



CURRICULUM MAP

for Secondary English



THE DARING ENGLISH TEACHER

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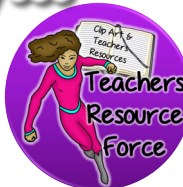
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Hello, Teachers!

Thank you for downloading this curriculum map. I hope that you can use this map to help you plan out your school year.

This curriculum map includes links to all of my resources found in my Secondary ELA Curriculum, as well as additional links to blog posts and resources not found in the curriculum.

This map is intended to only serve as a guide, and I highly encourage you to modify it to fit the needs of your students. As you know, it always seems as if there is never enough time to cover all of the content we need to thoroughly, and so I advise you to prioritize the lessons to suit your needs.

To help make this resource convenient for all teachers, I am offering this as a secured PDF file AND as a Google Doc. If you would like to make changes and modifications to the Google Doc, make sure that you are signed into your preferred Google account and click on file and make a copy. The reason why I am including it this way instead of as a forced copy is so that I can modify it as changes in education occur.

Once again, I hope that this document is beneficial to you.

Sincerely,
The Daring English Teacher

Google Doc **LINK**

THE DARING ENGLISH TEACHER'S CURRICULUM MAP

Hello. I hope that this curriculum map helps you when you plan out your school year. Like any curriculum map, this document is a fluid, living document that will change throughout the years as I try out new resources and units in my classroom.

Please note that this map is just a suggestion, and that it will work best if you modify it to your own classroom needs. Please note that most of the resources will work for grades 7-11. Some modifications may be needed.

***All of the highlighted linked resources are included in my [Secondary ELA Curriculum](#). All other links go to blog posts or TpT resources.**

ONGOING INSTRUCTION

Week	Content	Standards
Grammar	<p>Begin Parts of Speech Unit instruction. I suggest teaching the parts of speech in the following order: nouns, verbs, pronouns, adjectives, adverbs, conjunctions, prepositions, interjections.</p> <p>Select one day a week for grammar and stick with that day. For example, if you select Monday for grammar, you will teach/review grammar every Monday.</p> <p>On the first day of a new unit, either assign the pre-test or spend about 15 minutes reviewing the PPT and instructing students. Assign 1-2 practice sheets per week (either as homework, early finisher work, classwork, or as a do now). Continue each week reviewing that part of speech until students are done. After completing the unit, assign the final test.</p> <p>Move through each part of speech in this manner.</p> <p>Once the parts of speech units are complete, move on to teaching punctuation. I suggest teaching punctuation in this order: end marks, commas, apostrophes, colons and semicolons.</p> <p>**MORE GRAMMAR RESOURCES** Sentence Structure Unit Independent and Dependent Clauses All About Verbals</p>	L.6.4c L.7.2 L.8.2 L.9-10.2
Vocabulary	I like to integrate academic vocabulary instruction with my	

	teaching units. When I teach short stories in the beginning of the year, I incorporate the Words about Fiction and Narrative writing with my unit. Since the Academic Vocabulary resources include lots of words, I spread each unit out over a course of a few weeks.	
Bell-Ringers	<p>I begin each class period with a bell-ringer. There are enough sentence combining bell-ringers included in the curriculum to last the entire year. Every morning students will complete one slide and record their responses on my FREE Bell Ringer Activity Log. Have students share their answers aloud in class, and always ask students if they have another sentence variation. In doing so, you will help show students that writing is a work of art and that there are many ways to construct a sentence.</p> <p>**MORE BELL RINGER RESOURCES**</p> <p>Growth Mindset Bell-Ringers Shakespeare Bell Ringers Kindness and Community Bell Ringers</p>	

----- Beginning of 1st Semester -----

UNIT 1: SHORT STORIES, NARRATIVE WRITING, INTRO TO LITERARY ANALYSIS

Vocabulary Focus: Academic Vocabulary Volume 2: Fiction and Narrative Writing

Week	Content	Standards
Week 1	<p>M: First Day of School emotional icebreaker (HS only). T: Back to School Activities. W: 100 question diagnostic test. Th-F: Teach Intro to Narrative writing. Assign students a personal narrative.</p> <p>**MORE BACK-TO-SCHOOL RESOURCES**</p> <p>Beginning of the Year Growth Mindset Resources Growth Mindset Resources</p>	W.7-10.3
Week 2	<p>M: Teach Intro to Short Stories - students take notes. T-W: Read short story number 1: focus on theme and motif. Th-F: Teach QUOTE IT! Assign a writing task from The Novel for short stories that focuses on theme or motif. <i>*Differentiation: Read THIS BLOG POST about differentiating a literary analysis response. This method helps students include quotes.</i></p>	RL.7-10.1 RL.7-10.2 RL.7-10.3 RL.7-10.10

