

ENGLISH 11		Week 1		Week 2			
		<i>Performance Standards</i>		<i>Performance Standards</i>			
		<i>Curriculum Frameworks:</i> 1.5, 2.5, 4.25, 6.8, 10.5, 12.5, 13.25		<i>Curriculum Frameworks:</i> 1.5, 2.5, 6.8, 8.30, 12.5, 13.24, 15.7			
		Unit/Topic/Lesson Fiction and Non-Fiction Part 1: “The Washerwoman” or “New Directions” And “Sonata for Harp and Bicycle” or “The Cask of Amontillado”		Unit/Topic/Lesson Fiction and Non-Fiction Part 2: Excerpt from: <i>A White House Diary</i> or “My English” And “The Secret Life of Walter Mitty” or “Uncle Marcos”			
Objectives		Essential Question		Objectives		Essential Question	
-Make predictions while reading. -Narrative essays. -Conflict and Plot (Plot Paradigm) -Vocabulary (Word Roots)		“What are the fundamental characteristics of fiction and non-fiction?”		-Author’s Purpose. -Voice and Autobiography. Vocabulary (Word Origins)		“What is author’s purpose in literature?”	
Teacher Resources		Media Resources		Teacher Resources		Media Resources	
-Prentice Hall <i>Literature Mass. Ninth Grade Edition</i> -Prentice Hall Supplements		-Prentice Hall “Listening to Literature” Audio Program		-Prentice Hall <i>Literature Mass. Ninth Grade Edition</i> -Prentice Hall Supplements		-Prentice Hall “Listening to Literature” Audio Program	
Assessment Activities		Completion date:		Assessment Activities		Completion date:	
-Venn Diagram and short essay: Fiction vs. Non-fiction		Completed by:		-Quiz on Fiction vs. Non-fiction		Completed by:	
		Comments				Comments	

Week 3		Week 4	
<p>Performance Standards <i>Curriculum Frameworks:</i> 3.14, 4.23, 5.25, 11.5, 20.5</p>		<p>Performance Standards <i>Curriculum Frameworks:</i> 3.14, 4.23, 5.25, 11.5, 20.5</p>	
<p>Unit/Topic/Lesson Short Stories: “American History”</p>		<p>Unit/Topic/Lesson Short Stories: “The Most Dangerous Game”</p>	
<p>Objectives -Making inferences. -Conflict (internal) in literature. -Regular Verbs.</p>	<p>Essential Question “What historic moments occurring in your early life will be remembered 50 years from now?”</p>	<p>Objectives -Making inferences. -Conflict (external) in literature. -Setting.</p>	<p>Essential Question “What does it mean to be truly ‘civilized’?”</p>
<p>Teacher Resources -Prentice Hall Literature Mass. Ninth Grade Edition -Prentice Hall Supplements -Curriculum Guide (Short Stories)</p>	<p>Media Resources -Prentice Hall “Listening to Literature” Audio Program</p>	<p>Teacher Resources -Prentice Hall Literature Mass. Ninth Grade Edition -Prentice Hall Supplements -Curriculum Guide (Short Stories)</p>	<p>Media Resources -Prentice Hall “Listening to Literature” Audio Program</p>
<p>Assessment Activities -Comp. Quiz</p>	<p>Completion date: Completed by: Comments</p>	<p>Assessment Activities -Comp. Quiz -Short Essay: “Double Meaning of Title”</p>	<p>Completion date: Completed by: Comments</p>

