: W11-12.6</p> <p>RECUR: W11-12.4 W11-12.5 W11-12.10 L11-12.1a L11-12.2b L11-12.3a</p>	<p><i>1. How can a writer’s narrative point of view affect a story?</i></p> <p><i>2. How can you describe a character implicitly rather than explicitly?</i></p> <p><i>3. How does conflict, or lack thereof, affect a story?</i></p>	<p>Prior Learning: Students have frequently used the writing process, read fiction, and been exposed to figurative language.</p> <p>Current Learning: Students will use the writing process, with an emphasis on multiple drafts, to create a work of fiction focusing on character and plot development, active and accurate word selection, and the use of figurative language as descriptors.</p> <p>Future Learning:</p>	<p>(I) Individual Writing (I) Small Group Writing (I) Whole Class Reading (FA) Exit Slips (FA) Peer Editing (FA) Rough Draft (FA) Conferencing (SA) Final Draft</p>

Resources:

Suggested but not limited to...

“The Ransom of Red Chief” by O. Henry

“Jubilee” by Kirstin Valdez Quade

“Thank you, Ma’am” Langston Hughes

“You, Disappearing” by Alexandra Kleeman

“The Cat” by Mary E. Wilkins Freeman