	MORE SHORT STORY RESOURCES Literary Analysis with Sticky Notes Short Stories Close Reading Bundle	
Week 3	M-T: Read short story number 2: focus on conflict and suspense. W: Group analysis: Have students complete one of the activities in the Short Story or The Novel resources. Th-F: Assign a writing task from The Novel for short stories that focuses on conflict or suspense.	RL.7-10.1 RL.7-10.2 RL.7-10.3 RL.7-10.10
Week 4	M-T: Read short story number 3: focus on character development. W: Group analysis: Have students complete a character analysis organizer for the protagonist and antagonist. Th-F: Assign a writing task from The Novel for short stories that focuses on characterization or character development.	RL.7-10.1 RL.7-10.2 RL.7-10.3 RL.7-10.10
Week 5	M-T: Read short story number 4: focus on theme and figurative language. W: Group analysis: Have students complete one of the activities in the Short Story or The Novel resources. Th-F: Assign a writing task from The Novel for short stories that focuses on characterization or character development.	RL.7-10.1 RL.7-10.2 RL.7-10.3 RL.7-10.10 RL.7-10.4
Week 6	Assign short story theme essay in the Short Story Unit. M: Assign essay/group brainstorm. T: Find quotes/outline. W-Th: First draft F: peer edit /revise and submit. **MORE PEER EDITING** Peer Editing Stations and Rotations	RL.7-10.1 RL.7-10.2 RL.7-10.3 RL.7-10.10 W.7-10.2 W.7-10.4 W.7-10.5

UNIT 2: INTRO TO INFORMATIONAL TEXT, ARGUMENT WRITING

Vocabulary Focus: Academic Vocab Volume 1: Informational Texts and Argumentative Writing

Week	Content	Standards
Week 1	M-T: Teach Annotating Text Made Easy . Students practice annotating Gettysburg Address. W-Th: Read and annotate short nonfiction pieces. F: Teach Ethos, Pathos, Logos : Intro to Argumentative and Persuasive Strategies. **MORE NONFICTION RESOURCES** Rhetorical Analysis with Sticky Notes	RI.7-10.1 RI.7-10.2

	Collaborative Class Precis	
Week 2	<p>M-W: Continue lesson from Friday. Continue reading nonfiction. Annotate and analyze for persuasive strategies.</p> <p>Th-F: Teach Paraphrasing, Quoting, and Summarizing. Have students read additional nonfiction texts and practice paraphrasing, quoting, and summarizing the text.</p> <p><i>*Differentiation: For more advanced classes, also introduce/teach Logical Fallacies here.</i></p>	<p>RI.7-10.1</p> <p>RI.7-10.2</p>
Week 3	<p>M-T: Teach Argument Writing/Assign Argument essay.</p> <p>W-Th: Students research/evaluate various arguments.</p> <p>F: Brainstorm.</p> <p>**MORE ESSAY WRITING RESOURCES**</p> <p>Essay Writing Bundle</p> <p>Essay Rubric Bundle</p>	<p>RI.7-10.1</p> <p>RI.7-10.2</p> <p>W.7-10.1</p>
Week 4	<p>M-Th: First drafts.</p> <p>F: peer edit/correct/submit.</p>	<p>W.7-10.1</p> <p>W.7-10.5</p>
Optional 5th week	Revise essays again. Writer's workshop.	W.7-10.1

UNIT 3: NOVEL 1, LITERARY ANALYSIS/INFORMATIONAL WRITING

Vocabulary Focus: Academic Vocab Volume 5: Literary Devices and Figures of Speech and one of the high-frequency CCSS word lists (especially if you teach a grade that tests)