Week 5		Week 6	
<p>Performance Standards <i>Curriculum Frameworks:</i> 11.5, 12.5, 22.9, 23.3</p>		<p>Performance Standards <i>Curriculum Frameworks:</i> 4.25, 5.28, 12.5, 15.8</p>	
<p>Unit/Topic/Lesson Short Stories: “The Gift of the Magi” OR “The Interlopers”</p>		<p>Unit/Topic/Lesson Short Stories: “The Necklace”</p>	
<p>Objectives -Making Inferences. -Irony. -Irregular verbs. -Writing News Articles.</p>	<p>Essential Question “Have you ever experienced irony in your own life?”</p>	<p>Objectives -Cause and effect. -Character and characterization. -Subject/Predicate -Vocabulary (Word Roots)</p>	<p>Essential Question “Newton’s 3rd law states that for every action there is an equal and opposite reaction. Is this true in life, as well as physics?”</p>
<p>Teacher Resources -Prentice Hall Literature Mass. Ninth Grade Edition -Prentice Hall Supplements -Curriculum Guide (Short Stories)</p>	<p>Media Resources -Prentice Hall “Listening to Literature” Audio Program</p>	<p>Teacher Resources -Prentice Hall Literature Mass. Ninth Grade Edition -Prentice Hall Supplements -Curriculum Guide (Short Stories)</p>	<p>Media Resources -Prentice Hall “Listening to Literature” Audio Program</p>
<p>Assessment Activities -News Article</p>	<p>Completion date: Completed by: Comments</p>	<p>Assessment Activities -Quiz: Reading/Vocab.</p>	<p>Completion date: Completed by: Comments</p>

Week 7		Week 8	
<p>Performance Standards <i>Curriculum Frameworks:</i> 4.23, 4.25, 5.25, 19.24, 21.8</p>		<p>Performance Standards <i>Curriculum Frameworks:</i> 19.26, 20.5, 21.8, 22.9, 23.13,</p>	
<p>Unit/Topic/Lesson Short Stories: “Blues Ain’t No Mockin’ Bird” And/Or “The Invalid’s Story”</p>		<p>Unit/Topic/Lesson 5-Paragraph Essay: OVERVIEW (After intro/review, 5-paragraph essays simply assigned as assessments.)</p>	
<p>Objectives -Visualizing the Action. -Dialogue -Active and Passive Voice</p>	<p>Essential Question “What are some of the characteristics of high quality short fiction?”</p>	<p>Objectives -Intro. students to proper 5-paragraph essay structure.</p>	<p>Essential Question “How can you express your unique thoughts while following a rigid compositional structure?”</p>
<p>Teacher Resources -Prentice Hall Literature Mass. Ninth Grade Edition -Prentice Hall Supplements -Curriculum Guide (Short Stories)</p>	<p>Media Resources -Prentice Hall “Listening to Literature” Audio Program</p>	<p>Teacher Resources -SHS “5-Paragraph Essay Packet” -MCAS Long Comp. Materials</p>	<p>Media Resources -Power Point Presentation</p>
<p>Assessment Activities - Write a short dialogue between 2 or more characters. - Short Story Test</p>	<p>Completion date: Completed by: Comments</p>	<p>Assessment Activities -5 Paragraph Essay (Summer Reading)</p>	<p>Completion date: Completed by: Comments</p>

Week 9		Week 10	
<p>Performance Standards <i>Curriculum Frameworks: 2.5, 4.25, 5.23, 6.8, 12.5</i></p>		<p>Performance Standards <i>Curriculum Frameworks: 2.5, 4.25, 5.24, 8.29, 12.5</i></p>	
<p>Unit/Topic/Lesson Novel Unit #1 (Suspenseful Novel) Choose From: <i>I Know What You Did Last Summer; Stranger with My Face; Killing Mr. Griffin; The Strange Case of Dr. Jekyll and Mr. Hyde</i></p>		<p>Unit/Topic/Lesson Novel Unit # 1 (Suspenseful Novel) Choose From: <i>I Know What You Did Last Summer; Stranger with My Face; Killing Mr. Griffin; The Strange Case of Dr. Jekyll and Mr. Hyde</i></p>	
<p>Objectives -Setting -Mood -Exposition -Vocab. (Legal or scientific jargon)</p>	<p>Essential Question “How do effective authors establish the mood early in a novel?”</p>	<p>Objectives -Suspense and Mystery -Rising Action (Plot) -Character and Characterization (Physical)</p>	<p>Essential Question “What elements help to effectively build suspense in a mystery novel?”</p>
<p>Teacher Resources -Curriculum Guides -Novels</p>	<p>Media Resources</p>	<p>Teacher Resources -Curriculum Guides -Novels</p>	<p>Media Resources</p>
<p>Assessment Activities -Visual/Artistic Rep. of “Mood/Setting” for story</p>	<p>Completion date: Completed by: Comments</p>	<p>Assessment Activities -Quiz</p>	<p>Completion date: Completed by: Comments</p>

