

ENGLISH 12 Week 1		Week 2	
<i>Performance Standards</i>		<i>Performance Standards</i>	
Language Strand: 6 Reading and Lit Strand: 8, 9 Composition Strand: 19, 21, 22, 23 Media Strand: N/A		Language Strand: 4 Reading and Lit Strand: 8, 9, 10, 11 Composition Strand: 19, 21, 22, 23 Media Strand: 26	
Introduction to Class /Summer Reading Review/Five Paragraph Essay Workshop		Intro to short stories Elements of Short Stories "The Jade Peony" by Wason Choy	
Objectives -Students will be tested on their summer reading assignments to assure that they have completed them (test on Monday) -Students will be introduced to Five paragraph essay format	Essential Question Why is the five paragraph essay format so highly regarded at this level of education?	Objectives -Teach the students how to write a proper five paragraph essay by going over each section -Students will be expected to memorize the meanings of basic elements of stories such as plot, character, theme, conflict, and symbol	Essential Question How can short stories provide us with as rich a literary experience as longer pieces of literature? What value can we extract from them?
Teacher Resources -Pre-existing packet for Five paragraph essay	Media Resources N/A	Teacher Resources -Pre-existing packet for five paragraph essay -Prentice Hall Teacher's Edition -Prentice Hall accompanying workbook	Media Resources From the Author's Desk DVD: Wason Choy
Evaluation/Activities Homework: Introduction to essay due for homework Friday Review: Quiz: Test on summer reading	Completion date: Completed by: Comments	Evaluation/Activities Homework: Final essay due Monday Review: Quiz: Elements of short stories quiz	Completion date: Completed by: Comments

Week 3		Week 4	
<i>Performance Standards</i>		<i>Performance Standards</i>	
Language Strand: 4 Reading and Lit Strand: 8, 9, 11, 12, 15 Composition Strand: 20, 23 Media Strand: N/A		Language Strand: 1, 2, 4 Reading and Lit Strand: 8, 9, 11, 12, 15 Composition Strand: 19, 20, 23 Media Strand: N/A	
Short Stories Elements of Short Stories “American History” by Judith Ortiz Cofer “The Interlopers” by Saki		Short Stories “The Man to Send Rain Clouds” by Leslie Marmon Silko “The Old Man of the Temple” by RK Narayan	
Objectives -Read and understand both stories -Students will learn about surprise endings and the value they add to stories -Students will study and identify different types of conflict in stories	Essential Question What value does a surprise ending, such as the ending from “The Interlopers”, add to a story?	Objectives -Students will be expected to understand exactly what role settings can play in different stories -Be able to compare stories and tell what the differences are in theme	Essential Question How does a story’s cultural setting shape its outcome just as much as its time and place?
Teacher Resources -Prentice Hall Teacher’s Edition -Prentice Hall accompanying workbook	Media Resources N/A	Teacher Resources -Prentice Hall Teacher’s Edition -Prentice Hall accompanying workbook	Media Resources N/A
Evaluation/Activities Homework: Creative Writing: Journal entry about Elena due Thursday. Vocabulary definitions due Friday Review: Conflict, surprise ending Quiz:	Completion date: both stories read by Friday Completed by: Comments	Evaluation/Activities Homework: Creative Writing: Journal entry about Elena due Thursday. Vocabulary definitions due Friday Review: Setting in terms of time, place and culture Quiz: Vocabulary Quiz on Tues or Wed	Completion date: Completed by: Comments