Week	Content	Standards
Weeks 1-5/6	<p>Week 1: Teach Annotating Fiction Made Easy. Begin to introduce the novel to your students.</p> <p>Weeks 2+: Begin teaching a novel of your choice. Use the resources in The Novel to help guide your instruction. I suggest that you have students keep a dialectical journal as they read.</p> <p>Incorporate related readings throughout the novel study. Try to incorporate nonfiction and poetry that relates to similar themes or settings for a more robust novel study.</p> <p>Assign writing assignments found in The Novel to use as literary analysis.</p> <p>The final essay should be an informational/literary analysis essay.</p>	<p>RL.7-10.1</p> <p>RL.7-10.2</p> <p>RL.7-10.3</p>

Weeks 6/8	Teach Intro to Informational Essay . Assign essay and complete the writing process with students.	W.7-10.2
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----- End of 1st Semester -----
----- Beginning of 2nd Semester -----

UNIT 4: DRAMA/2ND NOVEL

Vocabulary Focus: Academic Vocab

Week	Content	Standards
Weeks 1-6	<p>Week 1: Introduce novel/drama.</p> <p>Weeks 2+: Begin teaching a drama/novel of your choice. Use the resources in The Novel to help guide your instruction. I suggest that you have students keep a dialectical journal as they read.</p> <p>Incorporate related readings throughout the novel study. Try to incorporate nonfiction and poetry that relates to similar themes or settings for a more robust novel study.</p> <p>Assign writing assignments found in The Novel to use as literary analysis.</p> <p>The final essay should be an argument writing. One prompt I like for many stories that works is “who is responsible for XYZ.” Students should collect evidence in their dialectical journals as they read.</p>	RL.7-10.1 RL.7-10.2 RL7-10.3

UNIT 5: POETRY

Vocabulary Focus: Academic Vocab Volume 4: Words about Poetry

**Differentiation: If you work for a school that requires standardized test prep, incorporate test prep here. If you need to, make sure that you introduce and review all of the high-frequency CCSS words by April.*

Week	Content	Standards
Weeks 1-2	<p>M: Teach Annotating Poetry Made Easy.</p> <p>T-Th: Read, annotate, and analyze various poems.</p> <p>F: Assign and work on a poetry project: Blank Verse Project or Universal Theme Poem Project.</p> <p>**MORE POETRY RESOURCES**</p> <p>Poetry Analysis with Sticky Notes</p>	RL.7-10.4 RL.7-10.5 RL.7-10.7