Week 11		Week 12	
<p>Performance Standards Curriculum Frameworks: 2.5, 5.23, 8.29, 8.30, 12.5, 23.12</p>		<p>Performance Standards Curriculum Frameworks: 3.15, 3.16, 5.23, 8.30, 11.5, 12.5, 23.12, 19.26, 20.5, 23.12</p>	
<p>Unit/Topic/Lesson Novel Unit #1 (Suspenseful Novel) Choose From: <i>I Know What You Did Last Summer; Stranger with My Face; Killing Mr. Griffin; The Strange Case of Dr. Jekyll and Mr. Hyde</i></p>		<p>Unit/Topic/Lesson Novel Unit # 1 (Suspenseful Novel) Choose From: <i>I Know What You Did Last Summer; Stranger with My Face; Killing Mr. Griffin; The Strange Case of Dr. Jekyll and Mr. Hyde</i></p>	
<p>Objectives -Point of View/Narrator -Rising Action (Plot) Continue -Character and Characterization (Personality)</p>	<p>Essential Question “Would a different POV or narrator dramatically change this novel? Why?”</p>	<p>Objectives -Foreshadowing -Theme -Climax, Falling Action, Resolution (Plot)</p>	<p>Essential Question “What clues relating to the ending did the author give the reader during the story?”</p>
<p>Teacher Resources -Curriculum Guides -Novels</p>	<p>Media Resources</p>	<p>Teacher Resources -Curriculum Guides -Novels</p>	<p>Media Resources</p>
<p>Assessment Activities -Short Essay: POV</p>	<p>Completion date: Completed by: Comments</p>	<p>Assessment Activities -Unit Test -Speech (Closing Arguments)</p>	<p>Completion date: Completed by: Comments</p>

Week 13		Week 14	
<p>Performance Standards <i>Curriculum Frameworks:</i> 6.8, 9.6, 17.7, 24.5</p>		<p>Performance Standards <i>Curriculum Frameworks:</i> 2.5, 4.24, 5.29, 6.9, 14.5, 17.7, 18.5</p>	
<p>Unit/Topic/Lesson <i>Tragedy of Romeo and Juliet</i> (Background)</p>		<p>Unit/Topic/Lesson <i>Tragedy of Romeo and Juliet</i> (Act I)</p>	
<p>Objectives -Shakespeare Bio. -Research and Citation Skills</p>	<p>Essential Question “Who was William Shakespeare and why is he so famous?”</p>	<p>Objectives -Vocab. (Word Roots) -Sonnets -Paraphrasing</p>	<p>Essential Question “How did Shakespeare’s experiences as a poet effect his dramatic style?”</p>
<p>Teacher Resources -Prentice Hall Literature Mass. Ninth Grade Edition -Prentice Hall Supplements -Curriculum Guide (Romeo and Juliet)</p>	<p>Media Resources -http://www.shakespeares-globe.org/virtualtour/ -“A&E Biography”</p>	<p>Teacher Resources -Prentice Hall Literature Mass. Ninth Grade Edition -Prentice Hall Supplements -Curriculum Guide (Romeo and Juliet)</p>	<p>Media Resources -Films (3 Versions) -Recordings (2 Versions)</p>
<p>Assessment Activities -Quiz -Mini-Bio Assignment</p>	<p>Completion date: Completed by: Comments</p>	<p>Assessment Activities -Quiz Act I Vocab</p>	<p>Completion date: Completed by: Comments</p>

