

ENGLISH 13H		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			
		<b>Unit/Topic/Lesson</b> <b>Fiction and Non-Fiction</b> <b>Part 1:</b> “The Washerwoman” or “New Directions” And “Sonata for Harp and Bicycle” or “The Cask of Amontillado”		<b>Unit/Topic/Lesson</b> <b>Fiction and Non-Fiction</b> <b>Part 2:</b> Excerpt from: <i>A White House Diary</i> or “My English” And “The Secret Life of Walter Mitty” or “Uncle Marcos”			
<b>Objectives</b>		<b>Essential Question</b>		<b>Objectives</b>		<b>Essential Question</b>	
-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?”	
<b>Teacher Resources</b>		<b>Media Resources</b>		<b>Teacher Resources</b>		<b>Media Resources</b>	
-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	
<b>Assessment Activities</b>		<b>Completion date:</b>		<b>Assessment Activities</b>		<b>Completion date:</b>	
Discussion of assigned reading.		<b>Completed by:</b>		-Quiz: Fiction v. Non-Fiction		<b>Completed by:</b>	
		<b>Comments</b>				<b>Comments</b>	

Week 3		Week 4	
<p><b>Performance Standards</b>  <i>Curriculum Frameworks:</i> 3.14, 4.23, 5.25, 11.5, 20.5</p>		<p><b>Performance Standards</b>  <i>Curriculum Frameworks:</i> 3.14, 4.23, 5.25, 11.5, 20.5</p>	
<p><b>Unit/Topic/Lesson</b>  <b>Short Stories:</b>                      “American History”                      And                      “The Most Dangerous Game”</p>		<p><b>Unit/Topic/Lesson</b>  <b>Short Stories:</b>                      “The Legend of Sleepy Hollow”</p>	
<p><b>Objectives</b>                      -Making inferences.                      -Conflict (internal) in literature.                      -Regular Verbs.</p>	<p><b>Essential Question</b>                      “What does it mean to be truly ‘civilized’?”</p>	<p><b>Objectives</b>                      -Characterization                      -Conflict (external) in literature.                      -Setting                      -Vocab.</p>	<p><b>Essential Question</b>                      “What is a legend?”</p>
<p><b>Teacher Resources</b>                      -Prentice Hall Literature Mass. Ninth Grade Edition                      -Prentice Hall Supplements                      -Curriculum Guide (Short Stories)</p>	<p><b>Media Resources</b>                      -Prentice Hall “Listening to Literature” Audio Program</p>	<p><b>Teacher Resources</b>                      -Penguin Edition “The Legend of Sleepy Hollow”                      -Prentice Hall Supplements                      -Curriculum Guide (Short Stories)</p>	<p><b>Media Resources</b>                      -Video: Walt Disney’s “The Legend of Sleepy Hollow”</p>
<p><b>Assessment Activities</b>                      Discussion of assigned reading.</p>	<p><b>Completion date:</b>  <b>Completed by:</b>  <b>Comments</b></p>	<p><b>Assessment Activities</b>                      -Reading/Vocab. Quiz</p>	<p><b>Completion date:</b>  <b>Completed by:</b>  <b>Comments</b></p>

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

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

Week 9		Week 10	
<p><b>Performance Standards</b>  <i>Curriculum Frameworks: 2.5, 4.25, 5.23, 6.8, 12.5</i></p>		<p><b>Performance Standards</b>  <i>Curriculum Frameworks: 2.5, 4.25, 5.24, 8.29, 12.5</i></p>	
<p><b>Unit/Topic/Lesson</b>  <b>Novel Unit #1</b>                      (Paired Reading)                      Choose 2:  <i>Frankenstein; Feed; The Strange Case of Dr. Jekyll and Mr. Hyde</i></p>		<p><b>Unit/Topic/Lesson</b>  <b>Novel Unit # 1</b>                      (Paired Reading)                      Choose 2:  <i>Frankenstein; Feed; The Strange Case of Dr. Jekyll and Mr. Hyde</i></p>	
<p><b>Objectives</b>                      -Setting                      -Mood                      -Exposition                      -Vocab. (Legal or scientific jargon)</p>	<p><b>Essential Question</b>                      “How do effective authors establish the mood early in a novel?”</p>	<p><b>Objectives</b>                      -Suspense and Mystery                      -Rising Action (Plot)                      -Character and Characterization (Physical)</p>	<p><b>Essential Question</b>                      “What responsibility do scientists hold toward their creations?”</p>
<p><b>Teacher Resources</b>                      -Curriculum Guides                      -Novels</p>	<p><b>Media Resources</b></p>	<p><b>Teacher Resources</b>                      -Curriculum Guides                      -Novels</p>	<p><b>Media Resources</b>                      -Power Point</p>
<p><b>Assessment Activities</b>                       Discussion of assigned reading.</p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments</b></p>	<p><b>Assessment Activities</b>                      -Test (Novel 1)</p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments</b></p>

