

## Freshman English Curriculum 2008

State Goal	State Standard	Lesson	Assessment
<p><b>STATE GOAL 1: Read with understanding and fluency.</b></p> <p><b>Why This Goal Is Important:</b> Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.</p>	<p><b>A. Apply word analysis and vocabulary skills to comprehend selections.</b></p> <p><b>1.A.4a</b> Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.</p>	<p>Short stories are read with vocabulary exercises</p> <p>Novels: <u>The Lilies of the Field</u>, <u>The Pearl</u>, <u>Romeo and Juliet</u>, <u>The Odyssey</u>, Excerpts from <u>The Devil in the White City</u> are read with vocabulary lists provided</p>	<p>Quizzes and tests; application assigns.; paragraph assigns.</p> <p>Quizzes, final test; discussion on vocabulary usage; classroom activities</p>
	<p><b>1.A.4b</b> Compare the meaning of words and phrases and use analogies to explain the relationships among them.</p>	<p>Short stories are read with vocabulary exercises</p>	<p>Quizzes and tests; application assigns.; paragraph assigns</p>
	<p><b>B. Apply reading strategies to improve understanding and fluency.</b></p> <p><b>1.B.4a</b> Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.</p>	<p>Short stories are read with vocabulary exercises</p> <p>“A Rose for Emily”— every reading strategy is reviewed</p> <p>Novels: <u>The Lilies of the Field</u>, <u>The Pearl</u>, <u>Romeo and Juliet</u>, <u>The Odyssey</u>, Excerpts from <u>The</u></p>	<p>Quizzes and tests Class discussions</p> <p>Highlighting, underlining, context clues, sticky notes, summarizing, rereading.</p> <p>Final quiz</p> <p>Quizzes, final test; discussion on vocabulary usage; classroom activities</p>

		<u>Devil in the White City</u>	
	<b>1.B.4b</b> Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.	Short stories are read with vocabulary exercises  Novels: <u>The Lilies of the Field</u> , <u>The Pearl</u> , <u>Romeo and Juliet</u> , <u>The Odyssey</u> , Excerpts from <u>The Devil in the White City</u>	Quizzes and tests Class discussions  Quizzes, final test; discussion on vocabulary usage; classroom activities
	<b>1.B.4c</b> Read age-appropriate material with fluency and accuracy.	Short stories are read with vocabulary exercises  Novels: <u>The Lilies of the Field</u> , <u>The Pearl</u> , <u>Romeo and Juliet</u> , <u>The Odyssey</u> , Excerpts from <u>The Devil in the White City</u>  Chapter from <u>Freakonomics</u>	Quizzes and tests Class discussions  Quizzes, final test; discussion on vocabulary usage; classroom activities  Class discussions, final quiz
	<b>C. Comprehend a broad range of reading materials.</b>  <b>1.C.4a</b> Use questions and predictions to guide reading.	Short stories are read with vocabulary exercises  Novels: <u>The Lilies of the Field</u> , <u>The Pearl</u> , <u>Romeo and Juliet</u> , <u>The Odyssey</u> , Excerpts from <u>The Devil in the White City</u>	Quizzes and tests Class discussions  Quizzes, final test; discussion on vocabulary usage; classroom activities
	<b>1.C.4b</b> Explain and justify an interpretation of a text.	Short stories are read with vocabulary exercises 2 paragraph assigns are given for each short story	Quizzes and tests Class discussions Paragraphs are graded, edited and resubmitted

		Novels: <u>The Lilies of the Field</u> , <u>The Pearl</u> , <u>Romeo and Juliet</u> , <u>The Odyssey</u> , Excerpts from <u>The Devil in the White City</u>	Quizzes, final test; discussion on vocabulary usage; classroom activities
	<b>1.C.4c</b> Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).	Short stories are read with vocabulary exercises	Quizzes and tests
	<b>1.C.4d</b> Summarize and make generalizations from content and relate them to the purpose of the material.	Short stories are read with vocabulary exercises  Novels: <u>The Lilies of the Field</u> , <u>The Pearl</u> , <u>Romeo and Juliet</u> , <u>The Odyssey</u> , Excerpts from <u>The Devil in the White City</u>	Quizzes and tests Class discussions  Quizzes, final test; discussion on vocabulary usage; classroom activities
	<b>1.C.4e</b> Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).	Short stories are read with vocabulary exercises  Novels: <u>The Lilies of the Field</u> , <u>The Pearl</u> , <u>Romeo and Juliet</u> , <u>The Odyssey</u> , Excerpts from <u>The Devil in the White City</u>	Quizzes and tests Class discussions  Quizzes, final test; discussion on vocabulary usage; classroom activities
	<b>1.C.4f</b> Interpret tables, graphs and maps in conjunction with related text.	Chapter from <u>Freakonomics</u> — tables are analyzed and put to use in real situations	Class discussions; final quiz on the content

<p><b>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</b></p> <p><b>Why This Goal Is Important:</b> Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.</p>	<p><b>A. Understand how literary elements and techniques are used to convey meaning.</b></p> <p><b>2.A.4a</b> Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.</p>	<p>Short stories are read with vocabulary exercises          “A Rose for Emily”—flashback          “Cask of Amontillado”—suspense          “Gift of the Magi”—irony          “The Most Dangerous Game”—making inferences          “The Necklace”—character development          “The Scarlet Ibis”—symbolism</p> <p>Novels: <u>The Lilies of the Field</u>, <u>The Pearl</u>, <u>Romeo and Juliet</u>, <u>The Odyssey</u>, Excerpts from <u>The Devil in the White City</u></p>	<p>Quizzes and tests          Class discussions          Exercises to identify each</p> <p>Quizzes, final test; discussion on vocabulary usage; classroom activities</p>
	<p><b>2.A.4b</b> Explain relationships between and among literary elements including character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of the literary piece.</p>	<p>Short stories are read with vocabulary exercises          “A Rose for Emily”—plot conflict/resolution,          “Cask of Amontillado”—conflict/resolution, plot          “Gift of the Magi”—setting, theme          “The Most Dangerous Game”—theme, conflict          “The Necklace”—conflict, setting          “The Scarlet Ibis”—character, conflict</p>	<p>Quizzes and tests          Class discussions</p>

		Novels: <u>The Lilies of the Field</u> , <u>The Pearl</u> , <u>Romeo and Juliet</u> , <u>The Odyssey</u> , Excerpts from <u>The Devil in the White City</u>	Quizzes, final test; discussion on vocabulary usage; classroom activities
	<b>2.A.4c</b> Describe relationships between the author's style, literary form (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, essays) and intended effect on the reader.	Short stories are read with vocabulary exercises  Novels: <u>The Lilies of the Field</u> , <u>The Pearl</u> , <u>Romeo and Juliet</u> , <u>The Odyssey</u> , Excerpts from <u>The Devil in the White City</u>	Quizzes and tests Class discussions  Quizzes, final test; discussion on vocabulary usage; classroom activities
	<b>2.A.4d</b> Describe the influence of the author's language structure and word choice to convey the author's viewpoint.	Short stories are read with vocabulary exercises  Novels: <u>The Lilies of the Field</u> , <u>The Pearl</u> , <u>Romeo and Juliet</u> , <u>The Odyssey</u> , Excerpts from <u>The Devil in the White City</u>	Quizzes and tests Class discussions  Quizzes, final test; discussion on vocabulary usage; classroom activities
	<b>B. Read and interpret a variety of literary works.</b>  <b>2.B.4a</b> Critique ideas and impressions generated by oral, visual, written and electronic materials.	Short stories are read with vocabulary exercises 2 paragraph assigns are given for each short story	Quizzes and tests Class discussions Paragraphs are graded, edited and resubmitted
	<b>2.B.4b</b> Analyze form, content, purpose and major themes of American literature and literature of other	Short stories are read with vocabulary exercises  Novels: <u>The Lilies of the Field</u> , <u>The Pearl</u> ,	Quizzes and tests Class discussions  Quizzes, final test; discussion on vocabulary

	countries in their historical perspectives	<u>Romeo and Juliet</u> , <u>The Odyssey</u> , Excerpts from <u>The Devil in the White City</u>	usage; classroom activities
	<b>2.B.4c</b> Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature.	Short stories are read with vocabulary exercises 2 paragraph assigns are given for each short story  Novels: <u>The Lilies of the Field</u> , <u>The Pearl</u> , <u>Romeo and Juliet</u> , <u>The Odyssey</u> , Excerpts from <u>The Devil in the White City</u>	Quizzes and tests Class discussions Paragraphs are graded, edited and resubmitted  Quizzes, final test; discussion on vocabulary usage; classroom activities
<b>STATE GOAL 3: Write to communicate for a variety of purposes.</b>  <b>Why This Goal Is Important:</b> The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.	<b>A. Use correct grammar, spelling, punctuation, capitalization and structure.</b>  <b>3.A.4</b> Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.	Short stories are read with vocabulary exercises 2 paragraph assigns are given for each short story  Research paper on a god or goddess; this is done in conjunction with <u>The Odyssey</u>	Quizzes and tests  Paragraphs are graded, edited and resubmitted  Research is done in and out of class; rough draft is turned in, edited, and a final draft turned in
	<b>B. Compose well-organized and coherent writing for specific purposes and audiences.</b>	Short stories are read with vocabulary exercises 2 paragraph assigns are given for each short	Quizzes and tests  Paragraphs are graded, edited and

	<p><b>3.B.4a</b> Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence</p>	<p>story</p> <p>Research paper on a god or goddess; this is done in conjunction with <u>The Odyssey</u></p> <p><u>Reader's Handbook</u>— how to read sections</p>	<p>resubmitted</p> <p>Research is done in and out of class; rough draft is turned in, edited, and a final draft turned in</p> <p>Groups will present to the class a summary of a certain section of text</p>
	<p><b>3.B.4b</b> Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.</p>	<p>Short stories are read with vocabulary exercises 2 paragraph assigns are given for each short story</p> <p>Research paper on a god or goddess; this is done in conjunction with <u>The Odyssey</u></p>	<p>Quizzes and tests</p> <p>Paragraphs are graded, edited and resubmitted</p> <p>Research is done in and out of class; rough draft is turned in, edited, and a final draft turned in</p>
	<p><b>3.B.4c</b> Evaluate written work for its effectiveness and make recommendations for its improvement.</p>	<p>Short stories are read with vocabulary exercises 2 paragraph assigns are given for each short story</p> <p>Research paper on a god or goddess; this is done in conjunction with <u>The Odyssey</u></p>	<p>Quizzes and tests Class discussions Paragraphs are graded, edited and resubmitted</p> <p>Research is done in and out of class; rough draft is turned in, edited, and a final draft turned in</p>
	<p><b>C. Communicate ideas in writing to accomplish a variety of purposes.</b></p> <p><b>3.C.4a</b> Write for real or potentially real situations in academic, professional and</p>	<p>Romeo and Juliet— writing a letter</p> <p><u>Reader's Handbook</u>— how to read sections</p>	<p>Business letter, and personal letter</p> <p>Groups will compile an overhead to present to the class</p>

	civic contexts (e.g., college applications, job applications, business letters, petitions).		
	<b>3.C.4b</b> Using available technology, produce compositions and multimedia works for specified audiences.	Short stories are read with vocabulary exercises 2 paragraph assigns are given for each short story  Research paper on a god or goddess; this is done in conjunction with <u>The Odyssey</u>	Quizzes and tests  Paragraphs are graded, edited and resubmitted  Research is done in and out of class; rough draft is turned in, edited, and a final draft turned in
<b>STATE GOAL 4: Listen and speak effectively in a variety of situations.</b>  <b>Why This Goal Is Important:</b> Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.	<b>A. Listen effectively in formal and informal situations.</b>  <b>4.A.4a</b> Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).	Short stories are read with vocabulary exercises  <u>Reader's Handbook</u> — how to read sections  Class discussion and lecture is a daily occurrence	Quizzes and tests Class discussions  Students will have to comprehend presentation given by groups  Following directions is monitored daily
	<b>4.A.4b</b> Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).	Short stories are read with vocabulary exercises  <u>Reader's Handbook</u> — how to read sections	Quizzes and tests Class discussions  Students will have to comprehend presentation given by groups
	<b>4.A.4c</b> Follow complex oral instructions.	Short stories are read with vocabulary exercises	Quizzes and tests Class discussions

		Daily during classroom procedures  <u>Reader's Handbook</u> — how to read sections	Instructions are given orally on a daily basis  Directions are in steps, but there are many and different members in the group will have different instructions
	<b>4.A.4d</b> Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive).	<u>Reader's Handbook</u> — how to read sections	Groups will need to be able to read their audience and redeliver misunderstood information
	<b>B. Speak effectively using language appropriate to the situation and audience.</b>  <b>4.B.4a</b> Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.	Short stories are read with vocabulary exercises  <u>Reader's Handbook</u> — how to read sections	Quizzes and tests Class discussions  Groups will present to the class their reading strategy of a certain section using the overhead
	<b>4.B.4b</b> Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.	<u>Reader's Handbook</u> — how to read sections	Group roles will differ as the assignment changes
	<b>4.B.4c</b> Use strategies to	<u>Reader's Handbook</u> —	Groups will present to the

	manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice).	how to read sections; in order to present, strategies will be given to ease nervousness	class their reading strategy of a certain section using the overhead
	<b>4.B.4d</b> Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.	Class discussions  <u>Reader's Handbook</u> — how to read sections	Class discussions  Groups will present to the class their reading strategy of a certain section using the overhead  Inside the group, group members will need to resolve issues
<b>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</b>  <b>Why This Goal Is Important:</b> To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.	<b>A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</b>  <b>5.A.4a</b> Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets)	Research paper on a god or goddess; this is done in conjunction with <u>The Odyssey</u>  Steps to writing the research paper will be applied	Research is done in and out of class; rough draft is turned in, edited, and a final draft turned in
	<b>5.A.4b</b> Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.	Research paper on a god or goddess; this is done in conjunction with <u>The Odyssey</u>	Research is done in and out of class; rough draft is turned in, edited, and a final draft turned in
	<b>B. Analyze and evaluate information acquired from</b>	Research paper on a god or goddess; this is done in conjunction	Research is done in and out of class; rough draft is turned in,

	<p>various sources.</p> <p><b>5.B.4a</b> Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes.</p>	with <u>The Odyssey</u>	edited, and a final draft turned in
	<p><b>5.B.4b</b> Use multiple sources and multiple formats; cite according to standard style manuals.</p>	Research paper on a god or goddess; this is done in conjunction with <u>The Odyssey</u>	Research is done in and out of class; rough draft is turned in, edited, and a final draft turned in
	<p><b>C. Apply acquired information, concepts and ideas to communicate in a variety of formats.</b></p> <p><b>5.C.4a</b> Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience.</p>	<p>Short stories are read with vocabulary exercises</p> <p>Research paper on a god or goddess; this is done in conjunction with <u>The Odyssey</u></p> <p><u>Reader's Handbook</u>—how to read sections</p>	<p>Quizzes and tests</p> <p>Research is done in and out of class; rough draft is turned in, edited, and a final draft turned in</p> <p>Groups will present to the class their reading strategy of a certain section using the overhead</p>
	<p><b>5.C.4b</b> Produce oral presentations and written documents using supportive research and incorporating contemporary technology.</p>	<u>Reader's Handbook</u> —how to read sections	Groups will present to the class their reading strategy of a certain section using the overhead
	<p><b>5.C.4c</b> Prepare for and participate in formal debates</p>	The Odyssey—should Odysseus be punished?	Classroom debate with monitoring evaluation rubric

\*Short stories include “A Rose for Emily”, “Cask of Amontillado”, “The Gift of the Magi”, “The Most Dangerous Game”, “The Necklace”, “The Scarlet Ibis”, and a chapter from Freakonomics.

## FRESHMEN ENGLISH WEEKLY LESSON PLANS 2008

Week	Topic	Assignment	State Goal
1	Intro	Getting to know the students/them knowing me	
2	“Flowers”	Introduction to reading literature analytically	
3	SL	Introduction to Hawthorne/Puritanism/begin analysis	
4	SL	Analyzing characters—Guilt/connection body and soul	
5	SL	Conclude Reading Review Book	
6	Paper #1	Electronic document/final test/paper due	
7	Sh Stories	“Classyass” and “Trifles”	
8	Sh Stories	“The Story of an Hour” & “The Jilting of Granny Weatherall”	
9	Sh Stories	“Where Are You Going...” & “Everyday Use”	
10	GG	Introduction to the book/the 1920s/and prohibition	
11	GG	Literary analysis/discussion	
12	Paper #2	Great Gatsby Test and paper due/ Debate	
13	Hamlet	Intro to Shakespeare/Elizabethan England/terminology	
14	Hamlet	Acts I and II	
15	Hamlet	Acts III and IV	
16	Hamlet	Act V/review/test	
17	Catch-up	Depending on how Thanks giving and Christmas fall, some weeks may be half weeks	
18	Review	Exam week	
19	AW	Begin The Awakening	
20	AW	Continue analysis/reading	
21	AW	Preparation for the all essay test	
22	Research	Introduction and thesis sentence	
23	Research	Note cards/Bib. Cards	
24	Research	Introduction/sentence variety/preliminary outline	
25	Research	Review introduction/research day	
26	Research	Research days/meet with individuals about intro	
27	Research	Final Outline/50 cards/research	

28	Research	Research days and revision	
29	Research	Rough draft/editing/final draft	
30	SP	Begin A Separate Peace	
31	SP	A Separate Peace/final test	
32	Non-fiction	Freakonomics chapter—Roe V. Wade	
33	ACT/PSAE	Test taking strategies...2 days for the test	
34	Crucible	The Crucible/Miller/McCarthyism/Salem witch trials/Acts I-II	
35	Crucible	Acts III, IV and final test	
36	D of a S	Death of a Salesman scene 1/movie to help/work relationships	
37	D of a S	Death of a Salesman scene 2/movie to help/family relations.	
38	Exams	Review for exams and take exams	

\*Somewhere around the end of January, the research paper will start. This is adjusted according to the history classes and library availability.

\*Somewhere between weeks 29 and 33 there will be a Spring Break. Adjust these weeks accordingly.

\*Somewhere around week 33 will be ACT/PSAE testing. Adjust schedule accordingly.