Week 15		Week 16	
<p>Performance Standards <i>Curriculum Frameworks: 2.5, 4.24, 5.29, 8.29, 17.7, 20.5, 26.5</i></p>		<p>Performance Standards <i>Curriculum Frameworks: 2.5, 4.24, 5.29, 8.29, 12.5, 17.7, 19.26, 20.5, 26.5, 27.6, 27.7</i></p>	
<p>Unit/Topic/Lesson <i>Tragedy of Romeo and Juliet</i> (Acts 2)</p>		<p>Unit/Topic/Lesson <i>Tragedy of Romeo and Juliet</i> (Acts 3 and 4)</p>	
<p>Objectives -Vocab. (Word Roots) -Use of light/dark imagery in play -Text aides in dialogue -Paraphrasing</p>	<p>Essential Question “Why is it important to the play that Romeo and Juliet fall in love so quickly?”</p>	<p>Objectives -Blank verse -Dramatic speeches: Soliloquies, monologues and asides -Letter to the editor/advice (Dear Abby)</p>	<p>Essential Question “How can 1 single event dramatically alter the course of one’s life?”</p>
<p>Teacher Resources -Prentice Hall Literature Mass. Ninth Grade Edition -Prentice Hall Supplements -Curriculum Guide (Romeo and Juliet)</p>	<p>Media Resources -Films (3 Versions) -Recordings (2 Versions)</p>	<p>Teacher Resources -Prentice Hall Literature Mass. Ninth Grade Edition -Prentice Hall Supplements -Curriculum Guide (Romeo and Juliet)</p>	<p>Media Resources -Films (3 Versions) -Recordings (2 Versions) -Power Point</p>
<p>Assessment Activities - TEST Acts 1-2</p>	<p>Completion date: Completed by: Comments</p>	<p>Assessment Activities - Power Point Presentation (Shakespeare’s Verona) -Quiz</p>	<p>Completion date: Completed by: Comments</p>

Week 17		Week 18	
<p>Performance Standards <i>Curriculum Frameworks:</i> 2.5, 4.24, 5.29, 8.29, 12.5, 16.11, 17.7, 20.5, 26.5</p>		<p>Performance Standards <i>Curriculum Frameworks:</i> 5.26, 9.6, 14.5, 16.11, 19.27</p>	
<p>Unit/Topic/Lesson <i>Tragedy of Romeo and Juliet</i> (Act 5) And “Pyramus and Thisbe”</p>		<p>Unit/Topic/Lesson Poetry “Dream Deferred” ; Dreams”; I wandered lonely as a cloud”; “Rocking”; Sonnet on Love XIII”</p>	
<p>Objectives -Tragedy -Dramatic Irony Drawing Parallels</p>	<p>Essential Question “What makes this story a ‘tragedy’?”</p>	<p>Objectives -Reading in sentences -Figurative Language: simile, metaphor, personification, paradox -Vocab. (Suffixes)</p>	<p>Essential Question “What makes poetry so ‘different’ from prose?”</p>
<p>Teacher Resources -Prentice Hall Literature Mass. Ninth Grade Edition -Prentice Hall Supplements -Curriculum Guide (Romeo and Juliet)</p>	<p>Media Resources -Films (3 Versions) -Recordings (2 Versions) -Power Point</p>	<p>Teacher Resources -Prentice Hall Literature Mass. Ninth Grade Edition -Prentice Hall Supplements -<i>Sound and Sense</i> Texts</p>	<p>Media Resources</p>
<p>Assessment Activities - TEST 3-5 -Essay</p>	<p>Completion date: Completed by: Comments</p>	<p>Assessment Activities -Poetry Pre-Test</p>	<p>Completion date: Completed by: Comments</p>

Week 19		Week 20	
<p>Performance Standards <i>Curriculum Frameworks:</i> 3.16, 4.24, 5.23, 13.24, 13.25, 16.11, 19.25</p>		<p>Performance Standards <i>Curriculum Frameworks:</i> 5.24, 11.5, 17.8, 19.25</p>	
<p>Unit/Topic/Lesson Poetry “Summer”; “The Eagle”; “Analysis of Baseball” OR “The Bells”; “Slam, Dunk, & Hook”; “Jabber wocky”</p>		<p>Unit/Topic/Lesson Poetry “The Raven”; “Casey at the Bat”; “The Horses”; “The Writer”</p>	
<p>Objectives -Imagery: The Senses -Sound Devices -The Prepositional Phrase -Writing Poetry</p>	<p>Essential Question “How do we use figurative language in our everyday speech to make it more interesting?”</p>	<p>Objectives -Narrative Poetry -Review: Fig. Language and Imagery -Writing Poetry</p>	<p>Essential Question “How does a narrative poem differ from a traditional short story?”</p>
<p>Teacher Resources -Prentice Hall Literature Mass. Ninth Grade Edition -Prentice Hall Supplements -Sound and Sense Texts</p>	<p>Media Resources</p>	<p>Teacher Resources -Prentice Hall Literature Mass. Ninth Grade Edition -Prentice Hall Supplements -Sound and Sense Texts</p>	<p>Media Resources -The Simpson’s “The Raven”</p>
<p>Assessment Activities -Student Poems</p>	<p>Completion date: Completed by: Comments</p>	<p>Assessment Activities -Quiz: Fig. Lang. + Imagery</p>	<p>Completion date: Completed by: Comments</p>

