

CURRICULUM MAP

Course: Dual Credit English	Grade Level: 12 th	Date: 06/11/2018
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Month/ Quarter/ Grading Per.	Missouri Learning Standard OR National Std.	Content	Skills	Activities	Assessments
1 st Quarter: 4 Weeks	Missouri Learning Standards: 12..RL.2.A 12.RL.2.C 12.W.3.A 12.SL.1.A.b-c	Essential concepts/key content; what we want students to know (noun) Elements of narrative writing. Focusing on the following writing skills: word choice and sentence fluency.	Key abilities and processes related to specific content; what students should be able to do (verb) <ul style="list-style-type: none"> • Compose writing based on personal experiences. • Identify and incorporate literary elements, such as symbolism, metaphor, and personification. • Revise writing through the use of peer review and teacher conferencing. 	Sample of the types of learning that occur during the timeframe; how skills and knowledge are acquired <ul style="list-style-type: none"> • Read a variety of mentor texts. • Complete structured writing activities in which students will model elements of the mentor texts. • Engage in mini-lessons (teacher delivered) that will direct student writing skills. • Write weekly paragraphs that apply the skills from the mini-lessons. 	Products or performances that demonstrate student learning <ul style="list-style-type: none"> • Reading questions • Analysis paragraphs • Personal narrative responses • Writing conferences • Rough draft of narrative essay • Final draft of narrative essay
1 st Quarter: 4 Weeks	Missouri Learning Standards: 12.RI.1.C 12.RI.2.A 12.RI.3.D 12.W.3.A.e 12.SL.2.A 12.SL.2.B	Essential concepts/key content; what we want students to know (noun) Elements of informational and professional writing. Focusing on the following writing skills: presentation of ideas and author's voice.	Key abilities and processes related to specific content; what students should be able to do (verb) <ul style="list-style-type: none"> • Compose writing that utilizes research from credible sources. • Apply correct MLA citation techniques. • Write pieces for a variety of genres, using correct presentation and appropriate language. • Revise writing through the use of peer review and teacher conferencing. 	Sample of the types of learning that occur during the timeframe; how skills and knowledge are acquired <ul style="list-style-type: none"> • Read a variety of mentor texts. • Complete structured writing activities in which students will model elements of mentor texts. • Engage in mini-lessons (teacher delivered) that will direct student writing. • Write career-focused texts: cover letter, resume, professional 	Products or performances that demonstrate student learning <ul style="list-style-type: none"> • Rough drafts of various career/interview documents. • Researched/career info graph • Final drafts of various career/interview documents. • Writing Conferences • Peer Interviews • Mock Interview

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				e-mails, thank you letters, etc. <ul style="list-style-type: none"> Apply information by completing a mock interview. 	
2 nd Quarter: 3 Weeks	Missouri Learning Standards: 12.RI.1.A 12.RI.2.D 12.RI.3.B 12.W.1.A 12.W.3.A.a 12.SL.1.C 12.SL.2.C	Elements of research. Focusing on the following skills: research methods and correct use of citations.	<ul style="list-style-type: none"> Identify elements of credible research resources. Conduct research, using credible sources. Apply correct formatting of MLA citations. Create a correctly-formatted works cited page. Synthesize researched information in order to create an effective research presentation. 	<ul style="list-style-type: none"> Locate credible online sources. Incorporate research into a presentation. Practice citing sources using MLA in-text citations. Create a correctly-formatted words cited page. Use effective speaking skills in final presentation. 	<ul style="list-style-type: none"> Worksheets that practice citation skills. Works cited rough draft Teacher conference for presentation Final presentation, including works cited page Final presentation visual aid
2 nd Quarter: 6 Weeks	Missouri Learning Standards: 12.RI.1.B 12.W.1.A 12.W.2.A 12.W.3.A 12.SL.1.B	Elements of argumentative writing. Focusing on the following skills: organization of ideas and formal conventions of writing.	<ul style="list-style-type: none"> Organize a formal argumentative essay. Utilize elements of ethos, pathos, and logos. Effectively incorporate credible research. Focus argument around thesis/claim statement. Critically analyze information in order to support the claim. 	<ul style="list-style-type: none"> Read a variety of mentor texts. Complete structured writing activities in which students will model elements of mentor texts. Engage in mini-lessons (teacher delivered) that will direct student writing. Create an outline, in order to organize ideas Revise writing through 	<ul style="list-style-type: none"> Outline Rough draft of argumentative essay Writing conferences Peer review Final draft of argumentative essay