## Advanced Freshman English Curriculum 2008

State Goal	State Standard	Lesson	Assessment
<p><b>STATE GOAL 1: Read with understanding and fluency.</b></p> <p><b>Why This Goal Is Important:</b> Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.</p>	<p><b>A. Apply word analysis and vocabulary skills to comprehend selections.</b></p> <p><b>1.A.4a</b> Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.</p>	<p>Discuss analogy of banking to justice and extensive use of metaphors and similes in "I Have a Dream."</p> <p>Discuss Shakespeare's use of idioms, analogies, metaphors, and similes in <i>Romeo and Juliet</i>."</p> <p>Students study the range of vocabulary and the methods used by Tolkien to create the languages used by the different people groups in the <i>The Fellowship of the Ring</i>.</p>	<p>Students write a 700 word essay analyzing King's use of analogy, metaphors, similes, and picturesque language as tools of persuasive writing.</p> <p>Students will demonstrate their understanding of such figurative language when they interpret Shakespeare's language as they read the play aloud in class. Students will also write original metaphors, similes, analogies, and idioms.</p> <p>Students will create original conversations between people in the novel.</p>
	<p><b>1.A.4b</b> Compare the meaning of words and phrases and use analogies to explain the relationships among them.</p>	<p>Students discuss much new vocabulary and explain the relationships between similar words as they read <i>Romeo and Juliet</i> and <i>The odyssey</i> and a variety of short stories including "The Most Dangerous Game," "The</p>	<p>Students will do this by illustrating words and by arranging similar words such as hate, loath, detest, and abhor in order of intensity</p>

		Necklace," "The Gift of the Magi," The Lady and the Tiger".	
	<p><b>B. Apply reading strategies to improve understanding and fluency.</b></p> <p><b>1.B.4a</b> Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.</p>	<p>Before reading <i>Shane</i> students preview the story and its themes by discussing themes, types of characters, objects, and places that are found in a typical western novel or movie. Other novels may be substituted or added.</p> <p>While reading <i>Romeo and Juliet</i>, students preview each act of the play by predicting what will happen by using sets of discussion questions.</p>	<p>This is assessed through group work in which the students on a team use the lists they have made to compile a team list which they present to the class.</p> <p>This is assessed by the willingness of students to share their predictions and the accuracy of predictions based on what has already happened in the play and their knowledge of the characters and culture.</p>
	<p><b>1.B.4b</b> Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.</p>	<p>Students read short stories from their text and <u>Best Short Stories</u> and study the introductions to each selection which each emphasize a different facet of a story such as structure , content, order of events, effect, and details. There is instruction to accompany each story.</p>	<p>Multiple choice format questions that cover a variety of aspects of the stories read including details, comprehension, cause and effect, understanding characters, purpose of the story, and the effect the story has on the reader as he or she analyzes characters, responses and motives.</p>
	<p><b>1.B.4c</b> Read age-appropriate material with fluency and accuracy.</p>	<p>Students read short stories and nonfiction from <u>Best Short Stories</u> and <u>Best Nonfiction</u> which are all age appropriate but vary according to reading</p>	<p>The short stories are age-appropriate yet grouped at the middle and advanced level, so that as a student becomes proficient at one level he or she</p>

		level.	is able to move to a more difficult level of difficulty. The teacher will determine that by assessing the quizzes accompanying the stories. This will allow the student to read at a level at which is fluent.
	<p><b>C. Comprehend a broad range of reading materials.</b></p> <p><b>1.C.4a</b> Use questions and predictions to guide reading.</p>	<p>Students are given questions such as will the doctor treat Coyotito, will Juana and Kino make it to the city, and will Kino truly lose his soul to the pearl to guide their reading and cause them to predict what will happen as they read the novel <i>The Pearl</i>.</p> <p>Other novels may be substituted or added.</p>	<p>Students will write a number of paragraphs predicting what will happen next as they read <i>The pearl</i>.</p>
	<p><b>1.C.4b</b> Explain and justify an interpretation of a text.</p>	<p>Students are given a week to prepare for a "Socratic Seminar" on the story "The Most Dangerous Game" by reading the story, underlining passages they plan to discuss, and doing a pre-seminar task.. They have a choice of three tasks: a poem of at least 20 lines summarizing the story, two detailed drawings of times Rainsford attempts to outwit Zaroff in the jungle, or a two page typed play retelling the story.</p>	<p>The assessment is a combination grade from a quiz on the story, an evaluation of the pre-seminar task, the number and quality of the student's contributions to the discussion which is aimed as interpreting the text and the author's intention in writing, and a post-seminar assignment on a time they felt hunted or trapped.</p>

	<b>1.C.4c</b> Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).	The Socratic Seminar on "The Most Dangerous Game" is also aimed at applying the themes and events from the story to the students' lives.	A grade is given on the amount of participation as the teacher simply facilitates the students' discussion of the beliefs and responses of the characters.
	<b>1.C.4d</b> Summarize and make generalizations from content and relate them to the purpose of the material.	In the novel <i>The Lilies of the Field</i> students make generalizations about the characters based on how they interact with each other and the purpose of the story.	Students write an I AM poem from the view point of one of the characters. They also write an essay on a static or dynamic character with supporting evidence.
	<b>1.C.4e</b> Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).	Imagery and the points of view of the contrasting characters General Zaroff and Rainsford are discussed in detail when analyzing the story "the Most dangerous Game."	Assessed by discussion, a paragraph students' write on the images in the first two pages that foreshadow that something evil will happen on the island, and essay questions on a test.
	<b>1.C.4f</b> Interpret tables, graphs and maps in conjunction with related text.	Maps of Mordor, Middle Earth, Forodwaith, Rohan, and Gondor are studied while reading <i>The Fellowship of the Ring</i> .  Maps of England and France are consulted while reading <i>A Tale of Two Cities</i> , maps of California and Mexico while reading <i>The Pearl</i> , maps of the western territories while reading <i>Shane</i> , and maps of England and Italy while discussing background	These assessments are done during discussion, quizzes on assigned reading, and questions on background information on tests over the reading materials.

		<p>information on Shakespeare.</p> <p>Results of teachers cheating on students' standardized tests are studied using tables in the nonfiction book <i>Freakonomics</i>. Other nonfiction may be substituted or added.</p> <p>Students also create maps of the voyages recounted in <i>The Odyssey</i>.</p>	<p>These maps are graded for accuracy and creativity.</p>
<p><b>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</b></p> <p><b>Why This Goal Is Important:</b> Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.</p>	<p><b>A. Understand how literary elements and techniques are used to convey meaning.</b></p> <p><b>2.A.4a</b> Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.</p>	<p>Students study in depth Dr. Martin Luther King, Jr's use of literary techniques in "I have a Dream". They divide their notes into examples of allusions to literature and Bible, history, and shared Black experiences; metaphors and similes and an extended allusion comparing justice to banking; parallelism, and effective word choice.</p> <p>In the <i>Freakonomics</i> chapter "Why Do Gang Members Still Live with Their Moms?" Steven Levitt has lengthy descriptions of the tenements on the south side of Chicago and life in the Black Disciples gang.</p>	<p>Students write a 700 word essay analyzing Dr. King's use of literary techniques which add to the effectiveness of his speech.</p> <p>Class discussions and quizzes</p>

		<p>Other nonfiction may be substituted or added.</p> <p>The students read clever dialogue in the novel <i>Shane</i>.</p> <p>The dialogue in <u>Romeo and Juliet</u> is filled with poetic language of all kinds including oxymoron, allusions, metaphors, imagery, and witty dialogue.</p>	<p>Students have quizzes on the content and write an essay on a quote from the book.</p> <p>Students read and explain these literary techniques.</p>
	<p><b>2.A.4b</b> Explain relationships between and among literary elements including character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of the literary piece.</p>	<p>This goal is covered to some extent in all the novels we read but especially in <i>The Fellowship of the Ring</i>. For example the students study how Tolkein made even the setting a major character in the novel and are especially aware of how the theme is a major force in the story.</p> <p>Other novels may be added.</p>	<p>The students discuss, take quizzes, and write about how each character and people group is essential to the plot.</p> <p>They also draw the setting that they think is most vivid in the story.</p>
	<p><b>2.A.4c</b> Describe relationships between the author's style, literary form (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, essays) and intended effect on the reader.</p>	<p>This goal is addressed by all materials we read but is emphasized while reading the plays <u>A Raisin in the Sun</u> and <u>Romeo and Juliet</u> and a variety of poetry from <u>Best Poems</u> and our text.</p>	<p>Class discussion of the effect of pieces of literature.</p>
	<p><b>2.A.4d</b> Describe the</p>	<p>Students learn the effect of an</p>	<p>Students find examples of</p>

	influence of the author's language structure and word choice to convey the author's viewpoint.	author's language and word choice while reading short stories, plays, poetry, and novels. This is especially emphasized while reading poetry, the speech "I Have a Dream", and plays. The dialogue is discussed as a way to use word choice to make a character's meaning clear and show the author's viewpoint.	words that convey the author's viewpoint and search for synonyms that would have less or greater effect. Students take quizzes on stories in which they are required to make judgments about characters based on the word choice of a selection.
	<p><b>B. Read and interpret a variety of literary works.</b></p> <p><b>2.B.4a</b> Critique ideas and impressions generated by oral, visual, written and electronic materials.</p>	Students watch a clip of the "Honeymooners" without sound during a unit on communication and try to write the dialogue they think is going on and analyze the nonverbal communication of Jackie Gleason as they critique the clip. They critique the conversations of jurors in the movie <u>12 Angry Men</u> as the jurors discuss the case and justify their opinions. They base their analysis on what they have learned in this unit about stereotyping and making judgments and assumptions based on past experiences, the present situation, their backgrounds, and physical differences.	This is assessed during discussion groups, a test over communication, a test on <u>12 Angry Men</u> which requires students to analyze the events in the movie and the motivations of the jurors, and skits students prepare to show various ways that nonverbals and tone of voice can change communication.
	<b>2.B.4b</b> Analyze form,	This goal is especially met	The students' understanding of

	content, purpose and major themes of American literature and literature of other countries in their historical perspectives	while reading <u>A Tale of Two Cities</u> which is set during the time of the French Revolution. The themes of a second chance at life, revenge, and of the power of love to recall people to life are played out in a setting that makes their meaning clear.  Other novels may be added.	the content and themes in the historical setting are assessed by class discussion, quizzes after each reading assignment, a final test, a character drawing, a poster presentation , and a song written and performed by teams of 3-4 students.
	<b>2.B.4c</b> Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature.	While reading <i>A Tale of Two Cities</i> , the motives of characters such as Madame DeFarge and Sydney Carton and the resulting behaviors and consequences are the focus of the novel.	This is assessed by class discussion.
<p><b>STATE GOAL 3: Write to communicate for a variety of purposes.</b></p> <p><b>Why This Goal Is Important:</b> The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including</p>	<p><b>A. Use correct grammar, spelling, punctuation, capitalization and structure.</b></p> <p><b>3.A.4</b> Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.</p>	<p>Students practice editing a research paper on "I Have a Dream" using a Smart Board. They then peer edit another student's paper for a clear thesis, background information, organization, grammar and punctuation, spelling, sentence variety, and correct form for citations and the Works Cited page.</p> <p>Students have an intensive review of punctuation when reading the best selling book</p>	<p>The editing is assessed by the teacher as he or she considers a grade on the rough draft of the paper.</p> <p>There are quizzes on each reading. Students are also held responsible for using what they</p>

<p>standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.</p>		<p><u>Eats, Shoots and Leaves.</u></p>	<p>have learned in all the writing they do.</p>
	<p><b>B. Compose well-organized and coherent writing for specific purposes and audiences.</b></p> <p><b>3.B.4a</b> Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence</p>	<p>Students write a variety of paragraphs and longer essays including personal experiences, analysis of literature, persuasive and expository topics, and comparison/contrast.</p>	<p>Writing is graded for content, style, and mechanics.</p>
	<p><b>3.B.4b</b> Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.</p>	<p>Students produce, edit, and revise note cards, bibliography cards, an outline, a works cited page, and citations within their research paper using correct MLA form.</p>	<p>All parts of the writing assignment are graded.</p>
	<p><b>3.B.4c</b> Evaluate written work for its effectiveness and make recommendations</p>	<p>Students make suggestions as they peer edit essays.</p>	<p>Grading of writing takes into consideration whether or not improvements are evident in</p>

	for its improvement.		the final copies of writing assignments.
	<p><b>C. Communicate ideas in writing to accomplish a variety of purposes.</b></p> <p><b>3.C.4a</b> Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions).</p>	<p>Students write memos to their principal suggesting ways to improve Unity High school. These topics have included the need for new lockers, a longer passing period, new uniforms, a wider range of classes, better lunches, and air conditioning. The memos are typed using correct memo form and delivered to the principal.</p>	<p>The memos are graded for content and form. The principal then speaks to the students about their suggestions. Some of their suggestions have been incorporated.</p>
	<p><b>3.C.4b</b> Using available technology, produce compositions and multimedia works for specified audiences.</p>	<p>Students type some of their written work in the library. They also use technology to make a presentation using power point.</p>	<p>These projects are graded.</p>
<p><b>STATE GOAL 4: Listen and speak effectively in a variety of situations.</b></p> <p><b>Why This Goal Is Important:</b> Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to</p>	<p><b>A. Listen effectively in formal and informal situations.</b></p> <p><b>4.A.4a</b> Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).</p>	<p>Students use listening skills when receiving directions, taking part in class discussions, working together on lessons in their teams, and evaluating presentations of class mates. An example is the poster and explanation done in teams in which students make a graphic representation of the degree of responsibility each character in <u>Romeo and Juliet</u> has for the death of Juliet. They have one class period to produce a finished product and present it</p>	<p>These skills are evaluated by assessing whether or not they followed directions, have an acceptable graphic representation of their findings, and can report to the class on how they decided on the levels of guilt of various characters.</p>

clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.		to the class with evidence to support their conclusions.	
	<b>4.A.4b</b> Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).	Students take notes on such subjects as background on Shakespeare and his times, short story terms, and punctuation rules. While studying work ethics they listen to case scenarios of conflicts on the job and analyze how a boss might handle the situations.	Notes are graded as part of a notebook grade.
	<b>4.A.4c</b> Follow complex oral instructions.	Students follow complex oral instructions when mapping the journeys of Odysseus in the <u>Odyssey</u> and Frodo in <u>The Fellowship of the Ring</u> and when working in a team to write a song that reviews the story of <u>A Tale of Two Cities</u> , creating an album cover for the song, and performing the song.	The maps are graded for accuracy, creativity, and neatness. The song is graded for creativity, the presentation, and how well it covers the story.
	<b>4.A.4d</b> Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive).	Students learn the relationship between verbal and nonverbal messages in a communication unit which stresses the dominance of nonverbal communication and tone of voice when communicating.	The assessment involves skits, charades, riddles, the ability to recognize meaning through nonverbals and tone of voice, and tests.
	<b>B. Speak effectively using language appropriate to the</b>	Students must present a poster consisting of drawings	The presentation is assessed on a rubric including creativity in

	<p><b>situation and audience.</b></p> <p><b>4.B.4a</b> Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.</p>	<p>representing each chapter in <u>Book One of A Tale of Two Cities</u> to explain what happens in each chapter. They deliver the presentation as a group, but each student has prepared a section of the drawing, a summary of 1-2 chapters, and must orally present 1-2 chapters</p>	<p>production, evidence of work on poster, a confident presentation, and understanding of the material in each chapter by the teacher and the other teams.</p>
	<p><b>4.B.4b</b> Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.</p>	<p>Students work in teams to rewrite a scene from <u>Romeo and Juliet</u> in common speech of today. Each student in the group must assume a different role in preparing the presentation such as leadership, translating, taking notes, typing the rewrite, and performing the updated version.</p>	<p>The team is graded on the presentation.</p>
	<p><b>4.B.4c</b> Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice).</p>	<p>Students use notecards in presentations when they feel the need. Students also learn to use key words and pictures on the visuals used in presentations to cue the oral part of presentations. They also get comfortable being in front of others by playing charades if</p>	<p>Students are graded on composure on most presentations.</p>

		there is extra time near the end of a class.	
	<b>4.B.4d</b> Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.	Working in teams for many units helps students learn to resolve conflicts when they must agree as a team.	This is assessed by the students themselves when they write an essay on the advantages and disadvantages of learning and working in teams.
<p><b>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</b></p> <p><b>Why This Goal Is Important:</b> To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.</p>	<p><b>A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</b></p> <p><b>5.A.4a</b> Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).</p>	Students write a 3-4 page research paper analyzing Martin Luther King's writing techniques in his "I have a Dream" speech. They take notes as we go over the speech line by line. They use a planning sheet that helps them organize his writing techniques into various categories and use this as a basis for their outline. They then go to the library to research his life for the introduction of the paper.	The assessment consists of a grade on the introduction, a grade on the outline, and a grade on the final research paper.
	<b>5.A.4b</b> Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.	In writing the research paper on "I Have Dream" the students use the text of the speech, books about the author, internet sources critiquing the speech, and a video of Martin Luther king Jr. giving the speech which has a summary of the events leading up to the speech.	The Works Cited page is graded partially on the variety of sources used.

		Power point on Shakespeare background will involve research.	Power point will be graded for content, creativity, and sources.
	<p>B. Analyze and evaluate information acquired from various sources.</p> <p><b>5.B.4a</b> Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes.</p>	The Dr. king paper also covers this goal as students evaluate the actual speech, the video of Dr. king giving the speech, critiques of the speech, and information on his life.	The sources chosen and the care given to finding credible and useful sources are evaluated as part of the paper's grade.
	<b>5.B.4b</b> Use multiple sources and multiple formats; cite according to standard style manuals.	Students learn to write bibliography cards, note cards, do a Works Cited page, and make correct citations within the text of the paper.	These skills are assessed using MLA format.
	<p>C. Apply acquired information, concepts and ideas to communicate in a variety of formats.</p> <p><b>5.C.4a</b> Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience.</p>	Students prepare: a CD cover for a song they create, formal reports using multimedia on a facet of life in Elizabethan England, research summaries on a career, letters to the editor, overheads of a character wheel, articles critiquing a book or CD, a letter to be mailed to someone who has influenced their life, and use a song on a CD to represent their life.	These activities are graded. The students also receive the satisfaction of others responding to their efforts.
	<b>5.C.4b</b> Produce oral presentations and written	Students use research and contemporary technology when	These presentations and written documents are graded.

	documents using supportive research and incorporating contemporary technology.	preparing and presenting the activities listed above in 5.C.4a.  Power point presentation will incorporate research and contemporary technology.	Power point is graded.
	<b>5.C.4c</b> Prepare for and participate in formal debates	Students do not participate in formal debates but do challenge each other's opinions in formal Socratic Seminars on various pieces of literature.	These formal discussion groups are facilitated by the teacher. Students are graded on the amount they participate, whether or not they introduce new ideas or arguments, and how well they present their views while still respecting the views of others.

## Advanced Freshman English lesson Plans 2008

week 1	Aug. 20 - 22	3		Class rules and requirements, AR Program, Curriculum, history of the English Language, background information on Shakespeare's life and Elizabethan England
week 2	Aug. 25-29	5	Reserve library for AR Books, research, and creating a power point - Reserve auditorium for power point presentations	Continue Shakespeare background, students research a related topic, create and present a power point
week 3	Sept. 2-5	4		Test on background, finish presentations, <u>Romeo and Juliet</u> character sheets, Shakespearean insult sheets, choral reading of prologue, handout parts for the entire play, puns, form teams
week 4	Sept. 8-12	5		Revising paragraphs on board, Read scene i, ii, iii and iv stopping to write about Benvolio and Tyblat's personalities, discuss the use of puns, prince's speech and Romeo's depression, assign mask and Queen Mab, vocabulary 1
week 5	Sept. 15-19	5	progress reports reserve auditorium	Scene v and open book quiz and vocabulary quiz on Act I, Act II prologue, Act II vocabulary, worksheet on Shakespeare's use of poetic language, read Act II, quiz on Act II and vocabulary 2
week 6	Sept. 22-26	5		Vocabulary 3, Video of Acts I, II, and III, Each team rewrites a section of Act II in everyday English and presents it to class
week 7	Sept 29/Oct 3	5		Read part of Act III not covered in rewrites, quiz on Act II and Act III vocabulary, Act IV & V vocabulary, read Act IV, write about Juliet's soliloquy

week 8	Oct. 6-10	4	progress reports, AR deadline AR tests and books Reserve auditorium	Library Day, Read Act V to when Juliet stabs herself, "Who's to Blame" project, finish Act V, Act IV & V quiz and Vocabulary quiz
week 9	Oct. 14-16	2.5	Parent/Teacher conference	Video of Acts IV & V
week 10	Oct. 20-24	5		Character wheels on overhead projector and types of speeches power point and project, Study guide for final test, fill in quote sheet, video <u>West Side Story</u> ,
week 11	Oct 27 - 31	5		Quiz comparing <u>Romeo and Juliet</u> and <u>West Side Story</u> , Test on <u>Romeo and Juliet</u> , Newspaper front page, Begin <u>Eats, Shoots and Leaves</u> with apostrophe, comma, and semi-colon chapters
week 12	Nov. 3-7	5	Reserve library to type memos	Power point on comma usage, Comma and semi-colon practice, and quizzes, Chapter on the dash, homework over week-end read <u>Lilies of the Field</u> "
week 13	Nov. 10-14	4	progress reports	A 150 paragraph on a static/dynamic character, paragraph and memo writing, teen problems essay, stress introduction with bubble diagram, attention getter and thesis, support paragraphs, and conclusion
week 14	Nov. 17-21	5		Continue work on essay, Work Ethics on attendance, Power point on parts of speech, Review nouns, pronoun unit
week 15	Nov. 24-26	3	Reserve library for AR tests and books for break  Reserve auditorium Dec. 8, 9 10 for Wonderful Life	Verb unit - verb phrases, action and linking, transitive and intransitive, active and passive, principle parts, and tense, study guide, Assign Socratic Seminar

