

WDHS Curriculum Map: P. Page, D. Vereneault, J. Mansor
 Course: RR English III

<i>Time Interval/ Content</i>	<i>Standards/ Strands</i>	<i>Essential Questions</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Assessment</i>	<i>Resources</i>
UNIT ONE: <i>The Beginnings: Revealing Identity</i>	LA.11-12.RL.11-12.2 LA.11-12.RL.CCR.3 LA.11-12.RL.11-12.3 LA.11-12.RL.CCR.4 LA.11-12.RL.11-12.4 LA.11-12.RL.CCR.5 LA.11-12.RL.11-12.5 LA.11-12.RL.CCR.6 LA.11-12.RL.11-12.6 LA.11-12.RL.CCR.7 LA.11-12.RL.11-12.7 LA.11-12.RL.CCR.9 LA.11-12.RL.11-12.9 LA.11-12.RL.11-12.10 LA.11-12.RI.CCR.1 LA.11-12.RI.11-12.1 LA.11-12.RI.CCR.2. LA.11-12.RI.11-12.2 LA.11-12.RI.CCR.3 LA.11-12.RI.11-12.3 LA.11-12.RI.CCR.4. LA.11-12.RI.11-12.4 LA.11-12.RI.CCR.5 LA.11-12.RI.11-12.5 LA.11-12.RI.CCR.6 LA.11-12.RI.11-12.6 LA.11-12.RI.CCR.9. LA.11-12.RI.11-12.9 LA.11-12.RI.CCR.10 LA.11-12.RI.11-12.10 LA.11-12.W.11-12.1.c LA.11-12.W.11-12.1.d LA.11-12.W.CCR.2	What does a writer's voice reveal about identify? What does an individual's lifeline reveal about his/her character? What do these selections reveal about the time period in which they were written? How are tone and purpose portrayed in a text?	The importance of understanding the time period of which a story was written. Literature is based off of its current culture. Sentence variety allows for more sophisticated writing The writer's tone can be examined through words, phrases, text to support claims Narratives are used to develop real or imaginary experiences Narrative Writing reveals identity. Introduction to Native American Literature through the use of a creation myth, a personal song, a ceremonial chant, short story, and a trickster tale.	Identify the characteristics of a certain time period in various selections. Write a variety of sentences using vivid language. Identify the writers tone. Identify meaning through author's tone, diction, and detail. Read narrative literature. Identify figurative language within literature. Narrative Writing	Classwork Homework Tests Quizzes Essays Power Point Presentations Journals Research KWL chart Class Discussion Reading Comprehension Questions	IEP Driven, Teacher Selected, Self-Selected