Week 21		Week 22	
<p>Performance Standards <i>Curriculum Frameworks:</i> 8.30, 8.31, 13.24, 14.5, 23.13, 24.5</p>		<p>Performance Standards <i>Curriculum Frameworks:</i>5.23, 5.24, 5.27, 13.25, 15.7</p>	
<p>Unit/Topic/Lesson Poetry “The Road Not Taken,” “We never know how high we are,” “Macavity: The Mystery Cat” AND “Poetry is Dead. Does Anyone Really Care?” Essay (Not in Textbooks)</p>		<p>Unit/Topic/Lesson Nonfiction “A Celebration of Grandfathers”, “On Summer” And “The News” OR “Single Room, Earth View”</p>	
<p>Objectives -Rhyme -Theme -Organizing ideas in writing</p>	<p>Essential Question “Does poetry actually play a role in the lives of everyday Americans?”</p>	<p>Objectives -Generate Questions Prior to Reading -Author’s style -Expository Essay</p>	<p>Essential Question “How do different authors create their own ‘style’ of writing?”</p>
<p>Teacher Resources -Prentice Hall Literature Mass. Ninth Grade Edition -Prentice Hall Supplements</p>	<p>Media Resources</p>	<p>Teacher Resources -Prentice Hall Literature Mass. Ninth Grade Edition -Prentice Hall Supplements</p>	<p>Media Resources</p>
<p>Assessment Activities -Test (Post-Test) Poetry -Student Poems Due</p>	<p>Completion date: Completed by: Comments</p>	<p>Assessment Activities -Write News Article</p>	<p>Completion date: Completed by: Comments</p>

Week 23		Week 24	
<p>Performance Standards <i>Curriculum Frameworks: 5.26, 9.6, 19.27, 25.5</i></p>		<p>Performance Standards <i>Curriculum Frameworks: 3.16, 4.24, 5.23, 13.24, 13.25, 16.11</i></p>	
<p>Unit/Topic/Lesson Nonfiction “Carry your Own Skis” and “Libraries Face Sad Chapter”</p>		<p>Unit/Topic/Lesson Nonfiction “I Have a Dream” and First Inaugural Address</p>	
<p>Objectives -Persuasive Essays/Appeals -Distinguishing Fact from Opinion -Adjectives</p>	<p>Essential Question “What are the earmarks of a really persuasive argument?”</p>	<p>Objectives -Persuasive Speech -Vocab. Synonyms -Adverbs</p>	<p>Essential Question “How do persuasive speeches differ from persuasive essays?”</p>
<p>Teacher Resources -Prentice Hall Literature Mass. Ninth Grade Edition -Prentice Hall Supplements</p>	<p>Media Resources</p>	<p>Teacher Resources -Prentice Hall Literature Mass. Ninth Grade Edition -Prentice Hall Supplements</p>	<p>Media Resources</p>
<p>Assessment Activities - “Create persuasive essay rubric” -Short argumentative essay</p>	<p>Completion date: Completed by: Comments</p>	<p>Assessment Activities -Test (Non-fiction)</p>	<p>Completion date: Completed by: Comments</p>