			Reserve Library for Dec. 12 to type letters	
week 16	Dec. 1-5	5	AR deadline	Verb test, short story terms, sentence diagramming,
week 17	Dec. 8-12	5		"It's a Wonderful Life" and letter to person who had a positive influence - type letter
week 18	Dec. 15-19	3	semester exams	Diagramming & Final Exams

week 19	Jan. 5-9	5		Communication unit, Graph on how people communicate, listening skills activities such as riddles, "Liar, Liar", and telephone game, work ethics -how appearance communicates, power point on forms of nonverbal communication, only exercise, power point on perception, connotative and denotative meanings, stereotyping
week 20	Jan. 12-15	4		Work ethics on appearance, doublespeak, Turnpike Mystery, speech activity on different audiences, Honeymooners, one minute speeches, charades, quiz on communication, 12 Angry Men movie and test
week 21	Jan. 20-23	4	Reserve library for research	Black History Month Unit - analyze "I Have a Dream" speech, four page research paper on Dr. King's persuasive techniques, library research on background of his life and speech, introduction, note cards and bibliography cards
week 22	Jan. 26-30	5		Cards and outline due, <u>Jackie Robinson Story</u> , rough draft due Monday, <u>A Raisin in the Sun</u>
week 23	Feb. 2-6	5		<u>A Raisin in the Sun</u> , symbolism project, peer editing using smart board in medias center, paper due Friday 13th

week 24	Feb. 9-13	4	progress reports	The Pearl
week 25	Feb. 17-19	2.5	Parent/teacher conference	The Pearl
week 26	Feb. 23-27	5		A Tale of Two Cities ch.1-6 and poster
week 27	Mar. 3-6	4		A Tale of Two Cities
week 28	Mar. 9-13	5	progress reports AR due	A Tale of Two Cities
week 29	Mar. 16-20	5		A Tale of Two Cities
week 30	Mar. 23-27	5		A Tale of Two Cities
week 31	Mar.30-Apr 3	5		A Tale of Two Cities song presentation and test, introduce Shane and assign for spring break
week 32	April 5-9	5	Spring break	Shane ( when return will assign Shane essay that is due April 17)
week 33	April 14-17	5	progress reports	The Fellowship of the Ring
week 34	Apr.20- 24	5		The Fellowship of the Ring
week 35	Apr 27/May 1	5		The Fellowship of the Ring
week 36	May 4-8	5		The Fellowship of the Ring
week 37	May 11-15	5		Freakonomics
week 38	May 18-22	5		Freakonomics
week 39	May 26-27	2	Semester exams	Semester Exams
week 40	June 1-5	2		Emergency days

## Sophomore English Curriculum 2008

State Goal	State Standard	Lesson	Assessment
<p><b>STATE GOAL 1: Read with understanding and fluency.</b>  <b>Why This Goal Is Important:</b>            Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.</p>	<p><b>A. Apply word analysis and vocabulary skills to comprehend selections.</b></p> <p><b>1.A.4a</b> Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.</p>	<p>A Midsummer Night's Dream            - Shakespeare's Words            -vocabulary</p> <p>Grammar            -Improving Sentences            -Word Choice</p> <p>Descriptive Essay            Narrative Essay            Persuasive Essay</p>	<p>Discussion            Quiz</p> <p>Discussion            Essay</p>
	<p><b>1.A.4b</b> Compare the meaning of words and phrases and use analogies to explain the relationships among them.</p>	<p>To Kill A Mockingbird            Of Mice and Men            - Cultural Words and Terminology</p>	<p>Discussion            Quizzes            Writing</p>
	<p><b>B. Apply reading strategies to improve understanding and fluency.</b></p> <p><b>1.B.4a</b> Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.</p>	<p>Of Mice and Men            To Kill A Mockingbird</p>	<p>Discussion</p> <p>Research- First Person            Accounts</p>
	<p><b>1.B.4b</b> Analyze, interpret and</p>	<p>Work Ethics</p>	<p>Job Research</p>

	compare a variety of texts for purpose, structure, content, detail and effect.	Novels	Discussion
	<b>1.B.4c</b> Read age-appropriate material with fluency and accuracy.	All works are age appropriate.	
	<b>C. Comprehend a broad range of reading materials.</b> <b>1.C.4a</b> Use questions and predictions to guide reading.	Of Mice and Men To Kill A Mockingbird Lord of the Flies	Free Writes KWOL
	<b>1.C.4b</b> Explain and justify an interpretation of a text.	All works.	Discussion Essay
	<b>1.C.4c</b> Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).	Lord of the Flies - Regulations/Law Of Mice and Men -Special Needs To Kill A Mockingbird -Fair/Justice	Classroom Discussion Research
	<b>1.C.4d</b> Summarize and make generalizations from content and relate them to the purpose of the material.	Of Mice and Men -Stereotypes To Kill A Mockingbird -Historical Perspectives	Classroom Discussion Research
	<b>1.C.4e</b> Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).	Pictures from Internet and Books.	Classroom Discussion Research
	<b>1.C.4f</b> Interpret tables, graphs and maps in conjunction with related text.	Work Ethics -Career Research	Career Summary Test

<p><b>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</b></p> <p><b>Why This Goal Is Important:</b> Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.</p>	<p><b>A. Understand how literary elements and techniques are used to convey meaning.</b></p> <p><b>2.A.4a</b> Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.</p>	<p>A Midsummer Night's Dream Of Mice and Men To Kill A Mockingbird</p> <p>-literary terms -movies</p>	<p>Knowledge of words is quizzed as well as practice use in writing.</p> <p>Compare and Contrast in movies.</p>
	<p><b>2.A.4b</b> Explain relationships between and among literary elements including character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of the literary piece.</p>	<p>All Works</p>	<p>Discussion Quizzes and Tests</p>
	<p><b>2.A.4c</b> Describe relationships between the author's style, literary form (e.g., short stories, novels, drama, fables,</p>	<p>A Midsummer Night's Dream -Iambic Pentameter</p>	<p>Discussion</p>

	biographies, documentaries, poetry, essays) and intended effect on the reader.	Short Stories/Novels	
	<b>2.A.4d</b> Describe the influence of the author's language structure and word choice to convey the author's viewpoint.	Short Stories	Discussion
	<b>B. Read and interpret a variety of literary works.</b>  <b>2.B.4a</b> Critique ideas and impressions generated by oral, visual, written and electronic materials.	Pictures from stories Examples of speeches	Discussion
	<b>2.B.4b</b> Analyze form, content, purpose and major themes of American literature and literature of other countries in their historical perspectives	Short Stories	Discussion
	<b>2.B.4c</b> Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature.	Short Stories	Discussion
<b>STATE GOAL 3: Write to communicate for a variety of purposes.</b>  <b>Why This Goal Is Important:</b> The ability to write clearly is essential to any person's effective	<b>A. Use correct grammar, spelling, punctuation, capitalization and structure.</b>  <b>3.A.4</b> Use standard English to edit documents for clarity, subject/verb agreement, adverb	Grammar unit from Seeing the Pattern book and web resources	Writing  Critiquing Peer Writing with appropriate tools

<p>communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.</p>	<p>and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.</p>	<p>Peer Response</p>	
	<p><b>B. Compose well-organized and coherent writing for specific purposes and audiences.</b></p> <p><b>3.B.4a</b> Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence</p>	<p>Work Ethics Unit - Professional Writing</p> <p>Variety of Essays</p> <p>Situational Appropriate Communications - i.e. Songs, poems, text messages</p>	<p>Graded Writing</p> <p>Peer Evaluation</p>
	<p><b>3.B.4b</b> Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation</p>	<p>Choose Personal piece to complete for publication</p>	<p>Personal/Teacher evaluation</p>

	of sources) using contemporary technology.		
	<b>3.B.4c</b> Evaluate written work for its effectiveness and make recommendations for its improvement.	Reading in class Student writing	Discussion Peer Response
	<b>C. Communicate ideas in writing to accomplish a variety of purposes.</b> <b>3.C.4a</b> Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions).	Work Ethics - job applications - resume - cover letter - thank you - reference request	Teacher evaluation/student rework
	<b>3.C.4b</b> Using available technology, produce compositions and multimedia works for specified audiences.	Work Ethics - Digital portfolio	Real life application/employer Teacher evaluation
<b>STATE GOAL 4: Listen and speak effectively in a variety of situations.</b>  <b>Why This Goal Is Important:</b> Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are	<b>A. Listen effectively in formal and informal situations.</b>  <b>4.A.4a</b> Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).	Class Lectures/Note taking Class Discussions Student presentations Mock Interviews Guest Speakers	Discussions Tests Use

<p>essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.</p>			
	<p><b>4.A.4b</b> Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).</p>	<p>Classroom Guidelines at beginning of year Following Directions Note-Taking/Classroom Discussion</p>	<p>Daily Evaluation</p>
	<p><b>4.A.4c</b> Follow complex oral instructions.</p>	<p>Major Projects</p>	<p>A Midsummer Night's Dream Project Work Ethics Portfolio</p>
	<p><b>4.A.4d</b> Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive).</p>	<p>Work Ethics - Communication Unit</p>	<p>Classroom Discussion Test</p>
	<p><b>B. Speak effectively using language appropriate to the situation and audience.</b></p>	<p>Mini Speech Unit A Mid Summer Night's Dream</p>	<p>Deliver Speeches</p>

	<b>4.B.4a</b> Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.	Project Work Ethics	
	<b>4.B.4b</b> Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.	A Midsummer Night's Dream Projects  Work Ethics -Teamwork -Organization  To Kill A Mockingbird - History intro	Fish Bowl Discussions  Games  Group Presentation
	<b>4.B.4c</b> Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice).	Speech Strategies in Speech Unit  Work Ethics -Communication Unit	Practice/Speech
	<b>4.B.4d</b> Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.	Public Speaking Unit  Work Ethics Unit	Practice/Speech
<b>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</b>	<b>A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</b>		

<p><b>Why This Goal Is Important:</b> To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.</p>	<p><b>5.A.4a</b> Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).</p>	<p>Work Ethics Unit  A Midsummer Night's Dream Project</p>	<p>Career Summary  Presentation</p>
	<p><b>5.A.4b</b> Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.</p>	<p>A Midsummer Night's Dream Project  Work Ethics Career Summary</p>	<p>Presentation  Presentation</p>
	<p>B. Analyze and evaluate information acquired from various sources.  <b>5.B.4a</b> Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes.</p>	<p>Work Ethics -Newspaper Classified  To Kill A Mockingbird -Primary Historical Background</p>	<p>Discussion</p>
	<p><b>5.B.4b</b> Use multiple sources and multiple formats; cite according to standard style manuals.</p>	<p>Work Ethics -Career Summary</p>	<p>Graded Writing</p>

	<p>C. Apply acquired information, concepts and ideas to communicate in a variety of formats.</p> <p><b>5.C.4a</b> Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience.</p>	<p>Work Ethics -Career Summary</p> <p>A Midsummer Night's Dream Projects</p>	Teacher Evaluation
	<p><b>5.C.4b</b> Produce oral presentations and written documents using supportive research and incorporating contemporary technology.</p>	<p>Work Ethics -Digital Portfolios -Career Summary</p>	Presentation
	<p><b>5.C.4c</b> Prepare for and participate in formal debates</p>	<p>Character Debates -Short stories -Of Mice and Men -To Kill A Mockingbird</p>	Participation

## Curriculum Schedule for Sophomore English 2008

week 1	18-Aug	3.5		intros/keys to success	
week 2	25-Aug	5		all about me/speech	
week 3	1-Sep	4		all about me/speech	paragraphs
week 4	8-Sep	5		Narrative Essay	essays
week 5	15-Sep	5	progress reports	Narrative Essay	writing sentences
week 6	22-Sep	4	Homecoming	Descriptive Essay	expanding sentences
week 7	29-Sep	5	AR deadline	Descript/Process Analysis	joining sentences
week 8	6-Oct	5	progress reports	Process Analysis	improving sentences
week 9	13-Oct	3.5	p/t conf	Compare/Contrast	improving sentences
week 10	20-Oct	5		Cause/Effect	word choice
week 11	27-Oct	5		Persuasive	word choice
week 12	3-Nov	5		Persuasive	improving spelling
week 13	10-Nov	4	progress reports	Combine	improving spelling
week 14	17-Nov	5		Final Paper	improving punctuation
week 15	24-Nov	3		Of Mice and Men	improving punctuation
week 16	1-Dec	5		Of Mice and Men	improving mechanics
week 17	8-Dec	5	AR deadline	Of Mice and Men	improving mechanics

week 18	15-Dec	3	semester exams	Exams	
week 19	5-Jan	5		A Midsummer Night's Dream	
week 20	12-Jan	4		A Midsummer Night's Dream	
week 21	19-Jan	4		A Midsummer Night's Dream	
week 22	26-Jan	5		A Midsummer Night's Dream	
week 23	2-Feb	5		A Midsummer Night's Dream	
week 24	9-Feb	4	progress reports	work ethics	
week 25	16-Feb	3.5	p/t conf	work ethics	
week 26	23-Feb	5		work ethics	
week 27	2-Mar	4	AR deadline	work ethics	
week 28	9-Mar	5	progress reports	work ethics	
week 29	16-Mar	5		work ethics	
week 30	23-Mar	5		work ethics	

week 31	30-Mar	5		work ethics	
	6-Apr	0	spring break		
week 32	13-Apr	4	progress reports	work ethics	
week 33	20-Apr	5	Job shadowing day	work ethics	
week 34	27-Apr	5	mock interviews	work ethics	
week 35	4-May	5		To Kill A Mockingbird	
week 36	11-May	5	AR deadline	To Kill A Mockingbird	
week 37	18-May	5		To Kill A Mockingbird	
week 38	25-May	2	semester exams	semester exams	

		Persuasion Essay	
Narrative Essay		491-513	
95-101		520-523	
108-111		545-553	Athletics 101: A Change in Eligibility
118-121	Fish Cheeks	554-559	It's Important to Feel Something
127-132	A View from the Bridge		Violent Media is Good For Kids

## Descriptive

### Essay

143-

161

169-

173     The Sweat Bath Ritual

180-

183     Piedra

## Process Analysis Essay

243-

260

267-

272     Campus Racism 101

284-

291     Inside the Engine

## Compare/Contrast Essay

292-

309

316-

320     A Taste of Snow

## Cause/Effect Essay

439-

458

460-

465     The Honesty Virus

## Accelerated Sophomore English Curriculum 2008

State Goal	State Standard	Lesson	Assessment
<p><b>STATE GOAL 1: Read with understanding and fluency.</b></p> <p><b>Why This Goal Is Important:</b> Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.</p>	<p><b>A. Apply word analysis and vocabulary skills to comprehend selections.</b></p> <p><b>1.A.4a</b> Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.</p>	<p><b><i>Students will read:</i></b></p> <p><b><i>Dandelion Wine, Of Mice and Men, "Julius Caesar," Lord of the Flies, Of Mice and Men, To Kill a Mockingbird with the intent that context clues or a dictionary will be used</i></b></p> <p>Short Stories and Essays (listed later)</p> <p>Literary Terms</p>	<p>Students' comprehension of material will allow for evaluation of word understanding</p> <p>Quizzes and discussions, and tests</p> <p>Application and a quiz</p>
	<p><b>1.A.4b</b> Compare the meaning of words and phrases and use analogies to explain the relationships among them.</p>	<p><b><i>Students will read:</i></b></p> <p><b><i>Dandelion Wine, Of Mice and Men, "Julius Caesar," Lord of the Flies, Of Mice and Men, To Kill a</i></b></p>	<p>Students' comprehension of material will allow for evaluation of word understanding</p>

		<b><i>Mockingbird with the intent that context clues or a dictionary will be used</i></b>	
	<p><b>B. Apply reading strategies to improve understanding and fluency.</b></p> <p><b>1.B.4a</b> Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.</p>	<p><b><i>Students will read:</i></b>  <u>Dandelion Wine</u>, <u>Of Mice and Men</u>, “Julius Caesar,” <u>Lord of the Flies</u>, <u>Of Mice and Men</u>, <u>To Kill a Mockingbird</u></p> <p><b><i>Students will read:</i></b>  <u>Dandelion Wine</u> – coming of age; <u>Of Mice and Men</u> – loneliness; “Julius Caesar” – ambition; <u>Lord of the Flies</u> – power; <u>To Kill a Mockingbird</u> – mob mentality</p>	<p>Books are accompanied by daily quizzes, class discussions that deal with personal issues, and an essay or a test after the book is completed</p> <p>Books are accompanied by daily quizzes, class discussions that deal with personal issues, and an essay or a test after the book is completed</p>
	<p><b>1.B.4b</b> Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.</p>	<p><b><i>Students will read:</i></b>  <u>Dandelion Wine</u>, <u>Of Mice and Men</u>, “Julius Caesar,” <u>Lord of the Flies</u>, <u>Of Mice and Men</u>, <u>To Kill a Mockingbird</u></p> <p>“Right Place, Wrong Face,”  “Salvation,” “The Lesson,”</p>	<p>Books are accompanied by daily quizzes, class discussions that deal with personal issues, and an essay or a test after the book is completed</p> <p>Each of these essays is located in the textbook. Fluency and accuracy will be determined by</p>

		<p>“Don Quixote,” “Miss Flowers,” “These Winter Sundays,” “Bean Eaters,” “On Being Told I Don’t Talk Like a Black,” “Abs and the Adolescent,” “If You Are What You Eat...,”</p>	<p>class discussions, quizzes, artistic demonstrations, and debates</p>
	<p><b>1.B.4c</b> Read age-appropriate material with fluency and accuracy.</p>	<p><b><i>Students will read:</i></b>  <u>Dandelion Wine</u>, <u>Of Mice and Men</u>, “Julius Caesar,” <u>Lord of the Flies</u>, <u>Of Mice and Men</u>, <u>To Kill a Mockingbird</u></p> <p>“Right Place, Wrong Face,” “Salvation,” “The Lesson,” “Don Quixote,” “Miss Flowers,” “These Winter Sundays,” “Bean Eaters,” “On Being Told I Don’t Talk Like a Black,” “Abs and the Adolescent,” “If You Are What You Eat...,”</p>	<p>Each item is approved by the School Board</p>

	<p><b>C. Comprehend a broad range of reading materials.</b></p> <p><b>1.C.4a</b> Use questions and predictions to guide reading.</p>	<p><b><i>Students will read:</i></b></p> <p><u>Dandelion Wine</u>, <u>Of Mice and Men</u>, “Julius Caesar,” <u>Lord of the Flies</u>, <u>Of Mice and Men</u>, <u>To Kill a Mockingbird</u></p> <p><b><i>“Right Place, Wrong Face,” “Salvation,” “The Lesson,” “Don Quixote,” “Miss Flowers,” “These Winter Sundays,” “Bean Eaters,” “On Being Told I Don’t Talk Like a Black,” “Abs and the Adolescent,” “If You Are What You Eat...”</i></b></p>	<p>Books are accompanied by daily quizzes, class discussions that deal with personal issues, and an essay or a test after the book is completed</p> <p>Each of these essays is located in the textbook. Fluency and accuracy will be determined by class discussions, quizzes, artistic demonstrations, and debates</p>
	<p><b>1.C.4b</b> Explain and justify an interpretation of a text.</p>	<p><b><i>Students will read:</i></b></p> <p><u>Dandelion Wine</u>, <u>Of Mice and Men</u>, “Julius Caesar,” <u>Lord of the Flies</u>, <u>Of Mice and Men</u>, <u>To Kill a Mockingbird</u></p> <p>“Right Place, Wrong Face,” “Salvation,” “The Lesson,” “Don Quixote,” “Miss Flowers,” “These Winter</p>	<p>Books are accompanied by daily quizzes, class discussions that deal with personal issues, and an essay or a test after the book is completed</p> <p>Each of these essays is located in the textbook. Fluency and accuracy will be determined by class discussions, quizzes, artistic demonstrations, and</p>