	<p>LA.11-12.W.11-12.2 LA.11-12.W.11-12.2.a LA.11-12.W.11-12.2.b LA.11-12.W.11-12.2.c LA.11-12.W.11-12.2.d LA.11-12.W.11-12.2.e LA.11-12.W.CCR.3 LA.11-12.W.11-12.3 LA.11-12.W.11-12.3.b LA.11-12.W.11-12.3.c LA.11-12.W.11-12.3.d LA.11-12.W.CCR.4 LA.11-12.W.11-12.4. LA.11-12.W.CCR.5 LA.11-12.W.11-12.5 LA.11-12.L.CCR.1 LA.11-12.L.11-12.1 LA.11-12.L.11-12.1.a LA.11-12.L.11-12.1.b LA.11-12.L.CCR.2 LA.11-12.L.11-12.2 LA.11-12.L.11-12.2.b LA.11-12.L.CCR.3 LA.11-12.L.11-12.3 LA.11-12.L.11-12.3.a LA.11-12.L.CCR.4 LA.11-12.L.11-12.4 LA.11-12.L.11-12.4.a LA.11-12.L.CCR.5. LA.11-12.L.11-12.5. LA.11-12.L.11-12.5.a - LA.11-12.L.11-12.5.b LA.11-12.L.CCR.6 LA.11-12.L.11-12.6</p>					
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<i>Time Interval/ Content</i>	<i>Standards/ Strands</i>	<i>Essential Questions</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Assessment</i>	<i>Resources</i>
<p><i>Unit 2: The Crucible</i></p>	<p>LA.11-12.RL.CCR.7 LA.11-12.RL.11-12.7 LA.11-12.RL.CCR.8 . LA.11-12.RL.11-12.8 LA.11-12.RL.CCR.9 LA.11-12.RL.11-12.9 LA.11-12.RL.CCR.10 . LA.11-12.RL.11-12.10 LA.11-12.RI.11-12.10 LA.11-12.W.CCR.9 LA.11-12.W.11-12.9 LA.11-12.W.11-12.9.a LA.11-12.W.11-12.9.b LA.11-12.L.11-12.1.b LA.11-12.L.CCR.2 LA.11-12.L.11-12.2 LA.11-12.L.11-12.2.a LA.11-12.L.11-12.2.b LA.11-12.L.CCR.3 LA.11-12.L.11-12.3 LA.11-12.L.11-12.3.a LA.11-12.L.CCR.4 LA.11-12.L.11-12.4 LA.11-12.L.11-12.4.a LA.11-12.L.11-12.4.b LA.11-12.L.CCR.6 LA.11-12.L.11-12.6 LA.11-12.RL.11-12.2 LA.11-12.RL.CCR.3 LA.11-12.RL.11-12.3 LA.11-12.RL.CCR.4 LA.11-12.RL.11-12.4 LA.11-12.RL.CCR.5 LA.11-12.RL.11-12.5</p>	<p>How did Miller’s personal experiences influence his writing of <i>The Crucible</i>?</p> <p>Does man ever learn from the past?</p> <p>How do Great works of literature help man to study, reveal, and learn from our past trials and tribulations?</p>	<p>Reading Strategies</p> <p>Historical and literary knowledge is fundamental in order to analyze literature.</p> <p>Through reading the drama, students will understand how the past influences the future through various aspects.</p> <p>Elements of a drama</p> <p>Character Development</p> <p>Author’s Style</p>	<p>Apply interpretive reading strategies</p> <p>Analyze a character</p> <p>Write an analysis</p> <p>Identify meaning through author’s choice and variety of style.</p> <p>Analyze how the author’s use of words enhances various</p> <p>Identify theme</p> <p>Think critically</p> <p>Identify/relate Red Scare and The Crucible</p> <p>Identify the dramatic elements within the Crucible</p> <p>Discuss passages that reveal character, develop theme, and illustrate literary elements</p> <p>Analyze how works reflect historical and social events in society</p>	<p>Quizzes on acts throughout the play</p> <p>Critical thinking questions</p> <p>Daily writing activities</p> <p>Final essays</p> <p>Test</p> <p>Web quest</p> <p>Character analysis for one character of their choice.</p> <p>Analytical thematic essay post reading</p>	<p>Web quest</p> <p>Various articles from History Channel Magazine, newspapers, etc.</p> <p>Discovery Channel: McCarthy and the Red Scare</p> <p>Film, 1996-<i>The Crucible</i></p> <p>IEP Driven</p> <p>Possible Resources : Web quest using the internet to gather background information on the Salem Witch Trials, McCarthy, and Miller.</p> <p>Notes on characters in the drama.</p> <p>Opening clip of 1996 version of <i>The Crucible</i> to establish the setting of the drama.</p> <p>Critical thinking questions as students</p>

	LA.11-12.RL.CCR.6 LA.11-12.RL.11-12.6					read the play. Audio versions of the play to vary instruction in classroom. Character analysis for one character of their choice.
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WDHS Curriculum Map: P. Page, D. Vereneault, J. Mansor
 Course: Junior

