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Regents Prep A Curriculum Map

	Unit 1	Unit 1 Assessment	Unit 2	Unit 2 Assessment
Time	Approximately 12 days	5 days	Approximately 12 days	5 days
Objectives	<ul style="list-style-type: none"> - Prepare students for Unit 1 assessment - Teach most effective strategies for taking PT I of Regents - Offer students opportunities to listen and write for information and understanding - Introduce genre of speeches - Provide students with feedback on their ability to meet the standards represented by PT I of the Regents 	<ul style="list-style-type: none"> - Administer Session 1, Part A exam of June 2005 Regents. - Day 1: Introduce and motivate topic. Read passage twice. Students complete multiple-choice - Day 2: While students write essay, assist students one-on-one, making reference to the areas in need of improvement as indicated on their individualized improvements plans - Day 3: Same as day 2 - Day 4: Introduce students to a student-friendly rubric, share with them the level 4B anchor paper, review the qualities that make it a 4, have students assess five sample essays in small groups using the rubric and discuss their scoring as a class. - Day 5: Explain to students the purpose of peer-review and the method they will use to peer-review their essays, have students peer-review their own essays in groups, and discuss with them the due date for the final draft of the essay and opportunities for any further revision 	<ul style="list-style-type: none"> - Prepare students for Unit 2 assessment - Teach most effective strategies for taking PT II of Regents - Offer students opportunities to read and write for information and understanding - Introduce visuals - Provide students with feedback on their ability to meet the standards represented by PT II of the Regents 	<ul style="list-style-type: none"> - Administer Session 1, Part B exam of June 2005 Regents. - Day 1: Introduce and motivate topic. Students complete multiple-choice - Day 2: While students write essay, assist students one-on-one, making reference to the areas in need of improvement as indicated on their individualized improvements plans - Day 3: Same as day 2 - Day 4: Introduce students to a student-friendly rubric, share with them the level 4B anchor paper, review the qualities that make it a 4, have students assess five sample essays in small groups using the rubric and discuss their scoring as a class. - Day 5: Explain to students the purpose of peer-review and the method they will use to peer-review their essays, have students peer-review their own essays in groups, and discuss with them the due date for the final draft of the essay and opportunities for any further revision
Reading	<ul style="list-style-type: none"> - Any text(s) that can be tied to the theme of the unit. - Use of speeches for related readings 	<ul style="list-style-type: none"> - Session 1, Part A exam of June 2005 Regents - Level 4B anchor paper, 5 practice papers, and peer-review of each other's essays 	<ul style="list-style-type: none"> - Any text(s) that can be tied to the theme of the unit. May be continuation of Unit 1 text. - Use of visuals related to text(s) read 	<ul style="list-style-type: none"> - Session 1, Part B exam of June 2005 Regents - Level 4B anchor paper, 5 practice papers, and peer-review of each other's essays
Writing	<ul style="list-style-type: none"> - A written response to a speech - Opportunities to listen and take notes - Introduce journal - Introduce portfolio 	<ul style="list-style-type: none"> - Session 1, Part A notes and written response, including any revisions, to June 2005 Regents - Peer-review feedback 	<ul style="list-style-type: none"> - A written response to a text and related visual - Journal continued - Portfolio continued 	<ul style="list-style-type: none"> - Session 1, Part B written response, including any revisions, to June 2005 Regents - Peer-review feedback
Skills	<ul style="list-style-type: none"> - Note taking - Listening - Tackling multiple-choice questions 	<ul style="list-style-type: none"> - See Unit I skills - Peer-review - Revision 	<ul style="list-style-type: none"> - Reading non-fiction - Reading, interpreting, and using information from visuals 	<ul style="list-style-type: none"> - See Unit II skills - Peer-review - Revision