		Sundays,” “Bean Eaters,” “On Being Told I Don’t Talk Like a Black,” “Abs and the Adolescent,” “If You Are What You Eat...”	debates
	<b>1.C.4c</b> Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).	Work Ethics Unit	As career summaries are turned in, the student is guided to edit, evaluate, and revise
	<b>1.C.4d</b> Summarize and make generalizations from content and relate them to the purpose of the material.	<b><i>Students will read:</i></b> <u>Dandelion Wine</u> , <u>Of Mice and Men</u> , “Julius Caesar,” <u>Lord of the Flies</u> , <u>Of Mice and Men</u> , <u>To Kill a Mockingbird</u>	Books are accompanied by daily quizzes, class discussions that deal with personal issues, and an essay or a test after the book is completed
	<b>1.C.4e</b> Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).	<b><i>Students will read:</i></b> <u>Dandelion Wine</u> , <u>Of Mice and Men</u> , “Julius Caesar,” <u>Lord of the Flies</u> , <u>Of Mice and Men</u> , <u>To Kill a Mockingbird</u>	Books are accompanied by daily quizzes, class discussions that deal with personal issues, and an essay or a test after the book is completed
	<b>1.C.4f</b> Interpret tables, graphs and maps in	Work Ethics	Evaluate the readings from the <u>Occupational Outlook</u>

	conjunction with related text.		<u>Handbook</u>
<p><b>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</b></p> <p><b>Why This Goal Is Important:</b> Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.</p>	<p><b>A. Understand how literary elements and techniques are used to convey meaning.</b></p> <p><b>2.A.4a</b> Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.</p>	<p>“Right Place, Wrong Face,” “Salvation,” “The Lesson,” “Don Quixote,” “Miss Flowers,” “These Winter Sundays,” “Bean Eaters,” “On Being Told I Don’t Talk Like a Black,” “Abs and the Adolescent,” “If You Are What You Eat...”</p>	<p>Each of these essays is located in the textbook. Fluency and accuracy will be determined by class discussions, quizzes, artistic demonstrations, and debates</p>

	<p><b>2.A.4b</b> Explain relationships between and among literary elements including character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of the literary piece.</p>	<p><b><i>Students will read:</i></b>  <u>Dandelion Wine</u>, <u>Of Mice and Men</u>, “Julius Caesar,” <u>Lord of the Flies</u>, <u>Of Mice and Men</u>, <u>To Kill a Mockingbird</u></p> <p>“Right Place, Wrong Face,”  “Salvation,” “The Lesson,”  “Don Quixote,” “Miss Flowers,” “These Winter Sundays,” “Bean Eaters,” “On Being Told I Don’t Talk Like a Black,” “Abs and the Adolescent,” “If You Are What You Eat...”</p>	<p>Class discussions are led with the students and the questions are posed. The relationships are evaluated in these discussions as well as on a final test.</p> <p>Each of these essays is located in the textbook. Fluency and accuracy will be determined by class discussions, quizzes, artistic demonstrations, and debates</p>
	<p><b>2.A.4c</b> Describe relationships between the author’s style, literary form (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, essays) and intended effect on the reader.</p>	<p>“Right Place, Wrong Face,”  “Salvation,” “The Lesson,”  “Don Quixote,” “Miss Flowers,” “These Winter Sundays,” “Bean Eaters,” “On Being Told I Don’t Talk Like a Black,” “Abs and the Adolescent,” “If You Are What You Eat...”</p>	<p>Reading these essays and stories will be related to literature from around the world as seen fit by the teacher</p>

	<p><b>2.A.4d</b> Describe the influence of the author's language structure and word choice to convey the author's viewpoint.</p>	<p><b><i>Students will read:</i></b>  <u>Dandelion Wine</u>, <u>Of Mice and Men</u>, "Julius Caesar," <u>Lord of the Flies</u>, <u>Of Mice and Men</u>, <u>To Kill a Mockingbird</u></p> <p><b><i>"Right Place, Wrong Face," "Salvation," "The Lesson," "Don Quixote," "Miss Flowers," "These Winter Sundays," "Bean Eaters," "On Being Told I Don't Talk Like a Black," "Abs and the Adolescent," "If You Are What You Eat..."</i></b></p>	<p>Class discussions are led with the students and the questions are posed. The relationships are evaluated in these discussions as well as on a final test.</p> <p>Each of these essays is located in the textbook. Fluency and accuracy will be determined by class discussions, quizzes, artistic demonstrations, and debates</p>
	<p><b>B.</b> Read and interpret a variety of literary works.</p> <p><b>2.B.4a</b> Critique ideas and impressions generated by</p>	<p><b><i>Students will read:</i></b>  <u>Dandelion Wine</u>, <u>Of Mice and Men</u>, "Julius Caesar," <u>Lord of</u></p>	<p>Class discussions are led with the students and the questions are posed. The relationships are evaluated in these discussions</p>

	<p>oral, visual, written and electronic materials.</p>	<p><u>the Flies, Of Mice and Men, To Kill a Mockingbird</u></p> <p>“Right Place, Wrong Face,”  “Salvation,” “The Lesson,”  “Don Quixote,” “Miss Flowers,” “These Winter Sundays,” “Bean Eaters,” “On Being Told I Don’t Talk Like a Black,” “Abs and the Adolescent,” “If You Are What You Eat...”</p>	<p>as well as on a final test.</p> <p>Each of these essays is located in the textbook. Fluency and accuracy will be determined by class discussions, quizzes, artistic demonstrations, and debates</p>
<p>THEMES</p>	<p><b>2.B.4b</b> Analyze form, content, purpose and major themes of American literature and literature of other countries in their historical perspectives</p>	<p><b><i>Students will read:</i></b>  <u>Dandelion Wine, Of Mice and Men, “Julius Caesar, ” Lord of the Flies, Of Mice and Men, To Kill a Mockingbird</u></p> <p>“Right Place, Wrong Face,”  “Salvation,” “The Lesson,”  “Don Quixote,” “Miss Flowers,” “These Winter Sundays,” “Bean Eaters,” “On Being Told I Don’t Talk Like a Black,” “Abs and the Adolescent,” “If You Are What You Eat...”</p>	<p>Class discussions are led with the students and the questions are posed. The relationships are evaluated in these discussions as well as on a final test.</p> <p>Each of these essays is located in the textbook. Fluency and accuracy will be determined by class discussions, quizzes, artistic demonstrations, and debates</p>

	<p><b>2.B.4c</b> Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature.</p>	<p><b><i>Students will read:</i></b> <u>Dandelion Wine</u>, <u>Of Mice and Men</u>, “Julius Caesar,” <u>Lord of the Flies</u>, <u>Of Mice and Men</u>, <u>To Kill a Mockingbird</u></p> <p><b><i>“Right Place, Wrong Face,” “Salvation,” “The Lesson,” “Don Quixote,” “Miss Flowers,” “These Winter Sundays,” “Bean Eaters,” “On Being Told I Don’t Talk Like a Black,” “Abs and the Adolescent,” “If You Are What You Eat...”</i></b></p>	<p>Class discussions are led with the students and the questions are posed. The relationships are evaluated in these discussions as well as on a final test.</p> <p>Each of these essays is located in the textbook. Fluency and accuracy will be determined by class discussions, quizzes, artistic demonstrations, and debates</p>
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<p><b>STATE GOAL 3: Write to communicate for a variety of purposes.</b></p> <p><b>Why This Goal Is Important:</b> The ability to write clearly is essential to any person’s effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today’s world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.</p>	<p><b>A. Use correct grammar, spelling, punctuation, capitalization and structure.</b></p> <p><b>3.A.4</b> Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.</p>	<p><b><i>Students will read:</i></b> <u>Dandelion Wine</u>, <u>Of Mice and Men</u>, “Julius Caesar,” <u>Lord of the Flies</u>, <u>Of Mice and Men</u>, <u>To Kill a Mockingbird</u></p> <p>“Right Place, Wrong Face,” “Salvation,” “The Lesson,” “Don Quixote,” “Miss Flowers,” “These Winter Sundays,” “Bean Eaters,” “On Being Told I Don’t Talk Like a Black,” “Abs and the Adolescent,” “If You Are What You Eat...”</p> <p>Work ethics</p>	<p>Evaluation of these will result in an essay to be turned in and graded</p> <p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p>
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	<p><b>B. Compose well-organized and coherent writing for specific purposes and audiences.</b></p> <p><b>3.B.4a</b> Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence</p>	<p><b><i>Students will read:</i></b></p> <p><u>Dandelion Wine</u>, <u>Of Mice and Men</u>, “Julius Caesar,” <u>Lord of the Flies</u>, <u>Of Mice and Men</u>, <u>To Kill a Mockingbird</u></p> <p>“Right Place, Wrong Face,” “Salvation,” “The Lesson,” “Don Quixote,” “Miss Flowers,” “These Winter Sundays,” “Bean Eaters,” “On Being Told I Don’t Talk Like a Black,” “Abs and the Adolescent,” “If You Are What You Eat...,”</p> <p>Work ethics</p>	<p>Evaluation of these will result in an essay to be turned in and graded</p> <p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p>
	<p><b>3.B.4b</b> Produce, edit, revise and format work for</p>	<p>Work ethics</p>	<p>As drafts are turned in, the student is guided to edit,</p>

	submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.		evaluate, and revise for a digital portfolio
	<b>3.B.4c</b> Evaluate written work for its effectiveness and make recommendations for its improvement.	Work ethics	As drafts are turned in, the student is guided to edit, evaluate, and revise
	<p><b>C. Communicate ideas in writing to accomplish a variety of purposes.</b></p> <p><b>3.C.4a</b> Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions).</p>	<p><b><i>Students will read:</i></b></p> <p><u>Dandelion Wine</u>, <u>Of Mice and Men</u>, “Julius Caesar,” <u>Lord of the Flies</u>, <u>Of Mice and Men</u>, <u>To Kill a Mockingbird</u></p> <p>“Right Place, Wrong Face,” “Salvation,” “The Lesson,” “Don Quixote,” “Miss Flowers,” “These Winter Sundays,” “Bean Eaters,” “On Being Told I Don’t Talk Like a Black,” “Abs and the Adolescent,” “If You Are What You Eat...”</p> <p>Work ethics</p>	<p>Evaluation of these will result in an essay to be turned in and graded</p> <p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p>

	<p><b>3.C.4b</b> Using available technology, produce compositions and multimedia works for specified audiences.</p>	<p>Work ethics</p>	<p>Student will produce a digital portfolio</p>
<p><b>STATE GOAL 4: Listen and speak effectively in a variety of situations.</b></p> <p><b>Why This Goal Is Important:</b> Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making</p>	<p><b>A. Listen effectively in formal and informal situations.</b></p> <p><b>4.A.4a</b> Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).</p>	<p><b><i>Students will read:</i></b></p> <p><u>Dandelion Wine</u>, <u>Of Mice and Men</u>, "Julius Caesar," <u>Lord of the Flies</u>, <u>Of Mice and Men</u>, <u>To Kill a Mockingbird</u></p> <p>"Right Place, Wrong Face," "Salvation," "The Lesson," "Don Quixote," "Miss Flowers," "These Winter Sundays," "Bean Eaters," "On Being Told I Don't Talk Like a Black," "Abs and the</p>	<p>Class discussions are led with the students and the questions are posed. The relationships are evaluated in these discussions as well as on a final test.</p>

<p>messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.</p>		<p>Adolescent," "If You Are What You Eat..."</p> <p>Work ethics</p>	
	<p><b>4.A.4b</b> Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).</p>	<p><b><i>Students will read:</i></b>  <u>Dandelion Wine</u>, <u>Of Mice and Men</u>, "Julius Caesar," <u>Lord of the Flies</u>, <u>Of Mice and Men</u>, <u>To Kill a Mockingbird</u></p> <p>"Right Place, Wrong Face," "Salvation," "The Lesson," "Don Quixote," "Miss Flowers," "These Winter Sundays," "Bean Eaters," "On Being Told I Don't Talk Like a Black," "Abs and the Adolescent," "If You Are What You Eat..."</p> <p>Work ethics</p>	<p>Class discussions will rely on the students' ability to listen to each other and realize that even though difference occurs, they are still valid</p>
	<p><b>4.A.4c</b> Follow complex oral instructions.</p>	<p>Daily basis</p>	

	<p><b>4.A.4d</b> Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive).</p>	<p><b><i>Students will read:</i></b>  <u>Dandelion Wine</u>, <u>Of Mice and Men</u>, “Julius Caesar,” <u>Lord of the Flies</u>, <u>Of Mice and Men</u>, <u>To Kill a Mockingbird</u></p> <p>“Right Place, Wrong Face,”  “Salvation,” “The Lesson,”  “Don Quixote,” “Miss Flowers,” “These Winter Sundays,” “Bean Eaters,” “On Being Told I Don’t Talk Like a Black,” “Abs and the Adolescent,” “If You Are What You Eat...,”</p> <p>Work ethics</p>	<p>Class discussions will rely on the students’ ability to listen to each other and realize that even though difference occurs, they are still valid</p>
	<p><b>B. Speak effectively using language appropriate to the situation and audience.</b></p> <p><b>4.B.4a</b> Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of</p>	<p><b><i>Students will read:</i></b>  <u>Dandelion Wine</u>, <u>Of Mice and Men</u>, “Julius Caesar,” <u>Lord of the Flies</u>, <u>Of Mice and Men</u>, <u>To Kill a Mockingbird</u></p>	<p>Class discussions will rely on the students’ ability to listen to each other and realize that even though difference occurs, they are still valid</p>

	<p>a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.</p>	<p>“Right Place, Wrong Face,”  “Salvation,” “The Lesson,”  “Don Quixote,” “Miss Flowers,” “These Winter Sundays,” “Bean Eaters,” “On Being Told I Don’t Talk Like a Black,” “Abs and the Adolescent,” “If You Are What You Eat...,”</p> <p>Work ethics</p>	
	<p><b>4.B.4b</b> Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.</p>	<p><b><i>Students will read:</i></b>  <u>Dandelion Wine</u>, <u>Of Mice and Men</u>, “Julius Caesar,” <u>Lord of the Flies</u>, <u>Of Mice and Men</u>, <u>To Kill a Mockingbird</u></p> <p>“Right Place, Wrong Face,”  “Salvation,” “The Lesson,”  “Don Quixote,” “Miss Flowers,” “These Winter Sundays,” “Bean Eaters,” “On Being Told I Don’t Talk Like a Black,” “Abs and the Adolescent,” “If You Are What You Eat...,”</p> <p>Work ethics</p>	<p>Class discussions will rely on the students’ ability to listen to each other and realize that even though difference occurs, they are still valid</p>

????	<b>4.B.4c</b> Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice).	Preparing presentation for Work Ethics speech	
????	<b>4.B.4d</b> Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.	Communication unit in Work Ethics	
<p><b>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</b></p> <p><b>Why This Goal Is Important:</b> To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety</p>	<p><b>A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</b></p> <p><b>5.A.4a</b> Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).</p>	<p>Work ethics</p> <p>Work ethics</p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p> <p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p>

<p>of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.</p>			
	<p><b>5.A.4b</b> Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.</p>	<p>Work ethics</p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p>
	<p>B. Analyze and evaluate information acquired from various sources.</p> <p><b>5.B.4a</b> Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes.</p>	<p>Work ethics</p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p>
	<p><b>5.B.4b</b> Use multiple</p>	<p>Work ethics</p>	<p>As drafts are turned in, the</p>

	sources and multiple formats; cite according to standard style manuals.		student is guided to edit, evaluate, and revise
	<p>C. Apply acquired information, concepts and ideas to communicate in a variety of formats.</p> <p><b>5.C.4a</b> Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience.</p>	Work ethics	As drafts are turned in, the student is guided to edit, evaluate, and revise
	<b>5.C.4b</b> Produce oral presentations and written documents using supportive research and incorporating contemporary technology.	Work ethics	As drafts are turned in, the student is guided to edit, evaluate, and revise
	<b>5.C.4c</b> Prepare for and participate in formal debates	<b><i>To Kill a Mockingbird</i></b>	Debate in class taking sides and debating Tom's guilt/innocence

## Junior English III Curriculum

State Goal	State Standard	Lesson	Assessment
<p><b>1: Read with understanding and fluency.</b></p> <p><b>Why This Goal Is Important:</b> Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.</p>	<p><b>A. Apply word analysis and vocabulary skills to comprehend selections.</b></p> <p><b>1.A.5a</b> Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.</p>	<p>When reading <u>The Kite Runner</u> which is set in Afghanistan for most of the novel, students analyze new terminology and the origin of unfamiliar words. <u>The Narration of the Captivity and Restoration of Mary Rowlandson</u> which is written in the 1770s has new terminology pertinent to that setting.</p>	<p>The novel is assessed by quizzes, discussions, and related projects. Mary Rowlandson's journal is assessed by discussions and grading the students' ability to find and underline the main points of each page and then summarize the page.</p>
	<p><b>1.A.5b</b> Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.</p>	<p>When reading selections from <u>Advanced Best Short Stories</u> students must analyze words and phrases in order to understand the author's intention. The other literature read also covers this goal.</p>	<p>Students answer multiple choice questions on the stories; the questions cover word choices and their effect, order of events, understanding word meanings, making judgments, drawing conclusions, understanding main ideas, and recognizing tone.</p>
	<p><b>B. Apply reading strategies to improve understanding and fluency.</b></p>	<p>When reading <u>The Crucible</u>, students make connections with what they are learning in</p>	<p>This is assessed by quizzes on content and class discussions.</p>

	<b>1.B.5a</b> Relate reading to prior knowledge and experience and make connections to related information.	American History about the treatment of Japanese American citizens during World War II and McCarthyism in the 1950s. They can also relate this play to attitudes in America after 911.	
	<b>1.B.5b</b> Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.	Students analyze the characteristics and structure of plays, novels, short stories, poems, and nonfiction and learn how the genre affects the texts. For example, <u>The Narrative of the Captivity and Restoration of Mary Rowlandson</u> is the journal of a woman who was kidnapped by Indians in the 1700s. The journal format affects the story because there is no real plot structure. <u>Freakonomics</u> is a nonfiction book which covers a different topic in each chapter. <u>The Education of Little Tree</u> is novel which is a narrative of a young Indian boy growing up with his grandparents in the Appalachians.  Other literature may be substituted or added.	These selections and other literature are assessed by quizzes, art projects, and the ability to highlight main points and summarize.
	<b>1.B.5c</b> Evaluate a variety of compositions for purpose,	Students work through the information and exercises on	Exercises in the book and students' writing are graded.

	structure, content and details for use in school or at work.	various types of paragraphs such as persuasive, comparison/contrast, exemplification, and narration in <u>Writing in Context</u> .	
	<b>1.B.5d</b> Read age-appropriate material with fluency and accuracy.	There are both Middle and Advanced level selections in both <u>Best Short Stories</u> and <u>Best Nonfiction</u> . Students can read at their own levels of fluency which will give them the confidence of accuracy.  The novel <u>The Education of Little Tree</u> is age-appropriate yet can be read with fluency and accuracy by all the students in Junior English.	These stories come with excellent multiple choice questions which cover the areas of questioning used on the PSAE and ACT tests such as making judgments, drawing conclusions, and understanding word meanings.  Detailed quizzes and art projects relating to the events of the story make this clear.
	<b>C. Comprehend a broad range of reading materials.</b>  <b>1.C.5a</b> Use questions and predictions to guide reading across complex materials.	The novel <u>The Kite Runner</u> lends itself to posing questions about past events and predicting future events. (other novel may be substituted)	
	<b>1.C.5b</b> Analyze and defend an interpretation of text.	In the story "The Devil and Tom Walker", "The Minister's Black Veil", "The Fall of the House of Usher", and an excerpt from <u>Moby Dick</u> students must analyze and interpret the text and defend their opinions.	Student's underline main points, make predictions, answer literary analysis and reflection questions in their Reader's Notebook as well as my quizzes over the reading.
	<b>1.C.5c</b> Critically evaluate	Students evaluate and compare	Diagrams of the order of events

	information from multiple sources	various Indian creation myths and primary source narratives including "The General History of Virginia" and "Of Plymouth Plantation".	in the myths are graded. Students work in groups to create an original creation myth with a diagram of the steps in their myth.
	<b>1.C.5d</b> Summarize and make generalizations from content and relate them to the purpose of the material.	Students make generalizations about our early history after reading and watching three viewpoints of Indian culture (The Narrative of the Captivity and Restoration of Mary Rowlandson, The searchers, and The education of Little tree).	Students write a comparison/contrast paper on the views presented in these three sources.
	<b>1.C.5e</b> Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).	Students evaluate how Arthur Miller used dialogue and other techniques to express his ideas and persuade others. The illustrations taken from the movie version add to the effect.	Students write about the effect of the play versus the movie version.
	<b>1.C.5f</b> Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others	While reading Freakonomics, students analyze his graphs and research. They then do a survey of students who often come to school at least 20 minutes early to find out why and then graph the results.	The finished products are posted around school.
<b>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</b>  <b>Why This Goal Is</b>	<b>A. Understand how literary elements and techniques are used to convey meaning.</b>  <b>2.A.5a</b> Compare and evaluate oral, written or viewed works from various	Students compare and evaluate written and viewed works from various eras when they write a	The essay is graded for content and form as well as an analysis of literary devices.