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<i>Unit 3: Romanticism</i>	LA.11-12.RL.11-12.2 LA.11-12.RL.CCR.3 LA.11-12.RL.11-12.3 LA.11-12.RL.CCR.4 LA.11-12.RL.11-12.4 LA.11-12.RL.CCR.5 LA.11-12.RL.11-12.5 LA.11-12.RL.CCR.6 LA.11-12.RL.11-12.6 LA.11-12.RL.CCR.7 LA.11-12.RL.11-12.7 LA.11-12.RL.CCR.9 LA.11-12.RL.11-12.9 LA.11-12.RL.11-12.10 LA.11-12.RI.CCR.1 LA.11-12.RI.11-12.1 LA.11-12.RI.CCR.2. LA.11-12.RI.11-12.2 LA.11-12.RI.CCR.3 LA.11-12.RI.11-12.3 LA.11-12.RI.CCR.4. LA.11-12.RI.11-12.4 LA.11-12.RI.CCR.5 LA.11-12.RI.11-12.5 LA.11-12.RI.CCR.6 LA.11-12.RI.11-12.6 LA.11-12.RI.CCR.9. LA.11-12.RI.11-12.9 LA.11-12.RI.CCR.10 LA.11-12.RI.11-12.10 LA.11-12.W.11-12.1.c LA.11-12.W.11-12.1.d LA.11-12.W.CCR.2 LA.11-12.W.11-12.2	How is our understanding of culture and society constructed through and by language? How can language be powerful? How does language influence the way we think, act, and perceive the world? How do authors use the resources of language to impact an audience? How can literature written years before our birth still relate to us and our world? Within a time period, how can the big idea of one genre relate to the big idea in another genre?	Read and interpret Romantic Literature Romantic period historical background Identify metaphor, personification, allusion, tone/mood Time period inspires writings Appreciate how literature connects to their lives and to their world The importance of literature written in each time period The meaning of the selections as per the author's intent A variety of vocabulary used in context Reflect on the vision of the world the text	Read for understanding. Identify plot Analyze the various symbols Identify and apply reading strategies. Read biographical information about Poe. Use vocabulary words in sentences. Compare and contrast Apply the concepts/ideas of the literature we have studied in poem form to their own lives Collect and organize ideas through note making Write clear, well-formed coherent explanations	Quizzes on literature Various writing assignments Various oral presentations Test Essay Analytical paragraphs Reading strategies	<i>IEP driven</i> <i>Teacher Selected</i> <i>Self-Selected</i>

	<p>LA.11-12.W.11-12.2.a LA.11-12.W.11-12.2.b LA.11-12.W.11-12.2.c LA.11-12.W.11-12.2.d LA.11-12.W.11-12.2.e LA.11-12.W.CCR.3 LA.11-12.W.11-12.3 LA.11-12.W.11-12.3.b LA.11-12.W.11-12.3.c LA.11-12.W.11-12.3.d LA.11-12.W.CCR.4 LA.11-12.W.11-12.4. LA.11-12.W.CCR.5 LA.11-12.W.11-12.5 LA.11-12.L.CCR.1 LA.11-12.L.11-12.1 LA.11-12.L.11-12.1.a LA.11-12.L.11-12.1.b LA.11-12.L.CCR.2 LA.11-12.L.11-12.2 LA.11-12.L.11-12.2.b LA.11-12.L.CCR.3 LA.11-12.L.11-12.3 LA.11-12.L.11-12.3.a LA.11-12.L.CCR.4 LA.11-12.L.11-12.4 LA.11-12.L.11-12.4.a LA.11-12.L.CCR.5. LA.11-12.L.11-12.5. LA.11-12.L.11-12.5.a - LA.11-12.L.11-12.5.b LA.11-12.L.CCR.6 LA.11-12.L.11-12.6</p>		<p>offers us, question it, but use evidence and reason to analyze it</p>			
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Unit 4 Research	LA.11-12.RL.11-12.2 LA.11-12.RL.CCR.3 LA.11-12.RL.11-12.3 LA.11-12.RL.CCR.4 LA.11-12.RL.11-12.4 LA.11-12.RL.CCR.5 LA.11-12.RL.11-12.5 LA.11-12.RL.CCR.6 LA.11-12.RL.11-12.6 LA.11-12.RL.CCR.7 LA.11-12.RL.11-12.7 LA.11-12.RL.CCR.9 LA.11-12.RL.11-12.9 LA.11-12.RL.11-12.10 LA.11-12.RI.CCR.1 LA.11-12.RI.11-12.1 LA.11-12.RI.CCR.2. LA.11-12.RI.11-12.2 LA.11-12.RI.CCR.3 LA.11-12.RI.11-12.3 LA.11-12.RI.CCR.4. LA.11-12.RI.11-12.4 LA.11-12.RI.CCR.5 LA.11-12.RI.11-12.5 LA.11-12.RI.CCR.6 LA.11-12.RI.11-12.6 LA.11-12.RI.CCR.9. LA.11-12.RI.11-12.9 LA.11-12.RI.CCR.10 LA.11-12.RI.11-12.10 LA.11-12.W.11-12.1.c LA.11-12.W.11-12.1.d LA.11-12.W.CCR.2 LA.11-12.W.11-12.2	How can research validate an opinion? What makes a source reliable?	Research Process Writing Process Narrowing Topic Choices	Apply research strategies Identify reliable sources Analyze a literary topic Research a literary topic Apply MLA format Create a works Cited Create a closed thesis Summarize, paraphrase, and quote research (in-text citations) Create an outline	Final 3-5 page paper Follow Rubric	Books on topic Literature Databases Reliable online sources Scholarly Articles Teacher notes Computer Lab