Assessment	See next column	<ul style="list-style-type: none"> - Student papers are graded by teacher using rubric and returned with constructive feedback. Essays with grade of 3 or below are considered incomplete. Students with incompletes should be actively encouraged to visit the Writing Center for assistance. - Students may revise responses as many times as necessary to achieve a 4 (65 – 79), a 5 (80 – 94), or a 6 (95 – 100). 	See next column	<ul style="list-style-type: none"> - Student papers are graded by teacher using rubric and returned with constructive feedback. Essays with grade of 3 or below are considered incomplete. Students with incompletes should be actively encouraged to visit the Writing Center for assistance. - Students may revise responses as many times as necessary to achieve a 4 (65 – 79), a 5 (80 – 94), or a 6 (95 – 100).
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	Unit 3	Unit 3 Assessment	Unit 4	Unit 4 Assessment
Time	Approximately 12 days	5 days	Approximately 12 days	4 days
Objectives	<ul style="list-style-type: none"> - Prepare students for Unit 3 assessment - Teach most effective strategies for taking PT III of Regents - Offer students opportunities to read and write for literary response - Teach students how literary elements and techniques are used to convey ideas related to the course theme - Provide students with feedback on their ability to meet the standards represented by PT III of the Regents 	<ul style="list-style-type: none"> - Administer Session II, Part A exam of January 2005 Regents. - Day 1: Introduce and motivate topic. Students complete multiple-choice - Day 2: While students write essay, assist students one-on-one, making reference to the areas in need of improvement as indicated on their individualized improvements plans - Day 3: Same as day 2 - Day 4: Introduce students to a student-friendly rubric, share with them the level 4B anchor paper, review the qualities that make it a 4, have students assess five sample essays in small groups using the rubric and discuss their scoring as a class. - Day 5: Explain to students the purpose of peer-review and the method they will use to peer-review their essays, have students peer-review their own essays in groups, and discuss with them the due date for the final draft of the essay and opportunities for any further revision 	<ul style="list-style-type: none"> - Prepare students for Unit IV assessment - Teach most effective strategies for taking PT IV of Regents - Offer students opportunities to read and write for critical analysis - Provide students with feedback on their ability to meet the standards represented by PT IV of the Regents 	<ul style="list-style-type: none"> - Administer Session II, Part B exam of June 2005 Regents. - Day 1: Introduce and motivate topic. Students begin essay. - Day 2: While students continue essay, assist students one-on-one, making reference to the areas in need of improvement as indicated on their individualized improvements plans - Day 3: Introduce students to a student-friendly rubric, share with them the level 4B anchor paper, review the qualities that make it a 4, have students assess five sample essays in small groups using the rubric and discuss their scoring as a class. - Day 4: Explain to students the purpose of peer-review and the method they will use to peer-review their essays, have students peer-review their own essays in groups, and discuss with them the due date for the final draft of the essay and opportunities for any further revision
Reading	<ul style="list-style-type: none"> - Any text(s) that can be tied to the theme of the unit. May be continuation of Unit II text. - Use of related literary texts 	<ul style="list-style-type: none"> - Session II, Part A exam of January 2005 Regents - Level 4B anchor paper, 5 practice papers, and peer-review of each other's essays 	<ul style="list-style-type: none"> - Any text(s) that can be tied to the theme of the unit. May be continuation of Unit III text. 	<ul style="list-style-type: none"> - Session 1, Part B exam of June 2005 Regents - Level 4B anchor paper, 5 practice papers, and peer-review of each other's essays
Writing	<ul style="list-style-type: none"> - Written responses to related texts - Opportunities to relate ideas between same or different literary texts - Journal continued - Portfolio continued 	<ul style="list-style-type: none"> - Session II, Part A written response, including any revisions, to January 2005 Regents - Peer-review feedback 	<ul style="list-style-type: none"> - A written response relating critical statements to text(s) read - Journal continued - Portfolio continued 	<ul style="list-style-type: none"> - Session II, Part B written response, including any revisions, to June 2005 Regents - Peer-review feedback
Skills	<ul style="list-style-type: none"> - Analyzing, interpreting, and evaluating literary texts - Creating a controlling idea and using it to relate two texts - Tackling multiple-choice questions 	<ul style="list-style-type: none"> - See Unit III skills - Peer-review - Revision 	<ul style="list-style-type: none"> - Analyzing, interpreting, and evaluating literary texts 	<ul style="list-style-type: none"> - See Unit IV skills - Peer-review - Revision

Assessment	See next column	<ul style="list-style-type: none"> - Student papers are graded by teacher using rubric and returned with constructive feedback. Essays with grade of 3 or below are considered incomplete. Students with incompletes should be actively encouraged to visit the Writing Center for assistance. - Students may revise responses as many times as necessary to achieve a 4 (65 – 79), a 5 (80 – 94), or a 6 (95 – 100). 	See next column	<ul style="list-style-type: none"> - Student papers are graded by teacher using rubric and returned with constructive feedback. Essays with grade of 3 or below are considered incomplete. Students with incompletes should be actively encouraged to visit the Writing Center for assistance. - Students may revise responses as many times as necessary to achieve a 4 (65 – 79), a 5 (80 – 94), or a 6 (95 – 100).
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End-of-Course Assessment	
Time	5 Days
Objectives	<ul style="list-style-type: none"> -Administer Session I, Part A and Session II, Part B Regents exam to students as part of end-of-course final exam (Specific exams to be used will be announced when finals approach and copies for all students will be made available to teachers) -Offer students opportunities to listen and write for information and understanding -Offer students opportunities to read and write for critical analysis -Assess students’ abilities to listen and write for information and understanding and their ability to read and write for critical analysis -Provide students with feedback based on assessment of first part of final exam