Week 5		Week 6	
<p align="center">Performance Standards</p> <p>Language Strand: 4, 5, 6 Reading and Lit Strand: 8, 9, 10, 11 Composition Strand: 22 Media Strand: N/A</p>		<p align="center">Performance Standards</p> <p>Language Strand: 4,5, 6 Reading and Lit Strand: 8, 10, 11, 15 Composition Strand: 19, 20, 21, 22 Media Strand: N/A</p>	
<p align="center">Short Stories “The Golden Kite, the Silver Wind” by Ray Bradbury “The Most Dangerous Game” by Richard O’Connell</p>		<p align="center">Short Stories “The Most Dangerous Game” by Richard O’Connell Review/examination</p>	
<p align="center">Objectives</p> <ul style="list-style-type: none"> -To understand symbolism and allegory -To read and understand both stories, and review all short story concepts -Assign an essay on a story of students’ choice, due next week 	<p align="center">Essential Question</p> <p align="center">How can authors use symbols, both obviously and subtlety, to enrich their stories?</p>	<p align="center">Objectives</p> <ul style="list-style-type: none"> -Students will review and be tested on all of the concepts and skills they have learned throughout the short story unit -Read and understand “The Most Dangerous Game” 	<p align="center">Essential Question</p> <p align="center">What educational value have we extracted from the short stories we have read?</p>
<p align="center">Teacher Resources</p> <ul style="list-style-type: none"> -Prentice Hall Teacher’s Edition -Prentice Hall accompanying workbook 	<p align="center">Media Resources</p> <p align="center">N/A</p>	<p align="center">Teacher Resources</p> <ul style="list-style-type: none"> -Prentice Hall Teacher’s Edition -Prentice Hall accompanying workbook 	<p align="center">Media Resources</p> <p align="center">N/A</p>
<p>Evaluation/Activities</p> <p>Homework: Symbol examples due Tues or Wed Review: Symbol, allegory Quiz: Vocabulary Quiz on Tues or Wed</p>	<p>Completion date: Both stories to be completed by Friday Completed by: Friday Comments</p>	<p>Evaluation/Activities</p> <p>Homework: N/A Review: All concepts including plot, theme, character, conflict, symbol, allegory, comparing stories, and deep readings Quiz: Exam on Short Story Concepts on Friday, essay due on Thursday</p>	<p>Completion date: Completed by: Comments</p>

Week 7		Week 8	
<i>Performance Standards</i>		<i>Performance Standards</i>	
Language Strand: 2, 4, 6 Reading and Lit Strand: 10, 12, 15 Composition Strand: 22, 23 Media Strand: N/A		Language Strand: 2,4 Reading and Lit Strand: 10, 11, 12, 18 Composition Strand: 19, 20, 21 Media Strand: N/A	
<i>Ordinary People by Judith Guest</i> Introduction/chapters 1-3		<i>Ordinary People by Judith Guest</i> Chapters 4-10	
Objectives -Give students a background of the novel -Introduce students to the characters -Get through chapters 1-3 -Teach the students how to annotate a text	Essential Question How do people cope with tragedy in real life? Are Guest's characters realistic in this regard?	Objectives -Illustrate to students the continually straining relationship between Calvin and Beth -Introduce outside sources about teenage coping mechanisms -Study vocabulary	Essential Question Why is it so difficult for Calvin and Beth to communicate after coping with such a tragedy?
Teacher Resources -Ordinary People novel unit, purchased online -the novel itself	Media Resources	Teacher Resources -Ordinary People novel unit, purchased online -the novel itself	Media Resources N/A
Evaluation/Activities Homework: Journal about a hard time in students' lives, due Tues/Wed, first annotations due Friday Review: Quiz:	Completion date: Completed by: Friday Comments	Evaluation/Activities Homework: Reading and annotations due on Tues/Wed, and Friday, Dramatic scene performed on Thursday Review: Quiz: N/A	Completion date: Completed by: Comments

Week 9		Week 10	
<i>Performance Standards</i>		<i>Performance Standards</i>	
Language Strand: 2,4 Reading and Lit Strand: 10, 11, 12, 18 Composition Strand: 19, 20, 21 Media Strand: N/A		Language Strand: 2,4 Reading and Lit Strand: 10, 11, 12, 18 Composition Strand: 19, 20, 21 Media Strand: N/A	
<i>Ordinary People by Judith Guest</i> Chapters 11-18		<i>Ordinary People by Judith Guest</i> Chapters 19-25	
Objectives -Discuss thematic development and complete worksheet -Analyze each of the main characters and discuss how themes are shown through them	Essential Question As a longer novel goes on, how are characters developed through their actions and what we know about their thoughts?	Objectives -Teach the students how to pull information out of isolated passages -Use MCAS practice prompt and then swap it with passage from novel	Essential Question How can writing skills be honed to write about specific literary passages?
Teacher Resources -Ordinary People novel unit, purchased online -the novel itself	N/A	Teacher Resources -Ordinary People novel unit, purchased online -the novel itself	N/A
Evaluation/Activities Homework: Study guide questions due on Thursday Review: Quiz: Quiz on chapters 1-10 on Monday	Completion date: Completed by: Friday Comments	Evaluation/Activities Homework: Five paragraph essays on passage analysis due on Friday Review: Five paragraph essay skills Quiz: Vocabulary Quiz on Monday	Completion date: Completed by: Friday Comments

