

# Mr. Kozar Spring 2014

## General English III Curriculum Map Unit 1

**Unit:** Literature of a New Land

**Time Frame:** 3 weeks September

### **Standards:**

-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

-Determine a theme or central idea of a text and analyze in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

-Determine the meaning of words and phrases as they are used in the text.

### **Evidence of Understanding:**

Understand some of the hardships experienced by the settlers of a new land and how religion was a guiding force in their decision making.

### **Formative Assessment:**

Discussion, Quiz on background material

### **Summative Assessment:**

Guided analytical essay questions

### **Instructional Strategies:**

Read selections from text, discussion, lecture

## **General English III Curriculum Map Unit 2**

**Unit:** Grammar

**Time Frame:** 1 week September, 1 week October, 1 week February, 1 week May

### **Standards:**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use parallel structure.\*
  - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  - b. Use a colon to introduce a list or quotation.
  - c. Spell correctly.

### **Evidence of Understanding:**

Students will demonstrate clear and concise communication.

### **Formative Assessment:**

Grammar assessment tool, entrance tickets on specific grammar questions

### **Summative Assessment:**

Test, Written sentences, Peer Review

### **Instructional Strategies:**

Practice exercises, lecture, discussion, practice OGT questions

## **General English III Curriculum Map Unit 3**

**Unit:** Informational Text *Upfront Magazine*

**Time Frame:** 3 days September, 3 days October, 3 days December, 3 days February, 3 days March, 3 days May

### **Standards:**

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

### **Evidence of Understanding:**

Students will read current articles of relevance to our world in an effort to be an informed citizen and develop their reading ability with informational text.

### **Formative Assessment:**

Discussion about articles

**Summative Assessment:**

Knowledge Questions

**Instructional Strategies:**

Read the articles (silently/together) and discuss articles relating information to the lives of students

## **General English III Curriculum Map Unit 4**

**Unit:** Literature of the Revolutionary Period

**Time Frame:** 3 weeks October

**Standards:**

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

**Evidence of Understanding:**

Students will analyze the writings of our Founding Fathers and evaluate the values stressed in society at that time.

**Formative Assessment:**

Discussion about text, quizzes, entrance tickets, exit slips

**Summative Assessment:**

Essay responses to questions

**Instructional Strategies:**

Read selection samples from text, lecture, discussion, research on computer about time period

## **General English III Curriculum Map Unit 5**

**Unit:** Drama *The Crucible*

**Time Frame:** 5 weeks November/December

**Standards:**

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**Evidence of Understanding:**

Understand the elements of drama. Identify ways of thinking during the Puritan Period. Examine themes about life included in the text Realize the damaging impact of hysteria and accusation in society and draw parallels to the McCarthy Era.

**Formative Assessment:**

Students will read/interpret character parts from text. Quizzes, tests, exit slips

**Summative Assessment:**

Group discussion. Students will compose an explanatory essay.

**Instructional Strategies:**

Read the classic American drama *The Crucible*. Students will read parts and act out certain sections of the play. Students will watch the 1996 film version.

## **General English III Curriculum Map Unit 6**

**Unit:** Literature of the Civil War

**Time Frame:** 3 weeks January

**Standards:**

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- Determine the meaning of words and phrases as they are used in a text, including

figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

-Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

-Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

-Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

### **Evidence of Understanding:**

Students will analyze the writings of this time period and understand the impact of slavery on society.

### **Formative Assessment:**

Discussion about text, quizzes, entrance tickets, exit slips

### **Summative Assessment:**

Essay responses to questions

### **Instructional Strategies:**

Read selection samples from text, lecture, discussion

## **General English III Curriculum Map Unit 7**

**Unit:** The Novel *The Autobiography of Miss Jane Pittman*

**Time Frame:** 4 weeks January/February

### **Standards:**

-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

-Determine two or more central ideas of a text and analyze their development over the

course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

-Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

-Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

-Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

-Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

### **Evidence of Understanding:**

Students will understand the impact of slavery on the war and be able to trace the struggle of human rights leading up to the Civil Rights Movement.

### **Formative Assessment:**

Discussion about text, quizzes, entrance tickets, exit slips

### **Summative Assessment:**

Guided test responses

### **Instructional Strategies:**

Read text. Discussion. Essay responses to analytical questions. Watch made for television movie version.

## **General English III Curriculum Map Unit 8**

**Unit:** Literature: Realism

**Time Frame:** 3 weeks March

**Standards:**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a theme or central idea of a text and analyze in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Determine the meaning of words and phrases as they are used in the text.

**Evidence of Understanding:**

Understand the elements of realistic writing style.

**Formative Assessment:**

Discussion. Read examples from the literature text.

**Summative Assessment:**

Test

**Instructional Strategies:**

Read selections from text, discussion, lecture

## **General English III Curriculum Map Unit 9**

**Unit:** The modern novel : *The Five People You Meet in Heaven*

**Time Frame:** 5 weeks April/May

**Standards:**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a theme or central idea of a text and analyze in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Determine the meaning of words and phrases as they are used in the text.

**Evidence of Understanding:**

Students will examine the values associated with determining the worth of one's life.

**Formative Assessment:**

Discussion about text. Quizzes on text.

**Summative Assessment:**

Test. Analytical essay about the lessons within the novel.

**Instructional Strategies:**

Read the text. Discussion. Watch the made for television movie adaptation.