<p><b>Important:</b> Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences</p>	<p>eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).</p>	<p>comparison/ contrast essay on the views of Indian captivity portrayed in <u>The Narrative of the Captivity and Restoration of Mary Rowlandson</u> written in the 1770s and the John Wayne movie <u>The Searchers</u>. They also compare the various views of Indians in those two examples with the view portrayed in <u>The Education of Little Tree</u> which tells the story of a young Indian Cherokee boy being raised by grandparents in the Appalachians after The Trail of tears.</p>	
	<p><b>2.A.5b</b> Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece</p>	<p>This goal is met with the novels and plays <u>The Crucible</u>, <u>The Education of Little Tree</u>, and <u>The Kite Runner</u>.</p>	<p>Student learning is assessed by quizzes, test, discussions, and various projects such as I Am Poems, illustrations, symbolic drawings, and silent conversations.</p>
	<p><b>.A.5c</b> Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays,</p>	<p>Students read poems, legends, short stories, novels and nonfiction from each period of American literature and note</p>	<p>Students discuss the content and form of various pieces of literature they read.</p>

	novels) and purpose in American literature and literature of other countries.	how the forms change throughout the history of our country.	
	<b>2.A.5d</b> Evaluate the influence of historical context on form, style and point of view for a variety of literary works.	Students read and evaluate writings from native Indian tribes to the 21st century	They are able to discuss the similarities and differences.
	<b>B. Read and interpret a variety of literary works.</b>  <b>2.B.5a</b> Analyze and express an interpretation of a literary work.	Students analyze and interpret the various literature they read.	They are assessed by written and oral work.
	<b>2.B.5b</b> Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.	This goal is met by most literature they read. For example, they read a section of "The Interesting Narrative of the Life of Olaudah Equiano" and watch a section of "Roots" as a means of understanding the social, economic, moral, and political issues related to slavery in America.	Their knowledge is assessed by discussion, quizzes, tests, and projects.
<b>STATE GOAL 3: Write to communicate for a variety of purposes.</b>  <b>Why This Goal Is Important:</b> The ability to write clearly is essential to any person's effective communications. Students with	<b>A. Use correct grammar, spelling, punctuation, capitalization and structure.</b>  <b>3.A.5</b> Produce grammatically correct documents using standard manuscript specifications for	Students produce essays using correct grammar, spelling, punctuation, capitalization, and structure when they write six timed practice ACT essays for a variety of audiences on a variety of subjects and revise	The essays are graded, revised, and graded again for content, form and mechanics.

<p>high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.</p>	<p>a variety of purposes and audiences.</p>	<p>them to improve their writing skills.</p>	
	<p><b>3.B.5</b> Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.</p>	<p>The students choose one of their revised practice ACT essays to type and prepare for publication as an editorial (although we do not get them published).</p>	<p>These essays are graded.</p>
	<p><b>3.C.5a</b> Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or</p>	<p>Students write informative, narrative, and persuasive paragraphs and essays on a variety of subjects after studying the form of each in <u>Writing in Context</u>.</p>	<p>All student writing is graded.</p>

	electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation.		
	<b>3.C.5b</b> Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions).	Students write on academic, civic, and real situations when they respond to journal topics from the newspaper,	All writing is graded.
<p><b>STATE GOAL 4: Listen and speak effectively in a variety of situations.</b></p> <p><b>Why This Goal Is Important:</b> Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and</p>	<p><b>A. Listen effectively in formal and informal situations.</b></p> <p><b>4.A.5a</b> Use criteria to evaluate a variety of speakers' verbal and nonverbal messages.</p>	Students use listening skills to understand directions and take notes in class. They learn to analyze nonverbals and tone of voice to better understand communication.	Notes are graded as part of a notebook grade. Whether or not a student uses good listening skills in recording, evaluating and using oral directions is obvious when grading steps of the research paper.

<p>understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.</p>			
	<p><b>4.A.5b</b> Use techniques for analysis, synthesis, and evaluation of oral messages.</p>	<p>Students are expected to listen carefully to oral messages, write down what is necessary for them to remember the directions, and when appropriate record examples. For example, when given directions orally on how to do note cards and bibliography cards while going over examples on posters on the board, students are expected to do what is necessary for them to remember including making a copy of the examples on the board.</p>	<p>This example is assessed when note cards and bibliography cards are graded and regarded.</p>
	<p><b>B. Speak effectively using language appropriate to the situation and audience.</b></p>		

	<p><b>4.B.5a</b> Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology</p>	<p>Students give an oral presentation to the class of an original creation myth as part of a group using a large poster they created which displays the steps of their creation story.</p> <p>As individuals, students present their research papers to their teacher and class in a creative way that relates to their topic. For example, a student who wrote about the contribution of the Airborne Division to the World War II effort made a parachute that floated down with the paper attached to it.</p>	<p>Groups are graded on creativity, the finished poster, and the story that the poster conveys as well as the oral presentation.</p> <p>The creativity of the presentation and its relationship to the topic are considered and can contribute up to 50 points on the research paper grade.</p>
	<p><b>4.B.5b</b> Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals.</p>	<p>Students participate in and lead a discussion of topics relating to the novels <u>Moby Dick</u> and <u>The Kite Runner</u> while the teacher merely facilitates the conversation.</p>	<p>Students are graded on their contributions to the discussion as they help the group come to conclusions about the literature.</p>
	<p><b>4.B.5c</b> Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous outlining, repetitive practice).</p>	<p>Students partake in activities that are not threatening such as playing charades, discussing their ideas in small groups, and working in small groups guided by a teacher as they analyze a piece of literature. This practice makes them more confident in presenting information in a</p>	<p>Most of these activities are not graded. The assessment amounts to seeing the change in students' comfort levels when speaking to the class.</p>

		more formal setting.	
	<b>4.B.5d</b> Use verbal and non-verbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., mediation skills, formal and informal bargaining skills).	When working on group projects, students learn to resolve conflicts and come up with a finished project that represents the contribution of all members of the group. They also learn to hold each other accountable for the contributions they are assigned by the group.	Group projects are graded for the group and sometimes each member is graded for his or her contribution.
<p><b>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</b></p> <p><b>Why This Goal Is Important:</b> To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.</p>	<p><b>A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</b></p> <p><b>5.A.5a</b> Develop a research plan using multiple forms of data</p>	<p>Students must develop a research plan using a variety of sources and types of sources while preparing their research papers on a question related to American history. Their data must come from a variety of sources such as reliable internet sites, books, magazines, audio/visual sources, and interviews.</p>	<p>The bibliography cards and works cited page are graded partially with this in mind.</p>
	<b>5.A.5b</b> Research, design	Students research and present a	This project is assessed for the

	and present a project to an academic, business or school community audience on a topic selected from among contemporary issues	contemporary issue that is not historical such as solar power, our water supply, or steps to safeguard against terrorism. They must use some sort of visual aid in the presentation.	oral presentation and visuals aids such as posters or power points.
	<p><b>B. Analyze and evaluate information acquired from various sources.</b></p> <p><b>5.B.5a</b> Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.</p>	When researching and taking notes for their seven page paper, students need to evaluate the usefulness of the information they find and only include information that supports their thesis. They need to summarize and paraphrase such information when appropriate.	Part of the research paper grade is for having pertinent information to support their thesis.
	<b>5.B.5b</b> Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience.	When preparing the junior research paper, students learn to give credit to the sources they use by citing all quotes, paraphrases, information, and ideas they get from primary and secondary sources. They learn that such citations are necessary in order to avoid plagiarism.	Students' papers are checked for signs of using information from others without giving credit to such sources. Failure to give credit to sources used in the paper could result in a grade of zero.
	<b>C. Apply acquired information, concepts and ideas to communicate in a variety of formats.</b>		

	<b>5.C.5a</b> Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats	The research project on a contemporary issue such as solar power, windmills used on farms, or future power issues meets this goal. Students present their research both orally and using other media formats.	Their presentation, the amount of research, and their multimedia aids are graded.
	<b>5.C.5b</b> Support and defend a thesis statement using various references including media and electronic resources.	When writing their research papers, students support and defend their thesis using a variety of sources including the internet, TV documentaries, speeches, and newspapers.	Students are graded on the variety of their sources.

## Junior English III Lesson Plans

week 1	Aug. 20 - 22	3	Reserve library for AR books	Class rules and requirements, AR Program, Curriculum, short summary of native American history, Creation Myths of the Onondaga and Moduc Indians: “The Earth on the Turtle’s Back”, and “When Grizzlies Walked Upright”.
week 2	Aug. 25-29	5		AR library day, “The Navajo Origin Legend”, students work in teams to create and present their own creation myth, “A Journey through Texas”
week 3	Sept. 2-5	4		John Smith’s “History of Virginia”, and “Of Plymouth Plantation”, discuss the Indian myths and histories as narrative writing, pp. 60-61 in Reader’s Handbook, pp. 72-77 in <u>Writing in Context</u> – Students do p. 74 #2, Students write a narrative retelling a fairy tale (150 words)
week 4	Sept. 8-12	5		Discuss autobiographical narratives, topics for students’ autobiographical narratives, and writing strategies, write biography in class, pp. 66-7 in text on Mary Rowlandson, begin reading <u>The Narrative of the Captivity and Restoration of Mary Rowlandson</u> , assign “The First Remove” and underlining, write a 100 word summary of pp. 3-9 using underlined material, read pp. 9-20 and circle at least 20 words that are unfamiliar to you.
week 5	Sept. 15-19	5	progress reports	Mary Rowlandson – Cover pp. 14-50 writing summaries, underlining main points, writing notes in margins, summarizing pages using margin notes, and taking quizzes
week 6	Sept. 22-26	5	Reserve auditorium	Mary Rowlandson pp. 51-79
week 7	Sept 29/Oct 3	5		Finish Mary Rowlandson if necessary and write

				an expository paragraph on Indian captivity (go over expository section in <u>Writing in Context</u> , <u>The Searchers</u> )
week 8	Oct. 6-10	4	progress reports, AR deadline AR tests and books	<u>Writing in Context</u> p. 99-106 comparison/contrast, write a comparison or contrast paragraph about "Father Knows Best" picture, write a comparison/contrast paragraph on <u>The Narrative of the Captivity and Restoration of Mary Rowlandson</u> and <u>The searchers.</u> , "Sinners in the Hands of an Angry God",
week 9	Oct. 14-16	2.5	Parent/Teacher conference	Ben Franklin's Autobiography, "The Narrative of the Life of Olaudah Equiano"
week 10	Oct. 20-24	5		Watch sections of <u>Roots</u> , Poem to George Washington, "Declaration of Independence" and Patrick Henry's speech
week 11	Oct 27 - 31	5		"Letters from an American Farmer", "The Devil and Tom Walker", "The Minister's Black Veil", and "The Fall of the House of Usher" AR Reading
week 12	Nov. 3-7	5		Excerpt from <u>Walden</u> and Thoreau's philosophy, explain and assign a Socratic Seminar on the excerpt from <u>Moby Dick.</u> ,
week 13	Nov. 10-14	4	progress reports	Begin work on ACT type essays using the topic of Illinois as a good place to live, 3 introductions, bubble organizer, and timed essay, Socratic Seminar
week 14	Nov. 17-21	5		2nd ACT essay - "Should the High School Day Be Longer", Begin " <u>The Education of Little Tree</u> "
week 15	Nov. 24-26	3	Reserve library for AR tests and books for break  Reserve auditorium Dec. 8, 9 10 for Wonderful Life	<u>The Education of Little Tree</u>

			Reserve Library for Dec. 12 to type letters	
week 16	Dec. 1-5	5	AR deadline	<u>The Education of Little Tree</u>
week 17	Dec. 8-12	5		"It's a Wonderful Life" and letter to person who had a positive influence - type letter
week 18	Dec. 15-19	3	semester exams	Bubble diagram on school Uniforms and Final Exams

week 19	Jan. 5-9	5		Discuss research paper coming in early February, Power point of first three units and background for unit on Civil War, discuss realism, read "Willie Has Gone to War", "Swing Low Sweet Chariot", "Let my People Go", "Mary Chestnut's Civil War", "The Gettysburg Address", "A Confederate Account of Gettysburg", "Battle of Bull Run" and "The Emancipation Proclamation" in the text, read "The Call of the Wild" and "The Garden Party" in <u>Best Short Stories</u> emphasizing types of conflicts and parts of the plot
week 20	Jan. 12-15	4		ACT essay on magazines in library, <u>Freakonomics</u> introduction and chapters "What Do School Teachers and Sumo Wrestlers Have in Common?" and "Why Do Drug Dealers Still Live with their Moms?"
week 21	Jan. 20-23	4		<u>Freakonomics</u> chapters "How Is the Ku Klux Klan like a group of Real Estate Agents?" and "Where have all the Criminals Gone?"
week 22	Jan. 26-30	5		<u>Freakonomics</u> chapters "What Makes a Perfect Parent?" and "Would a Roshanda by any other name Smell as Sweet?"
week 23	Feb. 2-6	5	Library days for research paper are reserved	<u>Freakonomics</u> blogs and Appendix , "In Another Country" and "Hiroshima"

week 24	Feb. 9-13	4	progress reports	Research Paper - (dates change a little each year depending on days off and spring break) 3 days in library introducing research paper, choosing a topic, limiting topic to a workable thesis which is agreed on by English and American History teachers, instruction on how to find research materials
week 25	Feb. 17-19	2.5	Parent/teacher conference	Research Paper - Discuss plagiarism and how to avoid it, lessons on note cards and bibliography cards, research days, lesson on outline form, 15 note cards
week 26	Feb. 23-27	5		Research Paper – 5 bibliography cards, type preliminary outline, research days, lesson on introductions, type introductions
week 27	Mar. 3-6	4		Research Paper - reteach note cards and bibliography cards, 10 bibliography cards, teach how to do citations for quotes and paraphrases, research day
week 28	Mar. 9-13	5	progress reports AR due	Research Paper – sentence variety, 50 note cards including the 10 bibliography cards
week 29	Mar. 16-20	5		Research Paper – research day, final outline typed
week 30	Mar. 23-27	5		Research Paper- completed rough draft , peer editing
week 31	Mar.30-Apr 3	5		Research Paper – Final Paper Due
week 32	April 5-9	5	Spring break	
week 33	April 14-17	5	progress reports	ACT essay on curfews, ACT English Review, ACT Reading review
week 34	Apr.20- 24	5		Essay on popular magazines in library, Begin <u>The Kite Runner</u> (another novel may be substituted)
week 35	Apr 27/May 1	5		The Kite Runner

Week 36	May 4-8	5		The Kite Runner
week 37	May 11-15	5		The Kite Runner
week 38	May 18-22	5		The Kite Runner
week 39	May 26-27	2	Semester exams	Semester Exams
week 40	June 1-5	2		Emergency days

## Advanced English III Curriculum

State Goal	State Standard	Lesson	Assessment
<p><b>1: Read with understanding and fluency.</b></p> <p><b>Why This Goal Is Important:</b> Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.</p>	<p><b>A. Apply word analysis and vocabulary skills to comprehend selections.</b></p> <p><b>1.A.5a</b> Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.</p>	<p>-Research Paper- students will have to understand their audience and use words appropriate to that audience; they will need to define terminology in their paper</p> <p>Students will read: <u>The Scarlet Letter</u>, <u>The Great Gatsby</u>, <u>The Awakening</u>, <u>A Separate Peace</u>, <u>The Crucible</u>, <u>Death of a Salesman</u>, and <u>Hamlet</u> with the intent that context clues or a dictionary will be used</p> <p>Short Stories (listed later)</p> <p>Poetry Terms</p> <p>Biography Project: research a historical or contemporary figure and present to the class</p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p> <p>Students' comprehension of material will allow for evaluation of word understanding</p> <p>Quizzes, discussions, and tests Application and a quiz</p> <p>The essay will be graded, and the speech will be assessed.</p>
	<p><b>1.A.5b</b> Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.</p>	<p>-Research Paper- Students will have to use words appropriate to their audience; they will need to define terminology in their paper</p> <p>Students will read: <u>The Scarlet Letter</u>, <u>The Great Gatsby</u>, <u>The Awakening</u>, <u>A Separate Peace</u>, <u>The Crucible</u>, <u>Death of a</u></p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p> <p>Students' comprehension of material will allow for evaluation of word understanding</p>

		Salesman, and <u>Hamlet</u> with the intent that context clues or a dictionary will be used	
		Poetry	Discussion
	<p><b>B. Apply reading strategies to improve understanding and fluency.</b></p> <p><b>1.B.5a</b> Relate reading to prior knowledge and experience and make connections to related information.</p>	<p>Students will read: <u>The Scarlet Letter</u>—relationships, guilt, deception, holding on to a dream; <u>The Great Gatsby</u>—marriage, deception, holding on to a dream; <u>The Awakening</u>—self-awareness, oppression; <u>A Separate Peace</u>—peer pressure, WW II, guilt, denial; <u>The Crucible</u>—lying, court procedures /defense, faith, truth; <u>Death of a Salesman</u>—enabling, deception, truth, ego</p> <p><u>Hamlet</u>—questioning oneself</p> <p>Biography Project: research a historical or contemporary figure and present to the class</p> <p>Freakonomics</p>	<p>Books are accompanied by daily quizzes, class discussions that deal with personal issues, and an essay or a test after the book is completed</p> <p>The essay will be graded, and the speech will be assessed.</p> <p>Research on Roe V. Wade</p>
	<p><b>1.B.5b</b> Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.</p>	<p>Students will read: <u>The Scarlet Letter</u>—the new world, the 1600s; <u>The Great Gatsby</u>—the 1920s; <u>The Awakening</u>—the late 1800s ; <u>A Separate Peace</u>—the 1930s; <u>The Crucible</u>—the 1600s, drama format ; <u>Death of a Salesman</u>—the 1950s, drama format; <u>Hamlet</u>—drama, medieval times</p>	<p>Books are accompanied by daily quizzes, class discussions that deal with personal issues, and an essay or a test after the book is completed</p>
	<p><b>1.B.5c</b> Evaluate a variety of compositions for purpose, structure, content and details</p>	<p><u>A Separate Peace</u>—distinctions between how to act and how our characters act and deal with</p>	<p>Books are accompanied by daily quizzes, class discussions that deal with</p>

	for use in school or at work.	deception, guilt, and camaraderie <u>Death of a Salesman</u> —working relationships, family relationships	personal issues, and an essay or a test after the book is completed
	<b>1.B.5d</b> Read age-appropriate material with fluency and accuracy.	Novels-listed Short Stories-listed Poetry-see bottom  Biography Project: research a historical or contemporary figure and present to the class	Each item read is approved by the School Board  The essay will be graded, and the speech will be assessed.
	<b>C. Comprehend a broad range of reading materials.</b>  <b>1.C.5a</b> Use questions and predictions to guide reading across complex materials.	Novels-listed Short Stories-listed Poetry-see bottom	Each item read is approved by the School Board
	<b>1.C.5b</b> Analyze and defend an interpretation of text.	Students will read: <u>The Scarlet Letter</u> , <u>The Great Gatsby</u> , <u>The Awakening</u> , <u>A Separate Peace</u> , <u>The Crucible</u> , <u>Death of a Salesman</u> , and <u>Hamlet</u>  “The Flowers” “The Jilting of Granny Weatherall” “Trifles” “Classyass” “Everyday Use” “The Story of an Hour” “Where Are You Going, Where Have You Been?”  Poetry	Books are accompanied by daily quizzes, class discussions that deal with personal issues, and an essay or a test after the book is completed  Each of these stories is located in the textbook. Fluency and accuracy will be determined by class discussions, quizzes, artistic demonstrations, and debates  Discussion
	<b>1.C.5c</b> Critically evaluate information from multiple sources	-Research Paper- students will analyze books, magazines, internet, etc.	As drafts are turned in, the student is guided to edit, evaluate, and revise