Week 11		Week 12	
<i>Performance Standards</i>		<i>Performance Standards</i>	
Language Strand: 2,4 Reading and Lit Strand: 10, 11, 12, 18 Composition Strand: 19, 20, 21 Media Strand: N/A		Language Strand: 1, 2, 3 Reading and Lit Strand: N/A Composition Strand: 19, 20, 21 Media Strand: 26	
<i>Ordinary People by Judith Guest</i> Chapters 26-epilogue		<i>Ordinary People by Judith Guest</i> MOVIE	
Objectives -Complete the novel -Discuss with the class how each character ended up -Work on alternate endings	Essential Question How have all of Guest's characters changed or evolved throughout the novel? What is Guest specifically trying to say about each of her themes?	Objectives -Students will view the film <i>Ordinary People</i> and make connections to the novel	Essential Question In what ways does the film differ from the novel and how does a film change our perspective of the story?
Teacher Resources -Ordinary People novel unit, purchased online -the novel itself	Media Resources N/A	Teacher Resources -Ordinary People novel unit, purchased online -the novel itself	Media Resources Ordinary People video cassette
Evaluation/Activities Homework: Alternate ending stories due on Thursday Review: Entire novel: characters, plot, themes, motifs Quiz: Test on the novel on Friday	Completion date: Completed by: Friday Comments	Evaluation/Activities Homework: Comparison worksheet comparing the novel with the movie due on Thursday Review: Quiz:	Completion date: Completed by: . Comments

Week 13		Week 14	
<i>Performance Standards</i>		<i>Performance Standards</i>	
Language Strand: 2, 4 Reading and Lit Strand: 10, 14, 15 Composition Strand: N/A Media Strand: N/A		Language Strand: 2, 4 Reading and Lit Strand: 10, 14, 15 Composition Strand: N/A Media Strand: N/A	
Poetry Elements of Poetry Types of Poetry Narrative Poetry: “Casey at the Bat” by Ernest Lawrence Thayer “Fifteen” by William Stafford “Twister Hits Houston” by Sandra Cisneros		Poetry Sound devices/figurative language “ We Never Know How High We Are ” by Emily Dickenson “ The Road Not Taken ” and “ Stopping by the Woods on a Snowy Evening ” by Robert Frost “ Macavity: The Mystery Cat ” by TS Eliot “ There is No Word for Goodbye ” by Mary Tallmountain	
Objectives -To give students an overview of the elements of poetry, including stanzas, sound devices, and figurative language -To introduce students to some of the types of poetry, starting with narrative poems	Essential Question What do narrative poems have in common with other types of literature?	Objectives -Students will read poetry with an emphasis on various figurative language devices and sound devices such as metaphors, similes, imagery, alliteration, assonance, consonance, rhyme, and rhythm	Essential Question Why do many poets choose to use figurative language rather than stating ideas literally? What qualities do each of the sound devices give the poems?
Teacher Resources -Prentice Hall Teacher’s edition -Prentice Hall accompanying workbook	Media Resources N/A	Teacher Resources -Prentice Hall Teacher’s edition -Prentice Hall accompanying workbook	Media Resources N/A
Evaluation/Activities Homework: Worksheet on narrative poetry, define terms Review: Quiz: Quiz on poetic terms on Friday	Completion date: Completed by: Comments	Evaluation/Activities Homework: Poems due on Thursday, study guide questions due on Friday Review: Quiz	Completion date: Completed by: Comments