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				the use of peer review and teacher conferencing.	
3 rd Quarter: 6 Weeks	Missouri Learning Standards: 12.RL.1.A 12.RL.1.B 12.RL.1.D 12.RL.3.A 12.RI.1.D 12.W.3.A 12.SL.1.B	<i>Macbeth</i>	<ul style="list-style-type: none"> • Critically analyze Shakespearean literature. • Identify elements of plot, characterization, and theme. • Write formally and persuasively in order to display understanding of the text. • Compare and contrast the play with various productions. 	<ul style="list-style-type: none"> • Read <i>Macbeth</i> and answer questions regarding plot, characterization, and theme. • Write journal prompts and literary analysis paragraphs. • Create a persuasive speech regarding a variety of elements from the play. • Use effective speaking skills in final presentation. 	<ul style="list-style-type: none"> • Reading questions • Act I-V quizzes • Constructed response paragraphs • Journal entries • A speech outline • Final speech presentation
3 rd -4 th Quarter 5 Weeks	Missouri Learning Standards: 12.RI.2.B 12.RI.2.C 12.RI.3.A 12.RI.3.C 12.W.2.A 12.SL.1.A 12.SL.2.A	<i>In Cold Blood</i>	<ul style="list-style-type: none"> • Critically analyze a non-fiction text. • Identify elements of text structure and evaluate author's choice and writing style. • Write argumentative analysis paragraphs. • Examine comparisons between text and factual evidence. 	<ul style="list-style-type: none"> • Read <i>In Cold Blood</i> and answer reading questions. • Write argumentatively, using direct evidence from the text. • Participate in group presentations that effectively display knowledge of text development. • View a documentary film regarding true elements of the crime presented in the text. 	<ul style="list-style-type: none"> • Reading questions • Constructed response paragraphs • Group presentation • Final multiple choice exam

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4 th Quarter 5 Weeks	Missouri Learning Standards: 12.RL.2.B 12.RL.2.D 12.RL.3.B 12.RL.3.C 12.RL.3.D 12.SL.1.A 12.SL.1.C	<i>The Kite Runner</i>	<ul style="list-style-type: none"> • Critically analyze contemporary literature. • Identify elements of plot, characterization, and theme. • Research time period and cultural influences to evaluate author’s purpose and character motivation. • Participate in student-led discussion to help facilitate effective analysis. 	<ul style="list-style-type: none"> • Read <i>The Kite Runner</i> and answer reading questions. • Write journal prompts and literary analysis paragraphs. • Participate in student-led discussions. • Conduct research about time period and setting. • Present information to peers. 	<ul style="list-style-type: none"> • Reading questions and quizzes • Constructed response paragraphs • Journal entries • Socratic Seminar • Final multiple choice exam
4 th Quarter 3 Weeks	Missouri Learning Standards: 12.W.2.A 12.W.3.A.a-e 12.SL.1.A 12.SL.2.A	Personal Narrative Writing Portfolio	<ul style="list-style-type: none"> • Write for a variety of personal narrative prompts. • Demonstrate effective use of all traits of writing: word choice, sentence fluency, voice, organization, ideas, and conventions. • Revise writing using a range of revision strategies. • Present final portfolio in an organized and visually appealing manner. 	<ul style="list-style-type: none"> • Write in order to address ten personal narrative writing prompts. • Focus on all parts of the writing process. • Revise writing individually and with peer input. • Create a final portfolio that demonstrates thought and diligence. 	<ul style="list-style-type: none"> • Brainstorming graphic organizers • Rough Drafts • Peer Review • Final portfolio