		Biography Project: research a historical or contemporary figure and present to the class	The essay will be graded, and the speech will be assessed.
	<b>1.C.5d</b> Summarize and make generalizations from content and relate them to the purpose of the material.	Students will read: <u>The Scarlet Letter</u> , <u>The Great Gatsby</u> , <u>The Awakening</u> , <u>A Separate Peace</u> , <u>The Crucible</u> , <u>Death of a Salesman</u> , and <u>Hamlet</u>  Biography Project: research a historical or contemporary figure and present to the class  Freakonomics	Books are accompanied by daily quizzes, class discussions that deal with personal issues, and an essay or a test after the book is completed  The essay will be graded, and the speech will be assessed.  Research on Roe V. Wade
	<b>1.C.5e</b> Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).	Students will read: <u>The Scarlet Letter</u> , <u>The Great Gatsby</u> , <u>The Awakening</u> , <u>A Separate Peace</u> , <u>The Crucible</u> , <u>Death of a Salesman</u> , and <u>Hamlet</u>  Freakonomics	Books are accompanied by daily quizzes, class discussions that deal with personal issues, and an essay or a test after the book is completed  Research on Roe V. Wade and crime rates
	<b>1.C.5f</b> Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others	<u>The Great Gatsby</u> and “Everyday Use”	Classroom debates: #1 is Gatsby’s love pathetic? #2 who should get the quilts?
<b>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</b>  <b>Why This Goal Is Important:</b> Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues,	<b>A. Understand how literary elements and techniques are used to convey meaning.</b>  <b>2.A.5a</b> Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms,	“The Flowers”—sensory details/irony “The Jilting of Granny Weatherall”—stream of consciousness “Trifles”—differences between men and women/flashbacks “Classyass”—prejudices/images “Everyday Use”—classes	Each of these stories is located in the textbook. Fluency and accuracy will be determined by class discussions, quizzes, artistic demonstrations, and debates

<p>perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences</p>	<p>foreshadowing, flashbacks, stream of consciousness)</p>	<p>“The Story of and Hour”-- foreshadowing  “Where Are You Going, Where Have You Been?”— foreshadowing/choices</p>	
	<p><b>2.A.5b</b> Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece</p>	<p>Students will read: <u>The Scarlet Letter</u>, <u>The Great Gatsby</u>, <u>The Awakening</u>, <u>A Separate Peace</u>, <u>The Crucible</u>, <u>Death of a Salesman</u>, and <u>Hamlet</u></p> <p>“The Flowers”—setting  “The Jilting of Granny Weatherall”— conflict/sequence of events  “Trifles”—timeline/theme  “Classyass”— conflict/resolution  “Everyday Use”—resolution  “The Story of and Hour”— character/irony  “Where Are You Going, Where Have You Been?”— plot/suspense</p>	<p>Class discussions are led the students and the questions that are posed. The relationships are evaluated in these discussion as well as on a final test</p> <p>Each of these stories is located in the textbook. Fluency and accuracy will be determined by class discussions, quizzes, artistic demonstrations, and debates</p>
	<p><b>2.A.5c</b> Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries.</p>	<p>“The Flowers”  “The Jilting of Granny Weatherall”  “Trifles”  “Classyass”  “Everyday Use”  “The Story of and Hour”  “Where Are You Going, Where Have You Been?”</p> <p>Poetry</p>	<p>Reading these short stories will be related to literature from around the world as seen fit by the teacher</p> <p>Discussions</p>
	<p><b>2.A.5d</b> Evaluate the influence of historical context on form,</p>	<p>Students will read: <u>The Scarlet Letter</u>—Puritanism and how</p>	<p>Class discussions are led the students and the</p>

	<p>style and point of view for a variety of literary works.</p>	<p>Hawthorne adds his opinion in the context of his writing; <u>The Great Gatsby</u>—Prohibition; <u>The Awakening</u>—women’s rights; <u>A Separate Peace</u>—WW II; <u>The Crucible</u>—The Salem Witch Trials; <u>Death of a Salesman</u>—The Great Depression; <u>Hamlet</u>—technology</p> <p>“The Flowers”—KKK  “The Jilting of Granny Weatherall”—point of view  “Trifles”—point of view  “Classyass”—point of view  “Everyday Use”—historical context  “The Story of and Hour”—historical context  “Where Are You Going, Where Have You Been?”—style</p> <p>Poetry</p>	<p>questions that are posed. The relationships are evaluated in these discussion as well as on a final test</p> <p>Each of these stories is located in the textbook. Fluency and accuracy will be determined by class discussions, quizzes, artistic demonstrations, and debates</p> <p>Discussions</p>
	<p><b>B. Read and interpret a variety of literary works.</b></p> <p><b>2.B.5a</b> Analyze and express an interpretation of a literary work.</p>	<p>Students will read: <u>The Scarlet Letter</u>, <u>The Great Gatsby</u>, <u>The Awakening</u>, <u>A Separate Peace</u>, <u>The Crucible</u>, <u>Death of a Salesman</u>, and <u>Hamlet</u></p> <p>“The Flowers”  “The Jilting of Granny Weatherall”  “Trifles”  “Classyass”  “Everyday Use”  “The Story of and Hour”</p>	<p>Class discussions are led the students and the questions that are posed. The relationships are evaluated in these discussion as well as on a final test</p> <p>Each of these stories is located in the textbook. Fluency and accuracy will be determined by class discussions, quizzes, artistic demonstrations, and</p>

		<p>“Where Are You Going, Where Have You Been?”</p> <p>Poetry</p>	<p>debates</p> <p>Discussion</p>
	<p><b>2.B.5b</b> Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.</p>	<p>Students will read: <u>The Scarlet Letter</u>—Puritanism and how Hawthorne adds his opinion in the context of his writing; <u>The Great Gatsby</u>—Prohibition; <u>The Awakening</u>—women’s rights; <u>A Separate Peace</u>—WW II; <u>The Crucible</u>—The Salem Witch Trials; <u>Death of a Salesman</u>—The Great Depression; <u>Hamlet</u>—social classes</p> <p>“The Flowers”—racism  “The Jilting of Granny Weatherall”—age  “Trifles”—oppression  “Classyass”—social issues  “Everyday Use”—social issues  “The Story of an Hour”—women’s rights  “Where Are You Going, Where Have You Been?”—serial killers</p> <p>Freakonomics</p>	<p>Class discussions are led the students and the questions that are posed. These issues are discussed and addressed in the discussions and applied to the understanding of the work</p> <p>Each of these stories is located in the textbook. Fluency and accuracy will be determined by class discussions, quizzes, artistic demonstrations, and debates</p> <p>Research on Roe V. Wade</p>
<p><b>STATE GOAL 3: Write to communicate for a variety of purposes.</b></p> <p><b>Why This Goal Is Important:</b> The ability to write clearly is essential to any person’s effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today’s world. Individuals must be capable of writing for a variety</p>	<p><b>A. Use correct grammar, spelling, punctuation, capitalization and structure.</b></p> <p><b>3.A.5</b> Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.</p>	<p>-Research Paper- students will have to use correct grammar and writing</p> <p>Students will read: <u>The Scarlet Letter</u>, <u>The Great Gatsby</u>, <u>The Awakening</u>, <u>Death of a Salesman</u>  Biography Project: research a historical or contemporary</p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p> <p>Evaluation of these will result in an essay to be turned in and graded</p> <p>The essay will be graded, and the speech will be</p>

<p>of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.</p>		<p>figure and present to the class</p>	<p>assessed.</p>
	<p><b>3.B.5</b> Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.</p>	<p>-Research Paper- students will have to produce electronic documents throughout the process</p> <p>Students will read: <u>The Scarlet Letter</u>, <u>The Great Gatsby</u>, <u>The Awakening</u>, <u>Death of a Salesman</u></p> <p>Biography Project: research a historical or contemporary figure and present to the class</p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p> <p>Evaluation of these will result in an essay to be turned in and graded</p> <p>The essay will be graded, and the speech will be assessed.</p>
	<p><b>3.C.5a</b> Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation.</p>	<p>-Research Paper- students will have to persuade the audience of their opinion</p> <p>Students will read: <u>The Scarlet Letter</u>, <u>The Great Gatsby</u>, <u>The Awakening</u>, <u>Death of a Salesman</u></p> <p>Biography Project: research a historical or contemporary figure and present to the class</p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p> <p>Evaluation of these will result in an essay to be turned in and graded</p> <p>The essay will be graded, and the speech will be assessed.</p>
	<p><b>3.C.5b</b> Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions).</p>	<p><b>Death of a Salesman</b></p>	<p>Students will produce a letter of requesting a job as well as a letter of resignation</p>
<p><b>STATE GOAL 4: Listen and speak effectively</b></p>	<p><b>A. Listen effectively in</b></p>	<p>Students will read: <u>The Scarlet</u></p>	<p>Class discussion will rely</p>

<p><b>in a variety of situations.</b></p> <p><b>Why This Goal Is Important:</b> Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person’s knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students’ repertoires.</p>	<p><b>formal and informal situations.</b></p> <p><b>4.A.5a</b> Use criteria to evaluate a variety of speakers’ verbal and nonverbal messages.</p>	<p><u>Letter, The Great Gatsby, The Awakening, A Separate Peace, The Crucible, Death of a Salesman, and Hamlet</u></p> <p>“The Flowers”  “The Jilting of Granny Weatherall”  “Trifles”  “Classyass”  “Everyday Use”  “The Story of and Hour”  “Where Are You Going, Where Have You Been?”</p>	<p>on the students’ ability to listen to each other and realize that even though difference occur, they are still valid</p> <p>Class discussions will be open and students will need to be able to maintain decent speaking levels as well as understand and interpret classmates’ discussion items and body language</p>
	<p><b>4.A.5b</b> Use techniques for analysis, synthesis, and evaluation of oral messages.</p>	<p>Students will read: <u>The Scarlet Letter, The Great Gatsby, The Awakening, A Separate Peace, The Crucible, Death of a Salesman, and Hamlet</u></p> <p>The Great Gatsby and “Everyday Use”</p> <p>Biography Project: research a historical or contemporary figure and present to the class</p>	<p>Class discussion will rely on the students’ ability to listen to each other and realize that even though difference occur, they are still valid</p> <p>Classroom debates: #1 is Gatsby’s love pathetic? #2 who should get the quilts?</p> <p>The essay will be graded, and the speech will be assessed.</p>
	<p><b>B. Speak effectively using language appropriate to the situation and audience.</b></p> <p><b>4.B.5a</b> Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature</p>	<p><u>The Great Gatsby</u> and “Everyday Use”</p> <p>Biography Project: research a historical or contemporary figure</p>	<p>Classroom debates: #1 is Gatsby’s love pathetic? #2 who should get the quilts?</p> <p>The essay will be graded, and the speech will be assessed.</p>

	studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology		
	<b>4.B.5b</b> Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals.	Students will read: <u>The Scarlet Letter</u> , <u>The Great Gatsby</u> , <u>The Awakening</u> , <u>A Separate Peace</u> , <u>The Crucible</u> , <u>Death of a Salesman</u> , and <u>Hamlet</u>  “The Flowers” “The Jilting of Granny Weatherall” “Trifles” “Classyass” “Everyday Use” “The Story of an Hour” “Where Are You Going, Where Have You Been?”	Class discussion will rely on the students’ ability to listen to each other and realize that even though difference occur, they are still valid  Class discussions will be open and students will need to be able to maintain decent speaking levels as well as understand and interpret classmates’ discussion items and body language
	<b>4.B.5c</b> Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous outlining, repetitive practice).	<u>The Great Gatsby</u> and “Everyday Use”  Biography Project: research a historical or contemporary figure and present to the class	Classroom debates: #1 is Gatsby’s love pathetic? #2 who should get the quilts?  The essay will be graded, and the speech will be assessed.
	<b>4.B.5d</b> Use verbal and non-verbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., mediation skills, formal and informal bargaining skills).	<u>The Great Gatsby</u> and “Everyday Use”	Classroom debates: #1 is Gatsby’s love pathetic? #2 who should get the quilts?
<b>STATE GOAL 5: Use the language arts to acquire,</b>	<b>A. Locate, organize, and use</b>	-Research Paper-	As drafts are turned in,

<p><b>assess and communicate information.</b></p> <p><b>Why This Goal Is Important:</b> To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.</p>	<p><b>information from various sources to answer questions, solve problems and communicate ideas.</b></p> <p><b>5.A.5a</b> Develop a research plan using multiple forms of data</p>	<p>students will have to research sources to prove their thesis</p> <p>Biography Project: research a historical or contemporary figure and present to the class</p>	<p>the student is guided to edit, evaluate, and revise</p> <p>The essay will be graded, and the speech will be assessed.</p>
	<p><b>5.A.5b</b> Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues</p>	<p>-Research Paper- students will have to prepare a 9-page persuasive essay</p> <p>Biography Project: research a historical or contemporary figure and present to the class</p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p> <p>The essay will be graded, and the speech will be assessed.</p>
	<p><b>B. Analyze and evaluate information acquired from various sources.</b></p> <p><b>5.B.5a</b> Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.</p>	<p>-Research Paper- students will have to research sources to prove their thesis</p> <p>Biography Project: research a historical or contemporary figure and present to the class</p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p> <p>The essay will be graded, and the speech will be assessed.</p>
	<p><b>5.B.5b</b> Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience.</p>	<p>-Research Paper- students will have to research sources to prove their thesis and cite them in their paper</p> <p>Students will read: <u>The Scarlet Letter</u>, <u>The Great Gatsby</u>, <u>The Awakening</u>, <u>Death of a Salesman</u></p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p> <p>Evaluation of these will result in an essay to be turned in and graded</p>

		Biography Project: research a historical or contemporary figure and present to the class	The essay will be graded, and the speech will be assessed.
	<p><b>C. Apply acquired information, concepts and ideas to communicate in a variety of formats.</b></p> <p><b>5.C.5a</b> Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats</p>	<p>-Research Paper- students will have to create an electronic document for their final research paper</p> <p>Biography Project: research a historical or contemporary figure and present to the class</p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p> <p>The essay will be graded, and the speech will be assessed.</p>
	<p><b>5.C.5b</b> Support and defend a thesis statement using various references including media and electronic resources.</p>	<p>-Research Paper- students will have to create an electronic document to that persuades the reader by using outside sources to defend the thesis</p> <p>Students will read: <u>The Scarlet Letter</u>, <u>The Great Gatsby</u>, <u>The Awakening</u>, <u>Death of a Salesman</u></p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p> <p>Evaluation of these will result in an essay to be turned in and graded</p>

\* Poetry will come from the textbook, Literature in the 21<sup>st</sup> Century.

## WEEKLY ADVANCED ENGLISH III LESSON PLANNING 2008

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Week	Topic	Assignment	State Goal
1	Intro	Getting to know the students/them knowing me	-----
2	“Flowers”	Introduction to reading literature analytically	1 2 4
3	SL	Introduction to Hawthorne/Puritanism/begin analysis	1 2 3 4
4	SL	Analyzing characters—Guilt/connection body and soul	1 2 3 4
5	SL	Conclude Reading Review Book	1 2 3 4
6	Paper #1	Electronic document/final test/paper due	1 2 3 4 5
7	Sh Stories	“Classyass” and “Trifles”	1 2 4
8	Sh Stories	“The Story of an Hour” & “The Jilting of Granny Weatherall”	1 2 4
9	Sh Stories	“Where Are You Going...” & “Everyday Use”	1 2 4
10	GG	Introduction to the book/the 1920s/and prohibition	1 2 3 4
11	GG	Literary analysis/discussion	1 2 3 4
12	Paper #2	Great Gatsby Test and paper due/ Debate	1 2 3 4 5
13	Hamlet	Intro to Shakespeare/Elizabethan England/terminology	1 2 4
14	Hamlet	Acts I and II	1 2 4
15	Hamlet	Acts III and IV	1 2 4
16	Hamlet	Act V/review/test	1 2 4
17	Catch-up	Depending on how Thanks giving and Christmas fall, some weeks may be half weeks	
18	Review	Exam week	
19	AW	Begin The Awakening	1 2 4
20	AW	Continue analysis/reading	1 2 4
21	AW	Preparation for the all essay test	1 2 3 4 5
22	Research	Introduction and thesis sentence	1 2 3 4 5
23	Research	Note cards/Bib. Cards	1 2 3 4 5
24	Research	Introduction/sentence variety/preliminary outline	1 2 3 4 5
25	Research	Review introduction/research day	1 2 3 4 5
26	Research	Research days/meet with individuals about intro	1 2 3 4 5
27	Research	Final Outline/50 cards/research	1 2 3 4 5

28	Research	Research days and revision	1 2 3 4 5
29	Research	Rough draft/editing/final draft	1 2 3 4 5
30	SP	Begin A Separate Peace	1 2 4
31	SP	A Separate Peace/final test	1 2 4
32	Non-fiction	Freakonomics chapter—Roe V. Wade	1 2
33	ACT/PSAE	Test taking strategies...2 days for the test	-----
34	Crucible	The Crucible/Miller/McCarthyism/Salem witch trials/Acts I-II	1 2 4
35	Crucible	Acts III, IV and final test	1 2 4
36	D of a S	Death of a Salesman scene 1/movie to help/work relationships	1 2 3 4 5
37	D of a S	Death of a Salesman scene 2/movie to help/family relations.	1 2 3 4 5
38	Exams	Review for exams and take exams	

\*Somewhere around the end of January, the research paper will start. This is adjusted according to the history classes and library availability.

\*Somewhere between weeks 29 and 33 there will be a Spring Break. Adjust these weeks accordingly.

\*Somewhere around week 33 will be ACT/PSAE testing. Adjust schedule accordingly.