Week 25		Week 26	
<p>Performance Standards <i>Curriculum Frameworks: 2.5, 4.25, 5.27, 6.8, 12.5</i></p>		<p>Performance Standards <i>Curriculum Frameworks: 2.5, 4.25, 5.27, 8.29, 12.5</i></p>	
<p>Unit/Topic/Lesson Novel Unit # 2 (Young Adult Novel) Choose From: <i>Speak; The Chocolate War; The Contender; A Day No Pigs Would Die</i></p>		<p>Unit/Topic/Lesson Novel Unit # 2 (Young Adult Novel) Choose From: <i>Speak; The Chocolate War; The Contender; A Day No Pigs Would Die</i></p>	
<p>Objectives -Setting -Mood -Exposition -Vocab. (Slang)</p>	<p>Essential Question “What are the most common problems facing teenagers today?”</p>	<p>Objectives -Rising Action (Plot) -Character and Characterization</p>	<p>Essential Question “How well is (Insert character name) dealing with his/her problem?”</p>
<p>Teacher Resources -Curriculum Guides -Novel Unit Guides</p>	<p>Media Resources</p>	<p>Teacher Resources -Curriculum Guides -Novel Unit Guides</p>	<p>Media Resources</p>
<p>Assessment Activities -Visual depiction of setting: poster, etc...</p>	<p>Completion date: Completed by: Comments</p>	<p>Assessment Activities -Test Novel # 1</p>	<p>Completion date: Completed by: Comments</p>

Week 27		Week 28	
<p>Performance Standards <i>Curriculum Frameworks: 1.5, 2.5, 5.28, 8.29, 8.30, 12.5, 23.12</i></p>		<p>Performance Standards <i>Curriculum Frameworks: : 5.28, 8.30, 11.5, 12.5, 23.12, 23.13,</i></p>	
<p>Unit/Topic/Lesson Novel Unit # 2 (Young Adult Novel) Choose From: <i>Speak; The Chocolate War; The Contender; A Day No Pigs Would Die</i></p>		<p>Unit/Topic/Lesson Novel Unit # 2 (Young Adult Novel) Choose From: <i>Speak; The Chocolate War; The Contender; A Day No Pigs Would Die</i></p>	
<p>Objectives -Point of View/Narrator -Rising Action (Plot) Continue -Symbolism</p>	<p>Essential Question “Do you trust the narrator of this novel? Why or why not?”</p>	<p>Objectives -Theme -Symbolism (cont...) -Climax, Falling Action, Resolution (Plot)</p>	<p>Essential Question “Do you think this novel is a realistic portrayal of the world faced by teenagers?”</p>
<p>Teacher Resources -Curriculum Guides -Novel Unit Guides</p>	<p>Media Resources</p>	<p>Teacher Resources -Curriculum Guides -Novel Unit Guides</p>	<p>Media Resources</p>
<p>Assessment Activities -Character Profile</p>	<p>Completion date: Completed by: Comments</p>	<p>Assessment Activities -Test Novel 2</p>	<p>Completion date: Completed by: Comments</p>

Week 29		Week 30	
<p>Performance Standards <i>Curriculum Frameworks:</i> 19.27, 20.5, 23.13, 24.5</p>		<p>Performance Standards <i>Curriculum Frameworks:</i> 19.27, 20.5,21.8, 22.9, 23.13, 24.5</p>	
<p>Unit/Topic/Lesson I-Search</p>		<p>Unit/Topic/Lesson I-Search</p>	
<p>Objectives -Proper, effective research techniques -Proper Citation of Sources -Plagiarism</p>	<p>Essential Question “What makes for a strong research topic?”</p>	<p>Objectives -Proper Citation of Sources -Revision/Editing</p>	<p>Essential Question “How can you become a more efficient researcher?”</p>
<p>Teacher Resources -I-Search Packet/Pacing Guide</p>	<p>Media Resources -Plagiarism Video -MLA Citation Maker</p>	<p>Teacher Resources -I-Search Packet/Pacing Guide</p>	<p>Media Resources -Plagiarism Video -MLA Citation Maker</p>
<p>Assessment Activities -Rough Drafts Phases 1-5 of I-Search</p>	<p>Completion date: Completed by: Comments</p>	<p>Assessment Activities -Final Draft Completed I-Search Packet</p>	<p>Completion date: Completed by: Comments</p>

Week 31		Week 32	
<i>Performance Standards</i> <i>Curriculum Frameworks:</i>		<i>Performance Standards</i> <i>Curriculum Frameworks:</i>	
Unit/Topic/Lesson Direct MCAS Prep		Unit/Topic/Lesson	
Objectives	Essential Question	Objectives	Essential Question
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Assessment Activities	Completion date: Completed by: Comments	Evaluation/Activities Homework: Review: Assessment:	Completion date: Completed by: Comments