	<p>LA.11-12.W.11-12.2.a LA.11-12.W.11-12.2.b LA.11-12.W.11-12.2.c LA.11-12.W.11-12.2.d LA.11-12.W.11-12.2.e LA.11-12.W.CCR.3 LA.11-12.W.11-12.3 LA.11-12.W.11-12.3.b LA.11-12.W.11-12.3.c LA.11-12.W.11-12.3.d LA.11-12.W.CCR.4 LA.11-12.W.11-12.4. LA.11-12.W.CCR.5 LA.11-12.W.11-12.5 LA.11-12.L.CCR.1 LA.11-12.L.11-12.1 LA.11-12.L.11-12.1.a LA.11-12.L.11-12.1.b LA.11-12.L.CCR.2 LA.11-12.L.11-12.2 LA.11-12.L.11-12.2.b LA.11-12.L.CCR.3 LA.11-12.L.11-12.3 LA.11-12.L.11-12.3.a LA.11-12.L.CCR.4 LA.11-12.L.11-12.4 LA.11-12.L.11-12.4.a LA.11-12.L.CCR.5. LA.11-12.L.11-12.5. LA.11-12.L.11-12.5.a - LA.11-12.L.11-12.5.b LA.11-12.L.CCR.6 LA.11-12.L.11-12.6</p>					
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 Course: Junior

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Unit 5 <u>Letters from Rifka</u> by Karen Hesse	LA.11-12.RL.CCR.7 LA.11-12.RL.11-12.7 LA.11-12.RL.CCR.8 . LA.11-12.RL.11-12.8 LA.11-12.RL.CCR.9 LA.11-12.RL.11-12.9 LA.11-12.RL.CCR.10 . LA.11-12.RL.11-12.10 LA.11-12.RI.11-12.10 LA.11-12.W.CCR.9 LA.11-12.W.11-12.9 LA.11-12.W.11-12.9.a LA.11-12.W.11-12.9.b LA.11-12.L.11-12.1.b LA.11-12.L.CCR.2 LA.11-12.L.11-12.2 LA.11-12.L.11-12.2.a LA.11-12.L.11-12.2.b LA.11-12.L.CCR.3 LA.11-12.L.11-12.3 LA.11-12.L.11-12.3.a LA.11-12.L.CCR.4 LA.11-12.L.11-12.4 LA.11-12.L.11-12.4.a LA.11-12.L.11-12.4.b LA.11-12.L.CCR.6 LA.11-12.L.11-12.6 LA.11-12.RL.11-12.2 LA.11-12.RL.CCR.3 LA.11-12.RL.11-12.3 LA.11-12.RL.CCR.4 LA.11-12.RL.11-12.4 LA.11-12.RL.CCR.5 LA.11-12.RL.11-12.5	What is persecution? Why do people react in different ways during different personal situations? How are people influenced by their decisions? What are the consequences of decision making? What constitutes the American Dream? How does overcome adversity? Can problems be transformed into opportunities?	Read, discuss, and analyze the literature Discuss and explain how themes enhance the writing and reflect the beliefs during this time period Themes: materialism, death of the American dream, living in the past, freedom Writing and reading through POV	Read and interpret American Literature Analyze how works of a given period reflect historical and social events and conditions Define and use new vocabulary found in selection Identify themes within the text Question literature through discussion. Analyze the elements of setting and characterization to construct meaning of how characters influence the progression of plot and resolution of the conflict	Time period activity comparing 1920's to today Cooperative and independent learning activities Analytical essay for students to illustrate their knowledge of both the literature and the time period. Quizzes on literature Various writing assignments Tests on literature	IEP Driven Self-Selected Teacher-Selected PowerPoint presentation on American society from 1900s-1940s. Articles on American society at the turn of the century Various articles which relate to themes WWII Related materials