## Senior English Curriculum

State Goal	State Standard	Lesson	Assessment
<p><b>1: Read with understanding and fluency.</b></p> <p><b>Why This Goal Is Important:</b> Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.</p>	<p><b>A. Apply word analysis and vocabulary skills to comprehend selections.</b></p> <p><b>1.A.5a</b> Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.</p>	<p>Students will read: “Macbeth,” <u>The Chocolate War</u>, <u>Beyond the Chocolate War</u>, <u>Catcher in the Rye</u>, “Medea,” “Oedipus,” <u>Flowers for Algernon</u>, “Pygmalion” with the intent that context clues or a dictionary will be used</p> <p>Short stories (listed later)</p> <p>Literary terms</p> <p>Research paper – students will have to understand their audience and use words appropriate to that audience; they will need to define terminology in their paper</p>	<p>Students’ comprehension of material will allow for evaluation of word understanding</p> <p>Quizzes, discussions, and tests</p> <p>Application and a quiz</p> <p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p>
	<p><b>1.A.5b</b> Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.</p>	<p>Research paper - The students will have to use words appropriate to that audience; they will need to define terminology in their paper</p> <p>Students will read: “Macbeth,” <u>The Chocolate War</u>, <u>Beyond the Chocolate War</u>, <u>Catcher in the Rye</u>, “Medea,” “Oedipus,” <u>Flowers for Algernon</u> with the</p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p> <p>Students’ comprehension of material will allow for evaluation of word understanding</p>

		intent that context clues or a dictionary will be used	
	<p><b>B. Apply reading strategies to improve understanding and fluency.</b></p> <p><b>1.B.5a</b> Relate reading to prior knowledge and experience and make connections to related information.</p>	<p>Students will read: “Macbeth” – relationships, power, ambition; <u>The Chocolate War</u> – power; <u>Beyond the Chocolate War</u> – power, relationships; <u>Catcher in the Rye</u> – conformity, individuality; “Medea” – power, relationships; “Oedipus” – fate; <u>Flowers for Algernon</u> – ethics, self-realization, need for love</p>	<p>Books are accompanied by daily quizzes, class discussions that deal with personal issues, and an essay or a test after the book is completed</p>
	<p><b>1.B.5b</b> Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.</p>	<p>Students will read: “Macbeth” – 11<sup>th</sup> century, drama format; <u>The Chocolate War</u> – 1970s; <u>Beyond the Chocolate War</u> – 1970s; <u>Catcher in the Rye</u> – 1950s; “Medea” – 400 B.C., drama format; “Oedipus” – 400 B.C., drama format; <u>Flowers for Algernon</u> – 1960s; “Pygmalion” – 1900s, drama format</p>	<p>Books are accompanied by daily quizzes, class discussions that deal with personal issues, and an essay or a test after the book is completed</p>
	<p><b>1.B.5c</b> Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work.</p>	<p>“Macbeth” – distinctions between how to act and how our characters act and deal with power, guilt, and ambition</p>	<p>Books are accompanied by daily quizzes, class discussions that deal with personal issues, and an essay or a test after the book is completed</p>
	<p><b>1.B.5d</b> Read age-appropriate material with fluency and accuracy.</p>	<p>Novels – listed Short stories – listed Plays - listed</p>	<p>Each item read is approved by the School Board</p>

	<p><b>C. Comprehend a broad range of reading materials.</b></p> <p><b>1.C.5a</b> Use questions and predictions to guide reading across complex materials.</p>	<p>Novels – listed Short stories – listed Plays - listed</p>	<p>Each item read is approved by the School Board</p>
	<p><b>1.C.5b</b> Analyze and defend an interpretation of text.</p>	<p>Students will read: “Macbeth,” <u>The Chocolate War</u>, <u>Beyond the Chocolate War</u>, <u>Catcher in the Rye</u>, “Medea,” “Oedipus,” <u>Flowers for Algernon</u>, “Pygmalion”</p> <p>“The Epic of Gilgamesh” “The Creation and the Fall” “The Story of the Flood” “The Wooden People” “Don Quixote”</p>	<p>Books are accompanied by daily quizzes, class discussions that deal with personal issues, and an essay or a test after the book is completed</p> <p>Each of these selections is located in the textbook. Fluency and accuracy will be determined by class discussions, quizzes, and artistic demonstrations</p>
	<p><b>1.C.5c</b> Critically evaluate information from multiple sources</p>	<p>Research paper – students will analyze books, magazines, internet, etc.</p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p>
	<p><b>1.C.5d</b> Summarize and make generalizations from content and relate them to the purpose of the material.</p>	<p>Students will read: “Macbeth,” <u>The Chocolate War</u>, <u>Beyond the Chocolate War</u>, <u>Catcher in the Rye</u>, “Medea,” “Oedipus,” <u>Flowers for Algernon</u>, “Pygmalion”</p>	<p>Books are accompanied by daily quizzes, class discussions that deal with personal issues, and an essay or a test after the book is completed</p>

	<p><b>1.C.5e</b> Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).</p>	<p>Students will read: “Macbeth,” <u>The Chocolate War</u>, <u>Beyond the Chocolate War</u>, <u>Catcher in the Rye</u>, “Medea,” “Oedipus,” <u>Flowers for Algernon</u>, “Pygmalion”</p>	<p>Books are accompanied by daily quizzes, class discussions that deal with personal issues, and an essay or a test after the book is completed</p>
	<p><b>1.C.5f</b> Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others</p>	<p><b>The Chocolate War</b></p>	<p>Students will construct a tri-fold brochure for the annual chocolate sale with info given from the book</p>
<p><b>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</b></p> <p><b>Why This Goal Is Important:</b> Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students</p>	<p><b>A. Understand how literary elements and techniques are used to convey meaning.</b></p> <p><b>2.A.5a</b> Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).</p>	<p>“The Epic of Gilgamesh” – archetype/epic  ““The Creation and the Fall” – archetypal setting/chronological order  ““The Story of the Flood” – archetypal setting/dialogue/chronological order  ““The Wooden People” - images  ““Don Quixote” – character/parody</p>	<p>Each of these selections is located in the textbook. Fluency and accuracy will be determined by class discussions, quizzes, and artistic demonstrations</p>

connect literature to their own lives and daily experiences			
	<p><b>2.A.5b</b> Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece</p>	<p>Students will read: “Macbeth,” <u>The Chocolate War</u>, <u>Beyond the Chocolate War</u>, <u>Catcher in the Rye</u>, “Medea,” “Oedipus,” <u>Flowers for Algernon</u>, “Pygmalion”</p> <p>“The Epic of Gilgamesh” - conflict  “<u>The Creation and the Fall</u>” - plot  “<u>The Story of the Flood</u>” – conflict/resolution  “<u>The Wooden People</u>” - character  “<u>Don Quixote</u>” – theme/character</p>	<p>Class discussions are led with the students and the questions are posed. The relationships are evaluated in these discussions and on the final test</p> <p>Each of these stories is located in the textbook. Fluency and accuracy will be determined by class discussions, quizzes, artistic demonstrations, and debates</p>
	<p><b>2.A.5c</b> Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in</p>	<p>“<u>The Epic of Gilgamesh</u>”  “<u>The Creation and the Fall</u>”  “<u>The Story of the Flood</u>”  “<u>The Wooden People</u>”</p>	<p>Reading these selections will be related to literature around the world as seen fit by the teacher</p>

	American literature and literature of other countries	“Don Quixote”	
	<b>2.A.5d</b> Evaluate the influence of historical context on form, style and point of view for a variety of literary works.	Students will read: “Macbeth” – 11 <sup>th</sup> century, drama format; <u>The Chocolate War</u> – 1970s; <u>Beyond the Chocolate War</u> – 1970s; <u>Catcher in the Rye</u> – 1950s; “Medea” – 400 B.C., drama format; “Oedipus” – 400 B.C., drama format; <u>Flowers for Algernon</u> – 1960s; “Pygmalion” – 1900s, drama format  “The Epic of Gilgamesh” “The Creation and the Fall” “The Story of the Flood” “The Wooden People” “Don Quixote”	Class discussions are led with the students and the questions are posed. The relationships are evaluated in these discussions and on the final test  Each of these stories is located in the textbook. Fluency and accuracy will be determined by class discussions, quizzes, artistic demonstrations, and debates
	<b>B. Read and interpret a variety of literary works.</b>  <b>2.B.5a</b> Analyze and express an interpretation of a literary work.	Students will read: “Macbeth,” <u>The Chocolate War</u> , <u>Beyond the Chocolate War</u> , <u>Catcher in the Rye</u> , “Medea,” “Oedipus,” <u>Flowers for Algernon</u> , “Pygmalion”  “The Epic of Gilgamesh” “The Creation and the Fall” “The Story of the Flood” “The Wooden People” “Don Quixote”	Class discussions are led with the students and the questions are posed. The relationships are evaluated in these discussions and on the final test  Each of these stories is located in the textbook. Fluency and accuracy will be determined by class discussions, quizzes, artistic demonstrations, and debates

	<p><b>2.B.5b</b> Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.</p>	<p>Students will read: “Macbeth” – 11<sup>th</sup> century, drama format; <u>The Chocolate War</u> – 1970s; <u>Beyond the Chocolate War</u> – 1970s; <u>Catcher in the Rye</u> – 1950s; “Medea” – 400 B.C., drama format; “Oedipus” – 400 B.C., drama format; <u>Flowers for Algernon</u> – 1960s; “Pygmalion” – 1900s, drama format</p> <p>“The Epic of Gilgamesh”  “<u>The Creation and the Fall</u>”  “<u>The Story of the Flood</u>”  “<u>The Wooden People</u>”  “<u>Don Quixote</u>”</p>	<p>Class discussions are led with the students and the questions are posed. The relationships are evaluated in these discussions and on the final test</p> <p>Each of these stories is located in the textbook. Fluency and accuracy will be determined by class discussions, quizzes, artistic demonstrations, and debates</p>
<p><b>STATE GOAL 3: Write to communicate for a variety of purposes.</b></p> <p><b>Why This Goal Is Important:</b> The ability to write clearly is essential to any person’s effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today’s world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to</p>	<p><b>A. Use correct grammar, spelling, punctuation, capitalization and structure.</b></p> <p><b>3.A.5</b> Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.</p>	<p>Research paper – students will have to use correct grammar and writing</p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p>

<p>enhance their writing proficiency and improve their career opportunities.</p>			
	<p><b>3.B.5</b> Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.</p>	<p>Research paper – students will have to use correct grammar and writing</p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p>
	<p><b>3.C.5a</b> Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation.</p>	<p>Research paper – students will have to persuade the audience of their opinion</p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p>
	<p><b>3.C.5b</b> Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions).</p>	<p>“Beowulf”</p>	<p>Students will produce a letter requesting a job</p>

<p><b>STATE GOAL 4: Listen and speak effectively in a variety of situations.</b></p> <p><b>Why This Goal Is Important:</b> Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students'</p>	<p><b>A. Listen effectively in formal and informal situations.</b></p> <p><b>4.A.5a</b> Use criteria to evaluate a variety of speakers' verbal and nonverbal messages.</p>	<p>Students will read: "Macbeth," <u>The Chocolate War</u>, <u>Beyond the Chocolate War</u>, <u>Catcher in the Rye</u>, "Medea," "Oedipus," <u>Flowers for Algernon</u>, "Pygmalion"</p> <p>"The Epic of Gilgamesh"  "The Creation and the Fall"  "The Story of the Flood"  "The Wooden People"  "Don Quixote"</p>	<p>Class discussion will rely on the students' ability to listen to each other and realize that even though differences occur, they are valid</p> <p>Class discussions will be open and students will need to be able to maintain decent speaking levels as well as understand and interpret classmates' discussion items and body language</p>
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repertoires.			
	<b>4.A.5b</b> Use techniques for analysis, synthesis, and evaluation of oral messages.	Students will read: “Macbeth,” <u>The Chocolate War</u> , <u>Beyond the Chocolate War</u> , <u>Catcher in the Rye</u> , “Medea,” “Oedipus,” <u>Flowers for Algernon</u> , “Pygmalion”	Class discussion will rely on the students’ ability to listen to each other and realize that even though differences occur, they are valid
	<b>B. Speak effectively using language appropriate to the situation and audience.</b>  <b>4.B.5a</b> Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology	<u>The Chocolate War</u>	Class projects – design and present a project based on the major symbols in the book
	<b>4.B.5b</b> Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals.	Students will read: “Macbeth,” <u>The Chocolate War</u> , <u>Beyond the Chocolate War</u> , <u>Catcher in the Rye</u> , “Medea,” “Oedipus,” <u>Flowers for Algernon</u> , “Pygmalion”  “The Epic of Gilgamesh”	Class discussion will rely on the students’ ability to listen to each other and realize that even though differences occur, they are valid

		<p>“The Creation and the Fall”  “The Story of the Flood”  “The Wooden People”  “Don Quixote”</p>	<p>Class discussions will be open and students will need to be able to maintain decent speaking levels as well as understand and interpret classmates’ discussion items and body language</p>
	<p><b>4.B.5c</b> Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous outlining, repetitive practice).</p>	<p><u>The Chocolate War</u></p>	<p>Class projects – design and present a project based on the major symbols in the book</p>
	<p><b>4.B.5d</b> Use verbal and non-verbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., mediation skills, formal and informal bargaining skills).</p>	<p><u>The Chocolate War</u></p>	<p>Class projects – design and present a project based on the major symbols in the book</p>
<p><b>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</b></p> <p><b>Why This Goal Is Important:</b>  To be successful in school and in the world of work, students must be able to use a wide</p>	<p><b>A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</b></p> <p><b>5.A.5a</b> Develop a research plan using multiple forms of data</p>	<p>Research paper – students will have to research sources to prove their thesis</p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p>

<p>variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.</p>			
	<p><b>5.A.5b</b> Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues</p>	<p>Research paper – students will have to produce a 3 – 5 page persuasive essay</p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p>
	<p><b>B. Analyze and evaluate information acquired from various sources.</b></p> <p><b>5.B.5a</b> Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.</p>	<p>Research paper – students will have to produce a 3 – 5 page persuasive essay</p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p>
	<p><b>5.B.5b</b> Credit primary and secondary sources in a form appropriate for presentation or publication for a particular</p>	<p>Research paper – students will have to research sources to prove their thesis and cite them in their paper</p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p>

	audience.		
	<p><b>C. Apply acquired information, concepts and ideas to communicate in a variety of formats.</b></p> <p><b>5.C.5a</b> Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats</p>	<p><u>The Chocolate War</u></p> <p>Research paper – students will have to create an electronic document for their final research paper</p>	<p>Multi-media (film, comic book, etc.)</p> <p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p>
	<p><b>5.C.5b</b> Support and defend a thesis statement using various references including media and electronic resources.</p>	<p>Research paper – students will have to create an electronic document that persuades the reader by using outside sources to defend the thesis</p>	<p>As drafts are turned in, the student is guided to edit, evaluate, and revise</p>

## Advanced English IV Curriculum

State Goal	State Standard	Lesson	Assessment
<p><b>1: Read with understanding and fluency.</b></p> <p><b>Why This Goal Is Important:</b> Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.</p>	<p><b>A. Apply word analysis and vocabulary skills to comprehend selections.</b></p> <p><b>1.A.5a</b> Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.</p>	<p>Short Stories</p> <p>Hero Unit</p> <p>Cultural Research</p>	<p>Discussion</p> <p>Quizzes</p> <p>Writing</p>
	<p><b>1.A.5b</b> Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.</p>	<p>Literary Terms/Concepts</p>	<p>Discussion</p> <p>Practice in writing</p>
	<p><b>B. Apply reading strategies to improve understanding and fluency.</b></p> <p><b>1.B.5a</b> Relate reading to prior knowledge and experience and make connections to related information.</p>	<p>Introduction</p> <p>Questions/Discussion to new literature</p>	<p>Writing</p> <p>Discussion</p>

	<b>1.B.5b</b> Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.	Individualized Culture unit Hero Unit -Archetypal Hero	Presentation Writing
	<b>1.B.5c</b> Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work.	Short Stories	Discussion Quizzes/Tests Mimic Writing
	<b>1.B.5d</b> Read age-appropriate material with fluency and accuracy.	All literature read is age-appropriate.	Discussion Quizzes/Tests Writing
	<b>C. Comprehend a broad range of reading materials.</b>  <b>1.C.5a</b> Use questions and predictions to guide reading across complex materials.	Pre-reading Questions  Student Guided Questions	Writing  Discussion
	<b>1.C.5b</b> Analyze and defend an interpretation of text.	Culture Research/Novel Fairy Tale Research	Writing Presentation
	<b>1.C.5c</b> Critically evaluate information from multiple sources	Culture Research/Novel Fairy Tale Research	Writing Presentation
	<b>1.C.5d</b> Summarize and make generalizations from content and relate them to the purpose of the material.	Culture Research/Novel Fairy Tale Research  Audience/Purpose	Writing Presentation  Discussion

	<b>1.C.5e</b> Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).	Pictures from story Student generated art	discussion
	<b>1.C.5f</b> Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others	Research Debate	Writing Speech
<p><b>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</b></p> <p><b>Why This Goal Is Important:</b> Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By</p>	<p><b>A. Understand how literary elements and techniques are used to convey meaning.</b></p> <p><b>2.A.5a</b> Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).</p>	Study of short stories in world literature with similar themes.	Discussion Quizzes

exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences			
	<b>2.A.5b</b> Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece	Study of short stories in world literature with similar themes.	Discussion Quizzes
	<b>.A.5c</b> Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries.	Study of world literature	Discussion Writing
	<b>2.A.5d</b> Evaluate the influence of historical context on form, style and point of view for a variety of literary works.	Study of world literature	Discussion Writing
	<b>B. Read and interpret a variety of literary works.</b> <b>2.B.5a</b> Analyze and express an interpretation of a literary work.	Poetry Short Story Novel Primary Source Research Nonfiction	Discussion Writing
	<b>2.B.5b</b> Apply knowledge gained from literature as a means of	Cultural Research	Speech

	understanding contemporary and historical economic, social and political issues and perspectives.	Study of world literature	Writing
<p><b>STATE GOAL 3: Write to communicate for a variety of purposes.</b></p> <p><b>Why This Goal Is Important:</b> The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.</p>	<p><b>A. Use correct grammar, spelling, punctuation, capitalization and structure.</b></p> <p><b>3.A.5</b> Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.</p>	<p>All Writing except free and creative writing</p> <p>All Speeches</p>	<p>Writing</p> <p>Speech</p>
	<b>3.B.5</b> Using contemporary technology, produce documents of publication quality for specific	All Writing except free and creative writing -Research Paper	Writing

	purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.	-Persuasive Paper -Narrative Paper -Compare/Contrast Paper  All Speeches	Speech
	<b>3.C.5a</b> Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation.	All Writing except free and creative writing -Research Paper -Persuasive Paper -Narrative Paper -Compare/Contrast Paper  All Speeches	Writing      Speech
	<b>3.C.5b</b> Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions).	College Essays  Scholarship Essays  Thank you letters  Fairy Tale for children	Writing
<b>STATE GOAL 4: Listen and speak effectively in a variety of situations.</b>  <b>Why This Goal Is Important:</b> Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or	<b>A. Listen effectively in formal and informal situations.</b>  <b>4.A.5a</b> Use criteria to evaluate a variety of speakers' verbal and nonverbal messages.	Group graded research presentations	Each student evaluates themselves and each other student in the class.

<p>in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.</p>			
	<p><b>4.A.5b</b> Use techniques for analysis, synthesis, and evaluation of oral messages.</p>	<p>Group graded research presentations</p>	<p>Each student evaluates themselves and each other student in the class. Student generated rubrics</p>
	<p><b>B. Speak effectively using language appropriate to the situation and audience.</b></p> <p><b>4.B.5a</b> Deliver planned and impromptu oral presentations, as</p>	<p>Speech Unit</p> <p>Persuasive Debate</p> <p>Presentation of Cultural</p>	<p>Speech</p> <p>Writing</p>

	<p>individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology</p>	<p>Research</p> <p>Fairy Tale Research and Fractured Fairy Tale</p>	
	<p><b>4.B.5b</b> Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals.</p>	<p>Teaching other students about culture researched.</p>	<p>Speech</p>
	<p><b>4.B.5c</b> Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous outlining, repetitive practice).</p>	<p>Speech Unit</p>	<p>Practice</p>
	<p><b>4.B.5d</b> Use verbal and non-verbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., mediation skills, formal and informal bargaining</p>	<p>Speech Unit</p> <p>Debate</p>	<p>Written Speeches</p> <p>Speech</p>

	skills).		
<p><b>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</b></p> <p><b>Why This Goal Is Important:</b> To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.</p>	<p><b>A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</b></p> <p><b>5.A.5a</b> Develop a research plan using multiple forms of data</p>	<p>Cultural Research Project</p> <p>Fairy Tale Research Project</p>	<p>Check Plans throughout unit</p>
	<p><b>5.A.5b</b> Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues</p>	<p>Fairy Tale research project</p> <ul style="list-style-type: none"> <li>-origins/meaning</li> <li>-connected to today</li> </ul>	<p>Presentation</p>
	<p><b>B. Analyze and evaluate information acquired from various sources.</b></p> <p><b>5.B.5a</b> Evaluate the usefulness of information, synthesize</p>	<p>Cultural Research Paper</p> <p>Debate</p>	<p>Writing</p> <p>Speech</p>

	information to support a thesis, and present information in a logical manner in oral and written forms.	Fairy Tale Project	
	<b>5.B.5b</b> Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience.	Cultural Research Paper Debate Fairy Tale Project	Writing Speech
	<b>C. Apply acquired information, concepts and ideas to communicate in a variety of formats.</b>  <b>5.C.5a</b> Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats	Cultural Research Paper Debate Fairy Tale Project	Writing Speech
	<b>5.C.5b</b> Support and defend a thesis statement using various references including media and electronic resources.	Cultural Research Paper Debate Fairy Tale Project	Writing Speech