Week 15		Week 16	
<i>Performance Standards</i>		<i>Performance Standards</i>	
Language Strand: 2, 3, 4 Reading and Lit Strand: 10, 14, 15 Composition Strand: 19, 20, 23 Media Strand: N/A		Language Strand: 1, 4, 5, 6 Reading and Lit Strand: 12, 16, 17, 18 Composition Strand: 24 Media Strand: 26	
<p style="text-align: center;">Poetry Haiku/Sonnets “Three Haiku” by Basho and Chiyojo “Sonnet 30” and “Sonnet 130” by William Shakespeare “Women” by Alice Walker “I Hear America Singing” by Walt Whitman</p>		<p style="text-align: center;">Romeo and Juliet Introduction to Shakespeare and Act I</p>	
Objectives -Students will learn the poetry types of haiku and sonnet -Students will learn free verse	Essential Question How have different cultures used poetry in different ways? Why is poetry such a mainstay in literature across all cultures?	Objectives -Teach background information on Elizabethan theater -Point out the puns -Get students acclimated with Shakespeare’s language -Show inspiration for the story	Essential Question Why is Shakespeare considered to be the most popular and quoted writer in the English language?
Teacher Resources -Prentice Hall teacher’s edition and accompanying workbook	Media Resources	Teacher Resources -Prentice Hall teacher’s edition and accompanying workbook	Media Resources Shakespeare’s Life biography cassette tape
Evaluation/Activities Homework: Freestyle poems due on Thursday Review: Quiz: Poetry exam on Friday	Completion date: Completed by: Comments	Evaluation/Activities Homework: Translation of Chorus’s prologue due on Tues/Wed, questions due on Thursday Review: Quiz: N/A	Completion date: Completed by: Comments

Week 17		Week 18	
<i>Performance Standards</i>		<i>Performance Standards</i>	
Language Strand: 1, 4, 5, 6 Reading and Lit Strand: 10, 11, 12, 17, 18 Composition Strand: 19, 20, 21, 22 Media Strand: N/A		Language Strand: 1, 4, 5, 6 Reading and Lit Strand: 12, 17, 18 Composition Strand: N/A Media Strand: N/A	
<i>Romeo and Juliet Act II</i>		<i>Romeo and Juliet Act III</i>	
Objectives -Continue to work with Shakespeare's language -Work on understanding iambic pentameter -Perform textual analysis to assure students understand the text	Essential Question What effect does Shakespeare's language have on the play? How does the iambic pentameter give the play a poetic effect?	Objectives -Teach the students about Shakespeare's different types of speeches, such as soliloquy, aside and monologue and the difference between the three. -Discuss how events can set stories in motion	Essential Question How do the deaths of Mercutio and Tybalt add drama and mood to the play and also seem to set in motion the events of the rest of the story? -What can we learn about a character from their soliloquies?
Teacher Resources -Prentice Hall teacher's edition and accompanying workbook	Media Resources N/A	Teacher Resources -Prentice Hall teacher's edition and accompanying workbook	Media Resources N/A
Evaluation/Activities Homework: Study guide questions Review: Iambic pentameter Quiz: Act I reading quiz	Completion date: Completed by: Comments	Evaluation/Activities Homework: Worksheet identifying soliloquy, aside, and monologue Review: Iambic pentameter Quiz:	Completion date: Completed by: Comments

Week 19		Week 20	
<i>Performance Standards</i>		<i>Performance Standards</i>	
Language Strand: 1, 4, 5, 6 Reading and Lit Strand: 12, 15 17, 18 Composition Strand: N/A Media Strand: N/A		Language Strand: 3, 5, 6 Reading and Lit Strand: 12, 15, 17, 18 Composition Strand: 19, 20, 21 Media Strand: 27	
<i>Romeo and Juliet</i> Act IV-V		<i>Romeo and Juliet</i> Act V(Continued) Conclusion	
Objectives -Teach what comic relief is through the servants and musicians at the Capulet household -Work on writing effective summaries	Essential Question Why does Shakespeare use comic relief in his play, even though it is a tragedy? What effect might comic relief have had on a viewer in Elizabethan theatre?	Objectives -Talk about alternative endings -Discuss the ending of the tragedy and how things could have possibly been different -Put together what we have already learned about tragedy and take a closer look at how it ends.	Essential Question How could the tragedy have been averted? Who should shoulder the most blame in the deaths of the characters?
Teacher Resources -Prentice Hall teacher's edition and accompanying workbook	Media Resources N/A	Teacher Resources -Prentice Hall teacher's edition and accompanying workbook	Media Resources N/A
Evaluation/Activities Homework: Friar Lawrence character analysis paragraphs Review: Quiz: Act III reading quiz	Completion date: Completed by: Comments	Evaluation/Activities Homework: Alternate endings writing exercise/Video or oral presentation on revised scene Review: Quiz: Test on the entire play on Friday	Completion date: Completed by: Comments