	LA.11-12.RL.CCR.6 LA.11-12.RL.11-12.6					
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Unit 6 To Kill A Mockingbird	LA.11-12.RL.CCR.7 LA.11-12.RL.11-12.7 LA.11-12.RL.CCR.8 . LA.11-12.RL.11-12.8 LA.11-12.RL.CCR.9 LA.11-12.RL.11-12.9 LA.11-12.RL.CCR.10 . LA.11-12.RL.11-12.10 LA.11-12.RI.11-12.10 LA.11-12.W.CCR.9 LA.11-12.W.11-12.9 LA.11-12.W.11-12.9.a LA.11-12.W.11-12.9.b LA.11-12.L.11-12.1.b LA.11-12.L.CCR.2 LA.11-12.L.11-12.2 LA.11-12.L.11-12.2.a LA.11-12.L.11-12.2.b LA.11-12.L.CCR.3 LA.11-12.L.11-12.3 LA.11-12.L.11-12.3.a LA.11-12.L.CCR.4 LA.11-12.L.11-12.4 LA.11-12.L.11-12.4.a LA.11-12.L.11-12.4.b LA.11-12.L.CCR.6 LA.11-12.L.11-12.6 LA.11-12.RL.11-12.2 LA.11-12.RL.CCR.3 LA.11-12.RL.11-12.3 LA.11-12.RL.CCR.4 LA.11-12.RL.11-12.4 LA.11-12.RL.CCR.5 LA.11-12.RL.11-12.5	How can prejudice and superstition lead to injustice? What responsibility do individuals have to protect the innocent? What happens when people fear what they do not understand? How do the age, background, and characterization of the narrator influence our perception and understanding of the story?	Significance of the themes and lessons in the novel and how they relate to society both in the past and in the present. Compare and contrast different time periods in American history.	Read and interpret American Literature Analyze how works of a given period reflect historical and social events and conditions Define and use new vocabulary found in selection Identify themes within the text Question literature through discussion. Analyze the elements of setting and characterization to construct meaning of how characters influence the progression of plot and resolution of the conflict	Quizzes on literature Various writing assignments Tests on literature Reading comprehension questions Cooperative and independent learning activities	IEP driven Self-Selected Teacher Selected PowerPoint presentation on 1930 society Articles on 1930 society <i>To Kill a Mockingbird</i> movie Various articles which relate to themes Various short stories related to themes

	LA.11-12.RL.CCR.6 LA.11-12.RL.11-12.6					
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WDHS Curriculum Map: Katie Adams
 Course: Junior

<i>Time Interval/ Content</i>	<i>Standards/ Strands</i>	<i>Essential Questions</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Assessment</i>	<i>Resources</i>
Unit 7 Do heroes have a responsibility?	LA.11-12.RL.CCR.7 LA.11-12.RL.11-12.7 LA.11-12.RL.CCR.8 . LA.11-12.RL.11-12.8 LA.11-12.RL.CCR.9 LA.11-12.RL.11-12.9 LA.11-12.RL.CCR.10 . LA.11-12.RL.11-12.10 LA.11-12.RI.11-12.10 LA.11-12.W.CCR.9 LA.11-12.W.11-12.9 LA.11-12.W.11-12.9.a LA.11-12.W.11-12.9.b LA.11-12.L.11-12.1.b LA.11-12.L.CCR.2 LA.11-12.L.11-12.2 LA.11-12.L.11-12.2.a LA.11-12.L.11-12.2.b LA.11-12.L.CCR.3 LA.11-12.L.11-12.3 LA.11-12.L.11-12.3.a LA.11-12.L.CCR.4 LA.11-12.L.11-12.4 LA.11-12.L.11-12.4.a LA.11-12.L.11-12.4.b LA.11-12.L.CCR.6 LA.11-12.L.11-12.6 LA.11-12.RL.11-12.2 LA.11-12.RL.CCR.3 LA.11-12.RL.11-12.3 LA.11-12.RL.CCR.4 LA.11-12.RL.11-12.4 LA.11-12.RL.CCR.5 LA.11-12.RL.11-12.5	What qualities make up leadership and heroism? What responsibilities do heroes have? Why should you read for a deeper understanding? What makes someone a hero? What do we mean by a sense of responsibility?	To gain an understanding of heroism. To be able to understand the responsibilities of a hero in society. To identify heroes in different genres. To read for extended knowledge. Students will be able to draw on relevant knowledge and experience. Writing helps students to reformulate and extend knowledge.	Vocabulary will be extended Use and evaluate various types of informational text Compare the use of literary elements in two or more works Reinforce comprehension skills and provide enrichment.	Classwork Homework Tests Quizzes Essays Power Point Presentations Journals Research KWL chart Class Discussion Reading Comprehension Questions	IEP Driven Self-Selected Teacher Directed Resources

	LA.11-12.RL.CCR.6 LA.11-12.RL.11-12.6					
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