Week 11		Week 12	
<p><b>Performance Standards</b>  <i>Curriculum Frameworks: 2.5, 5.23, 8.29, 8.30, 12.5, 23.12</i></p>		<p><b>Performance Standards</b>  <i>Curriculum Frameworks: 3.15, 3.16, 5.23, 8.30, 11.5, 12.5, 23.12, 19.26, 20.5, 23.12</i></p>	
<p><b>Unit/Topic/Lesson</b>  <b>Novel Unit #1</b>                      (Paired Reading)  <i>Choose 2:</i>  <i>Frankenstein; Feed; The Strange Case of Dr. Jekyll and Mr. Hyde</i></p>		<p><b>Unit/Topic/Lesson</b>  <b>Novel Unit # 1</b>                      (Paired Reading)  <i>Choose 2:</i>  <i>Frankenstein; Feed; The Strange Case of Dr. Jekyll and Mr. Hyde</i></p>	
<p><b>Objectives</b>                      -Point of View/Narrator                      -Rising Action (Plot) Continue                      -Character and Characterization (Personality)</p>	<p><b>Essential Question</b>                      “Would a different POV or narrator dramatically change this novel? Why?”</p>	<p><b>Objectives</b>                      -Foreshadowing                      -Theme                      -Climax, Falling Action, Resolution (Plot)</p>	<p><b>Essential Question</b>                      “What moral and ethical questions should we consider as a society when it comes to scientific development? Or, should we consider them at all?”</p>
<p><b>Teacher Resources</b>                      -Curriculum Guides                      -Novels</p>	<p><b>Media Resources</b></p>	<p><b>Teacher Resources</b>                      -Curriculum Guides                      -Novels</p>	<p><b>Media Resources</b>                      -Film/Video</p>
<p><b>Assessment Activities</b>                      Discussion of assigned reading.</p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments</b></p>	<p><b>Assessment Activities</b>                      -Test (Novel 2)                      -5 Paragraph Essay</p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments</b></p>

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

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

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

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

Week 21		Week 22	
<p><b>Performance Standards</b>  <b>Curriculum Frameworks:</b> 8.30, 8.31, 13.24, 14.5, 23.13, 24.5</p>		<p><b>Performance Standards</b>  <b>Curriculum Frameworks:</b>5.23, 5.24, 5.27, 13.25, 15.7</p>	
<p><b>Unit/Topic/Lesson</b>  <b>Poetry</b>                      “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><b>Unit/Topic/Lesson</b>  <b>Nonfiction</b>                      “A Celebration of Grandfathers”, “On Summer”                      And                      “The News” OR “Single Room, Earth View”</p>	
<p><b>Objectives</b>                      -Rhyme                      -Theme                      -Organizing ideas in writing</p>	<p><b>Essential Question</b>                      “Does poetry actually play a role in the lives of everyday Americans?”</p>	<p><b>Objectives</b>                      -Generate Questions Prior to Reading                      -Author’s style                      -Expository Essay</p>	<p><b>Essential Question</b>                      “How do different authors create their own ‘style’ of writing?”</p>
<p><b>Teacher Resources</b>                      -Prentice Hall Literature Mass. Ninth Grade Edition                      -Prentice Hall Supplements</p>	<p><b>Media Resources</b></p>	<p><b>Teacher Resources</b>                      -Prentice Hall Literature Mass. Ninth Grade Edition                      -Prentice Hall Supplements</p>	<p><b>Media Resources</b></p>
<p><b>Assessment Activities</b>                      -Test (Post-Test) Poetry                      -Student Poems Due</p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments</b></p>	<p><b>Assessment Activities</b>                      Discussion of the assigned reading.</p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments</b></p>

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

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

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

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

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