Week 21		Week 22	
<p align="center"><i>Performance Standards</i></p> <p>Language Strand: 3, 5, 6 Reading and Lit Strand: 12, 17, 18 Composition Strand: 19, 20, 21, 22, 23, 25 Media Strand: 26</p>		<p align="center"><i>Performance Standards</i></p> <p>Language Strand: 1, 4, 5, 6 Reading and Lit Strand: 9, 10, 12, 13, 16 Composition Strand: N/A Media Strand: N/A</p>	
<p align="center"><i>Romeo and Juliet</i> Film</p>		<p align="center"><i>Feed</i> Introduction to the author, science fiction and satire/Section 1</p>	
<p align="center">Objectives</p> <p>-Show the film and show students the value of a modern adaptation</p>	<p align="center">Essential Question</p> <p>Does the modernization of the play add or detract from its overall effect? Was it a good idea to keep Shakespeare's original language?</p>	<p align="center">Objectives</p> <p>-To teach students how science fiction can be viewed as valuable, rich literature -to explain to students what a satire is -Show the students other examples of bleak futures in literature</p>	<p align="center">Essential Question</p> <p>Why might an author choose a setting like the distant future for his novel?</p>
<p align="center">Teacher Resources</p>	<p align="center">Media Resources</p> <p>“Romeo and Juliet” movie starring Leonardo DiCaprio and Claire Daines</p>	<p align="center">Teacher Resources</p> <p><i>Feed</i> by MT Anderson</p>	<p align="center">Media Resources</p> <p>N/A</p>
<p>Evaluation/Activities</p> <p>Homework: Comparison paper on the movie and the play. Trade with partners for peer edit Review: Quiz: N/A</p>	<p>Completion date: Completed by:</p> <p>Comments</p>	<p>Evaluation/Activities</p> <p>Homework: Study questions Review: Quiz:</p>	<p>Completion date:</p> <p>Completed by: Comments</p>

Week 23		Week 24	
Performance Standards		Performance Standards	
Language Strand: 1, 4, 5, 6 Reading and Lit Strand: 9, 10, 15 Composition Strand: 19, 20, 21, 22 Media Strand: N/A		Language Strand: 1, 4, 5, 6 Reading and Lit Strand: 9, 10, 15 Composition Strand: 19, 20, 21, 22 Media Strand: N/A	
Feed Section 2/3		Feed Section 3/4	
Objectives Discuss proper grammatical structure and look at examples of Titus's improper grammar	Essential Question What is the author trying to say by using improper grammar and weak vocabulary throughout this book?	Objectives Explain exactly what statements MT Anderson is trying to make with this novel -Discuss other works of science fiction that have had a profound effect on literature	Essential Question What is this novel, set in an undisclosed time in the future, trying to say about our own world and time? What do the characters have in common with everyday people?
Teacher Resources <i>Feed</i> by MT Anderson	Media Resources N/A	Teacher Resources <i>Feed</i> by MT Anderson	Media Resources N/A
Evaluation/Activities Homework: Futuristic dictionary assignment Review: Quiz: Quiz on first two sections	Completion date: Completed by: Comments	Evaluation/Activities Homework: Futuristic journal creative writing assignment/study questions Review: Quiz:	Completion date: Completed by: Comments