Curriculum Schedule for Adv Seniors English 2008

week 1	18-Aug	3.5		College Essay/Speech	The Journey
week 2	25-Aug	5		The Alchemist	
week 3	1-Sep	4		The Alchemist	
week 4	8-Sep	5		College Essay/Speech	Personal Narrative/Identity
week 5	15-Sep	5	progress reports	College Essay/Speech	Personal Narrative/Identity
week 6	22-Sep	4	Homecoming	College Essay/Speech	Personal Narrative/Identity
week 7	29-Sep	5		College Essay/Speech	
week 8	6-Oct	5	progress reports	Oedipus	
week 9	13-Oct	3.5	p/t conf	Oedipus	
week 10	20-Oct	5		Culture Literature	Choice Literature
week 11	27-Oct	5		Culture Literature	
week 12	3-Nov	5		Culture Literature	
week 13	10-Nov	4	progress reports	Culture Literature	

week 14	17-Nov	5		Non-Fiction Persuasive	Lit. Circle
week 15	24-Nov	3		Non-Fiction Persuasive	
week 16	1-Dec	5		Non-Fiction Persuasive	
week 17	8-Dec	5		Debates	
week 18	15-Dec	3	semester exams	Exams	
week 19	5-Jan	5		Rework Personal Statements	
week 20	12-Jan	4		Movie Critics	
week 21	19-Jan	4		Movie Critics	
week 22	26-Jan	5		Movie Critics	
week 23	2-Feb	5		Archetypal Hero	
week 24	9-Feb	4	progress reports	Archetypal Hero	
week 25	16-Feb	3.5	p/t conf	Archetypal Hero	
week 26	23-Feb	5		Archetypal Hero	

week 27	2-Mar	4		Archetypal Hero	
week 28	9-Mar	5	progress reports	Fairy Tale Research	Compare/Contrast
week 29	16-Mar	5		Fairy Tale Research	Compare/Contrast
week 30	23-Mar	5		Fairy Tale Research	Compare/Contrast
week 31	30-Mar	5		Fairy Tale Research	Compare/Contrast
	6-Apr	0	spring break		
week 32	13-Apr	4	progress reports	Fairy Tale Research	Compare/Contrast
week 33	20-Apr	5		Fractured Fairy Tales	
week 34	27-Apr	5		Autobiographies	Personal Narrative/Identity
week 35	4-May	5		Autobiographies	Personal Narrative/Identity
week 36	11-May	5	last week	Autobiographies	Personal Narrative/Identity
week 37	18-May	5	senior exams		
week 38	25-May	2			

## ENGLISH 101/102 CURRICULUM 2008

State Goal	State Standard	Lesson	Assessment
<p><b>STATE GOAL 1: Read with understanding and fluency.</b></p> <p><b>Why This Goal Is Important:</b> Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.</p>	<p><b>A. Apply word analysis and vocabulary skills to comprehend selections.</b></p> <p><b>1.A.4a</b> Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development</p>	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and magazine articles</p> <p>On-line sites</p> <p>Independent Study Students will chose the topic of their own, research it for 1 semester and present a paper</p> <p>Billy Joel's <i>We Didn't Start the Fire</i></p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p> <p>Paper #4: Ethics</p> <p>Paper #5: Revision</p> <p>3 five-page papers will be submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p> <p>PowerPoint presentation on the stanza that was assigned. Students will evaluate each other</p>
	<p><b>1.A.5b</b> Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.</p>	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and</p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p>

		<p>magazine articles</p> <p>O-line sites</p> <p>Independent Study Students will chose the topic of their own, research it for 1 semester and present a paper</p> <p>Billy Joel's <i>We Didn't Start the Fire</i></p>	<p>Paper #4: Ethics</p> <p>Paper #5: Revision</p> <p>3 five-page papers will be submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p> <p>PowerPoint presentation on the stanza that was assigned. Students will evaluate each other</p>
	<p><b>B. Apply reading strategies to improve understanding and fluency.</b></p> <p><b>1.B.5a</b> Relate reading to prior knowledge and experience and make connections to related information.</p>	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and magazine articles</p> <p>O-line sites</p> <p>Independent Study Students will chose the topic of their own, research it for 1 semester and present a paper</p> <p>Billy Joel's <i>We Didn't Start the Fire</i></p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p> <p>Paper #4: Ethics</p> <p>Paper #5: Revision</p> <p>3 five-page papers will be submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p> <p>PowerPoint presentation on the stanza that was assigned.</p>

			Students will evaluate each other
	<p><b>1.B.4b</b> Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.</p>	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and magazine articles</p> <p>O-line sites</p> <p>Independent Study Students will chose the topic of their own, research it for 1 semester and present a paper</p> <p>Billy Joel's <i>We Didn't Start the Fire</i></p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p> <p>Paper #4: Ethics</p> <p>Paper #5: Revision</p> <p>3 five-page papers will be submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p> <p>PowerPoint presentation on the stanza that was assigned. Students will evaluate each other</p>
	<p><b>1.B.4c</b> Read age-appropriate material with fluency and accuracy.</p>	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and magazine articles</p> <p>O-line sites</p> <p>Independent Study</p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p> <p>Paper #4: Ethics</p> <p>Paper #5: Revision</p> <p>3 five-page papers will be</p>

		<p>Students will chose the topic of their own, research it for 1 semester and present a paper</p> <p>Billy Joel's <i>We Didn't Start the Fire</i></p>	<p>submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p> <p>PowerPoint presentation on the stanza that was assigned. Students will evaluate each other</p>
	<p><b>1.B.5d</b> Read age-appropriate material with fluency and accuracy.</p>	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and magazine articles</p> <p>O-line sites</p> <p>Independent Study Students will chose the topic of their own, research it for 1 semester and present a paper</p> <p>Billy Joel's <i>We Didn't Start the Fire</i></p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p> <p>Paper #4: Ethics</p> <p>Paper #5: Revision</p> <p>3 five-page papers will be submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p> <p>PowerPoint presentation on the stanza that was assigned. Students will evaluate each other</p>
	<p><b>C. Comprehend a broad range of reading materials.</b></p>	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School</p>	<p>Class Discussions</p> <p>Paper #1: Identity</p>

	<p><b>1.C.5a</b> Use questions and predictions to guide reading across complex materials.</p>	<p>Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and magazine articles</p> <p>O-line sites</p> <p>Independent Study Students will chose the topic of their own, research it for 1 semester and present a paper</p> <p>Billy Joel's <i>We Didn't Start the Fire</i></p>	<p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p> <p>Paper #4: Ethics</p> <p>Paper #5: Revision</p> <p>3 five-page papers will be submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p> <p>PowerPoint presentation on the stanza that was assigned. Students will evaluate each other</p>
	<p><b>1.C.5b</b> Analyze and defend an interpretation of text.</p>	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and magazine articles</p> <p>O-line sites</p> <p>Independent Study Students will chose the topic of their own, research it for 1 semester and present a paper</p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p> <p>Paper #4: Ethics</p> <p>Paper #5: Revision</p> <p>3 five-page papers will be submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p>

		Billy Joel's <i>We Didn't Start the Fire</i>	PowerPoint presentation on the stanza that was assigned. Students will evaluate each other
	<b>1.C.5c</b> Critically evaluate information from multiple sources.	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and magazine articles</p> <p>O-line sites</p> <p>Independent Study Students will chose the topic of their own, research it for 1 semester and present a paper</p> <p>Billy Joel's <i>We Didn't Start the Fire</i></p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p> <p>Paper #4: Ethics</p> <p>Paper #5: Revision</p> <p>3 five-page papers will be submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p> <p>PowerPoint presentation on the stanza that was assigned. Students will evaluate each other</p>
	<b>1.C.5d</b> Summarize and make generalizations from content and relate them to the purpose of the material.	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and magazine articles</p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p> <p>Paper #4: Ethics</p>

		<p>O-line sites</p> <p>Independent Study Students will chose the topic of their own, research it for 1 semester and present a paper</p> <p>Billy Joel's <i>We Didn't Start the Fire</i></p>	<p>Paper #5: Revision</p> <p>3 five-page papers will be submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p> <p>PowerPoint presentation on the stanza that was assigned. Students will evaluate each other</p>
	<p><b>1.C.5e</b> Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).</p>	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and magazine articles</p> <p>O-line sites</p> <p>Independent Study Students will chose the topic of their own, research it for 1 semester and present a paper</p> <p>Billy Joel's <i>We Didn't Start the Fire</i></p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p> <p>Paper #4: Ethics</p> <p>Paper #5: Revision</p> <p>3 five-page papers will be submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p> <p>PowerPoint presentation on the stanza that was assigned. Students will evaluate each other</p>

	<p><b>1.C.5f</b> Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others.</p>	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and magazine articles</p> <p>O-line sites</p> <p>Independent Study Students will chose the topic of their own, research it for 1 semester and present a paper</p> <p>Billy Joel's <i>We Didn't Start the Fire</i></p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p> <p>Paper #4: Ethics</p> <p>Paper #5: Revision</p> <p>3 five-page papers will be submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p> <p>PowerPoint presentation on the stanza that was assigned. Students will evaluate each other</p>
<p><b>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</b></p> <p><b>Why This Goal Is Important:</b> Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.</p>	<p><b>A. Understand how literary elements and techniques are used to convey meaning.</b></p> <p><b>2.A.5a</b> Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing,</p>	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and magazine articles</p> <p>O-line sites</p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p> <p>Paper #4: Ethics</p> <p>Paper #5: Revision</p>

	flashbacks, stream of consciousness).		
	<b>2.A.5b</b> Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece.	The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo  Various Newspaper and magazine articles  O-line sites	Class Discussions  Paper #1: Identity  Paper #2: Superhero  Paper #3: School Policy  Paper #4: Ethics  Paper #5: Revision
	<b>2.A.5c</b> Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries.	The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo  Various Newspaper and magazine articles  O-line sites	Class Discussions  Paper #1: Identity  Paper #2: Superhero  Paper #3: School Policy  Paper #4: Ethics  Paper #5: Revision
	<b>2.A.5d</b> Evaluate the influence of historical context on form, style and point of view for a variety of literary works.	The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo  Various Newspaper and magazine articles  O-line sites	Class Discussions  Paper #1: Identity  Paper #2: Superhero  Paper #3: School Policy  Paper #4: Ethics  Paper #5: Revision
	<b>B. Read and interpret a</b>	The Taming of the Shrew, Pygmalion, Various	Class Discussions

	<p><b>variety of literary works.</b></p> <p><b>2.B.5a</b> Analyze and express an interpretation of a literary work.</p>	<p>Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and magazine articles</p> <p>O-line sites</p>	<p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p> <p>Paper #4: Ethics</p> <p>Paper #5: Revision</p>
	<p><b>2.B.5b</b> Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.</p>	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and magazine articles</p> <p>O-line sites</p> <p>Independent Study Students will chose the topic of their own, research it for 1 semester and present a paper</p> <p>Billy Joel's <i>We Didn't Start the Fire</i></p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p> <p>Paper #4: Ethics</p> <p>Paper #5: Revision</p> <p>3 five-page papers will be submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p> <p>PowerPoint presentation on the stanza that was assigned. Students will evaluate each other</p>
<p><b>STATE GOAL 3: Write to communicate for a variety of purposes.</b></p> <p><b>Why This Goal Is Important:</b> The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce</p>	<p><b>A. Use correct grammar, spelling, punctuation, capitalization and structure.</b></p> <p><b>3.A.5</b> Produce</p>	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p>

<p>documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.</p>	<p>grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.</p>	<p>Various Newspaper and magazine articles</p> <p>O-line sites</p> <p>Independent Study Students will chose the topic of their own, research it for 1 semester and present a paper</p> <p>Billy Joel's <i>We Didn't Start the Fire</i></p>	<p>Paper #4: Ethics</p> <p>Paper #5: Revision</p> <p>3 five-page papers will be submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p> <p>PowerPoint presentation on the stanza that was assigned. Students will evaluate each other</p>
	<p><b>B. Compose well-organized and coherent writing for specific purposes and audiences.</b></p> <p><b>3.B.5</b> Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.</p>	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and magazine articles</p> <p>O-line sites</p> <p>Independent Study Students will chose the topic of their own, research it for 1 semester and present a paper</p> <p>Billy Joel's <i>We Didn't Start the Fire</i></p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p> <p>Paper #4: Ethics</p> <p>Paper #5: Revision</p> <p>3 five-page papers will be submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p> <p>PowerPoint presentation on the stanza that was assigned.</p>

			Students will evaluate each other
	<p><b>C. Communicate ideas in writing to accomplish a variety of purposes.</b></p> <p><b>3.C.5a</b> Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation</p>	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and magazine articles</p> <p>O-line sites</p> <p>Independent Study Students will chose the topic of their own, research it for 1 semester and present a paper</p> <p>Billy Joel's <i>We Didn't Start the Fire</i></p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p> <p>Paper #4: Ethics</p> <p>Paper #5: Revision</p> <p>3 five-page papers will be submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p> <p>PowerPoint presentation on the stanza that was assigned. Students will evaluate each other</p>
	<p><b>3.C.5b</b> Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions).</p>	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and magazine articles</p> <p>O-line sites</p> <p>Independent Study</p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p> <p>Paper #4: Ethics</p> <p>Paper #5: Revision</p> <p>3 five-page papers will be</p>

		<p>Students will chose the topic of their own, research it for 1 semester and present a paper</p> <p>Billy Joel's <i>We Didn't Start the Fire</i></p>	<p>submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p> <p>PowerPoint presentation on the stanza that was assigned. Students will evaluate each other</p>
<p><b>STATE GOAL 4: Listen and speak effectively in a variety of situations.</b></p> <p><b>Why This Goal Is Important:</b> Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.</p>	<p><b>A. Listen effectively in formal and informal situations.</b></p> <p><b>4.A.5a Use criteria to evaluate a variety of speakers' verbal and nonverbal messages.</b></p>	<p>Reading Assignments</p> <p>Billy Joel's <i>We Didn't Start the Fire Presentation</i></p>	<p>Class discussions</p> <p>PowerPoint presentation on the stanza that was assigned. Students will evaluate each other</p>
	<p><b>B. Speak effectively using language appropriate to the situation and audience.</b></p> <p><b>4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or</b></p>	<p>Reading Assignments</p> <p>Billy Joel's <i>We Didn't Start the Fire Presentation</i></p>	<p>Class discussions</p> <p>PowerPoint presentation on the stanza that was assigned. Students will evaluate each other</p>

	<p>literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology.</p>		
	<p><b>4.B.5b</b> Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals.</p>	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and magazine articles</p> <p>O-line sites</p> <p>Billy Joel's <i>We Didn't Start the Fire</i> Presentation</p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p> <p>Paper #4: Ethics</p> <p>Paper #5: Revision</p> <p>PowerPoint presentation on the stanza that was assigned. Students will evaluate each other</p>
	<p><b>4.B.5c</b> Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous outlining, repetitive</p>	<p>Billy Joel's <i>We Didn't Start the Fire</i> Presentation</p> <p>Speech lessons</p>	<p>PowerPoint presentation on the stanza that was assigned. Students will evaluate each other</p>

	practice).		
	<b>4.B.5d</b> Use verbal and nonverbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., mediation skills, formal and informal bargaining skills).	Reading Assignments  Billy Joel's <i>We Didn't Start the Fire</i> <i>Presentation</i>	Class discussions  PowerPoint presentation on the stanza that was assigned. Students will evaluate each other
<p><b>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</b></p> <p><b>Why This Goal Is Important:</b> To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.</p>	<p><b>A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</b></p> <p><b>5.A.5a</b> Develop a research plan using multiple forms of data.</p>	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and magazine articles</p> <p>O-line sites</p> <p>Independent Study Students will chose the topic of their own, research it for 1 semester and present a paper</p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p> <p>Paper #4: Ethics</p> <p>Paper #5: Revision</p> <p>3 five-page papers will be submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p>
	<b>5.A.5b</b> Research, design and present a project to an academic, business or school community audience on a topic selected	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and</p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p>

	from among contemporary issues	<p>magazine articles</p> <p>O-line sites</p> <p>Independent Study Students will chose the topic of their own, research it for 1 semester and present a paper</p>	<p>Paper #4: Ethics</p> <p>Paper #5: Revision</p> <p>3 five-page papers will be submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p>
	<p><b>B. Analyze and evaluate information acquired from various sources.</b></p> <p><b>5.B.5a</b> Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.</p>	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and magazine articles</p> <p>O-line sites</p> <p>Independent Study Students will chose the topic of their own, research it for 1 semester and present a paper</p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p> <p>Paper #4: Ethics</p> <p>Paper #5: Revision</p> <p>3 five-page papers will be submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p>
	<p><b>5.B.5b</b> Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience.</p>	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and magazine articles</p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p> <p>Paper #4: Ethics</p>

		<p>O-line sites</p> <p>Independent Study Students will chose the topic of their own, research it for 1 semester and present a paper</p>	<p>Paper #5: Revision</p> <p>3 five-page papers will be submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p>
	<p><b>C. Apply acquired information, concepts and ideas to communicate in a variety of formats.</b></p> <p><b>5.C.5a</b> Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats.</p>	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p> <p>Various Newspaper and magazine articles</p> <p>O-line sites</p> <p>Billy Joel's <i>We Didn't Start the Fire</i></p> <p>Independent Study Students will chose the topic of their own, research it for 1 semester and present a paper</p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p> <p>Paper #4: Ethics</p> <p>Paper #5: Revision</p> <p>PowerPoint presentation on the stanza that was assigned. Students will evaluate each other</p> <p>3 five page papers will be submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p>
	<p><b>5.C.5b</b> Support and defend a thesis statement using various references including media and electronic resources.</p>	<p>The Taming of the Shrew, Pygmalion, Various Mythology stories, School Laws/Codes, School Hand book, Macbeth, Count of Monte Cristo</p>	<p>Class Discussions</p> <p>Paper #1: Identity</p> <p>Paper #2: Superhero</p> <p>Paper #3: School Policy</p>

		<p>Various Newspaper and magazine articles</p> <p>O-line sites</p> <p>Independent Study Students will chose the topic of their own, research it for 1 semester and present a paper</p>	<p>Paper #4: Ethics</p> <p>Paper #5: Revision</p> <p>3 five page papers will be submitted. Each on one aspect of their research topic: research, the supporting argument, the opposing argument, and finally a 12-15 page final paper</p>
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All reading material can be supplemented with Literature that addresses the same type of reading outcome.

Summer Reading List is provided before the end of the junior year: *The Count of Monte Cristo*, and *Pygmalion*. A book (of the student's choosing) will need to be purchased that discusses mythology; this can a mythological dictionary, a book of mythological stories, a reference book that describes gods, goddesses and their relationships...

101/102 WEEKLY LESSON PLANS 2008

Week	Topic	Assignment	State Goal
1	Intro	Summer Reading	
2	Taming	Read and understand identity/discuss summer reading/	
3	Self	Discuss personal characteristics/Relate to characters	
4	Paper #1	Work on putting paper together...library days to work-- narrative	
5	Movies	Clash of the Titans/Hercules	
6	Mythology	gods, goddesses, relationships, heroes, comics	
7	Heroes	Superman, Batman, VS Firemen, Policemen, Family members	
8	Paper #2	Work on putting paper together...library days to work— comparison/contrast	
9	Handbook	Discuss rules in the handbook...why do we have these?	
10	Policy/Law	Review school policy and school law	
11	Guest Sp	5 reps to speak: super, vice princ, board mem, parent	
12	Paper #3	Work on putting paper together...library days to work-- argumentative	
13	Ethics talk	Review Count of Monte Cristo/discuss ethics	
14	Macbeth	Read and understand ethics/discuss summer reading	
15	Contemp	Contemporary ethics...things today—medical/legal/marriage	
16	Paper #4	Work on putting paper together...library days to work— cause/effect	
17	Revision	Revision of any paper 1, 2, or 3	
18	Summary	Semester Review	
19	Topic	Syllabus/Argumentative paper topic	
20	Research		
21	Paper #1	I Search paper—where am I, what have I found, where am I going	
22	Research	Supporting argument	
23	Research	Supporting Argument	

24	Research	Supporting Argument	
25	Paper #2	Supporting Argument on the topic choice	
26	Research	Counter-argument	
27	Research	Counter-argument	
28	Research	Counter-argument	
29	Paper #3	Counter-argument on the topic of choice	
30	Research	Meet with students in order to collaborate on Paper #2 and	
31	Research	paper #3 and how to combine them to create paper #4	
32	Paper #4	Final argumentative paper due	
33	PowerPoint	Teach how to...begin research on song lyrics	
34	Speech	How to/terms/stage fright/comedy/types of...	
35	Speeches	Presentation	
36	Speeches	Presentations	
37	Final Week	Exams, Senior Trip, Graduation	
38		No Seniors in the building	

\*Somewhere between weeks 29 and 33 there will be a Spring Break. Adjust these weeks accordingly.

Paper 4 is due after Spring Break in this spreadsheet, so the students actually have 4 weeks to work on and complete this paper.