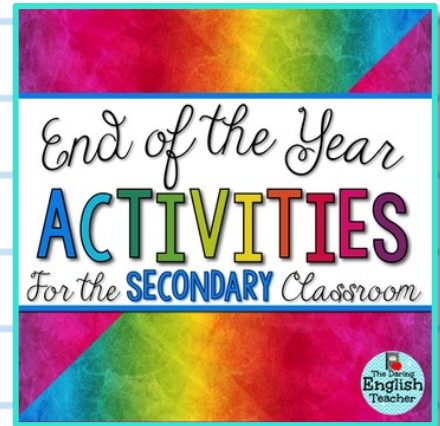
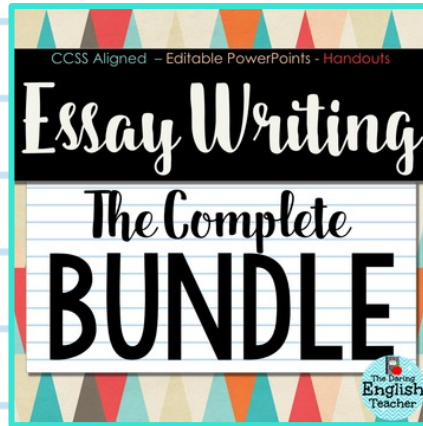
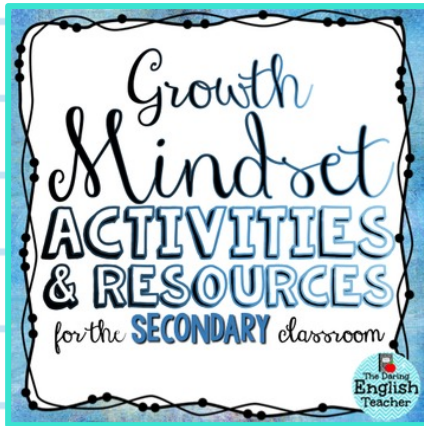
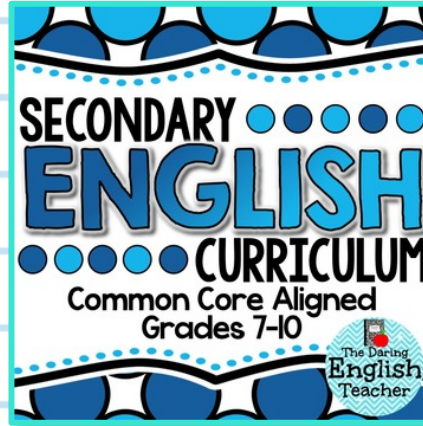
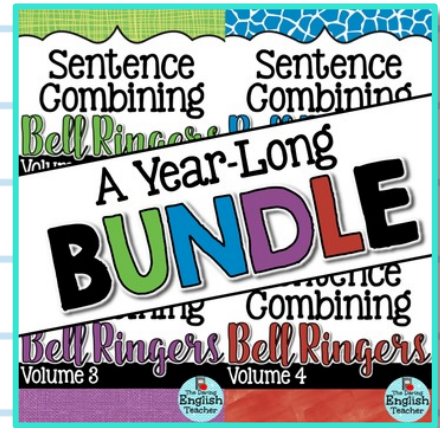
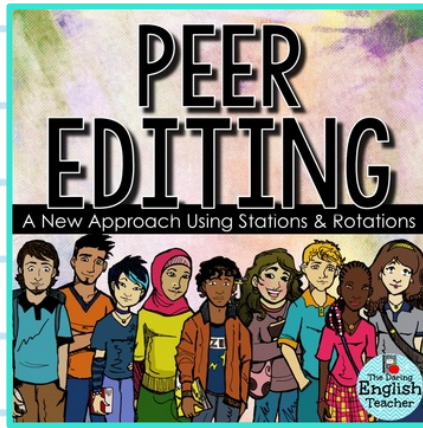
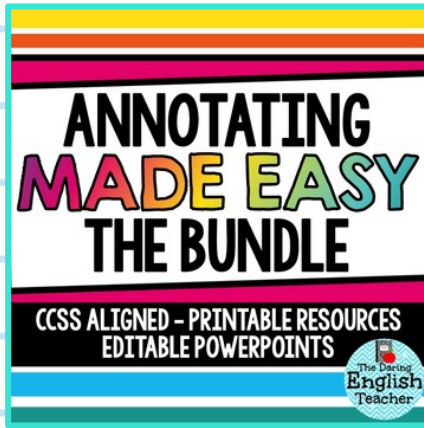
Week 3	M-F: Continue working on poetry project. Begin analyzing art as poetry .	RL.7-10.4 RL.7-10.5 RL.7-10.7
Week 4	M: Teach Descriptive Writing . T-F: Have students practice descriptive writing and writing poetry. Have students analyze the imagery in poetry.	
Week 5	M: Teach Parallel Structure . T-F: Have students practice parallel structure and writing poetry. Have students analyze poems with parallel structure.	

UNIT 6: THE RESEARCH PAPER

Vocabulary Focus: Academic Vocab Volume 3: Words about Research

Week	Content	Standards
Week 1	M-W: Teach Intro to Research Writing and MLA Format. Th-F: Assign research project. Have students brainstorm research ideas. **RESEARCH PROJECTS** Career Research Project Controversial Issue Research Project	W.7-10.7
Week 2	M: Teach/revisit Logical Fallacies . T-F: Research and outline all week. Use this time to have students research, gather quotes, and outline their research projects.	W.7-10.7
Week 3	M: Review Ethos, Pathos, Logos . T-F: PAPA Square analysis of main source.	W.7-10.7
Week 4	M-W: Begin first draft of research writing . Th-F: Revisit research. Students should fill in their paper with newly researched information.	W.7-10.7
Week 5	M: Finalize final draft. T: Peer edit and Self Editing/revising. Th: Review MLA Format again, focus on Works Cited. F: Revise paper, correct MLA errors, turn in paper.	W.7-10.7
Week 6	Presentations - Students present research paper.	
Week 7	FINAL WEEK! Review the year.	

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