Week 25		Week 26	
<p align="center">Performance Standards</p> <p>Language Strand: 1, 4, 5, 6 Reading and Lit Strand: 9, 10, 15 Composition Strand: 19, 20, 21, 22 Media Strand: N/A</p>		<p align="center">Performance Standards</p> <p>Language Strand: 2, 6 Reading and Lit Strand: 9, 10, 12, 15 Composition Strand: 19, 20, 21, 22 Media Strand: N/A</p>	
<p align="center">Feed Section 4/Conclusion</p>		<p align="center">Speak Introduction/First marking period</p>	
<p align="center">Objectives</p> <p>-Finish the novel -Discuss how Feed can be aken as an allegory -Discuss how feed is a satire -</p>	<p align="center">Essential Question</p> <p>How has Titus changed as a character?</p>	<p align="center">Objectives</p> <p>-Discuss different possible meanings for the title Speak -Learn some of the more challenging vocabulary for the first part of the novel</p>	<p align="center">Essential Question</p> <p>Why might a 9th grade student become as depressed and withdrawn as Melinda Sordino?</p>
<p align="center">Teacher Resources</p> <p><i>Feed</i> by MT Anderson</p>	<p align="center">Media Resources</p> <p>N/A</p>	<p align="center">Teacher Resources</p> <p><i>Speak</i> by Laurie Halse-Anderson</p>	<p align="center">Media Resources</p> <p>N/A</p>
<p>Evaluation/Activities</p> <p>Homework: Passage analysis essay Review: Quiz: Exam on the entire novel</p>	<p>Completion date: Completed by:</p> <p>Comments</p>	<p>Evaluation/Activities</p> <p>Homework: Annotations, Study guide questions Review: Quiz: Vocabulary quiz on Friday</p>	<p>Completion date:</p> <p>Completed by: Comments</p>

Week 27		Week 28	
<i>Performance Standards</i>		<i>Performance Standards</i>	
Language Strand: 2, 6 Reading and Lit Strand: 9, 10, 12, 15 Composition Strand: 19, 20, 21, 22 Media Strand: N/A		Language Strand: 2, 6 Reading and Lit Strand: 9, 10, 12, 15 Composition Strand: 19, 20, 21, 22 Media Strand: 26	
<i>Speak</i> <i>2nd/3rd marking period</i>		<i>Speak</i> <i>4th marking period/conclusion</i>	
Objectives -Continue study of vocabulary -Teach students how to properly debate topics -Relate Melinda's issues to cross-curricular ideas	Essential Question Why is rape considered such a serious psychological crime? What effects can it have on a person, especially one as young as Melinda?	Objectives -Finish reading and test on the novel -Hold class discussions on the factors that went into improving Melinda's year and situation	Essential Question How has Melinda improved over the past year? How can we compare her to Conrad Jarrett from Ordinary People?
Teacher Resources <i>Speak</i> by Laurie Halse-Anderson -Information packet about the seriousness of rape	Media Resources N/A	Teacher Resources <i>Speak</i> by Laurie Halse-Anderson	Media Resources N/A
Evaluation/Activities Homework: annotations and study guide questions Review: Quiz: Quiz on first/second marking periods	Completion date: Completed by: Comments	Evaluation/Activities Homework: Vocabulary stories Review: Entire plot and characters Quiz: Exam on the novel	Completion date: Completed by: Comments

Week 29		Week 30	
Performance Standards		Performance Standards	
Language Strand: 2, 6 Reading and Lit Strand: 13, Composition Strand: 19, 20, 21, 22, 23, 24, 25 Media Strand: N/A		Language Strand: 2, 6 Reading and Lit Strand: 13, Composition Strand: 19, 20, 21, 22, 23, 24, 25 Media Strand: 26	
iSearch*		iSearch*	
Objectives -To get students to choose an interesting topic for their project -To get students to understand that this assignment teaches them exactly what they will have to do in the future to write a paper	Essential Question Where can we find valuable, accepted information on a topic? Why is the internet not always a great source for information?	Objectives -To make sure students understand the severity of plagiarism and the steps they can undertake to avoid it -To teach students how to write a proper works cited page	Essential Question What is the importance of always following an instructor's directions? What is plagiarism and how can we properly avoid it?
Teacher Resources -Mr. Weekley's library day	Media Resources -Public library databases	Teacher Resources -Packet on plagiarism	Media Resources -Video talking about plagiarism and avoidance
Evaluation/Activities -Learn the steps of writing a research paper -Learn new methods of conducting research on a topic -Receive tutorials on how to use databases -Learn the importance of following step-by-step directions on formatting	Completion date: Completed by: Comments	Evaluation/Activities <i>The students will:</i> -Learn how to properly cite sources -Put together a final draft of their projects -Reflect on what they have learned while conducting research -Learn about plagiarism and how to properly avoid it	Completion date: Completed by: Comments

The iSearch unit is done simultaneously with one of the final two novels, preferably *Speak*. As a result, the iSearch and the novel unit will end up taking 7 weeks together, as the iSearch is spread out over 7 weeks of due dates and really cannot be taught as its own unit.