

ENGLISH 21 Week 1		Week 2	
<p>Performance Standards</p> <p><i>The students will:</i></p> <p>2.5 Questioning, listening and Contributing Standard 4.25 Vocabulary and concept development 6.8 Formal and Informal English 8.23, 8.25, 8.30 Understanding a text 9.6 Making Connections 10.5 Genre 17.7 Dramatic Literature</p>		<p>Performance Standards</p> <p><i>The students will:</i></p> <p>2.5 Questioning, listening and Contributing Standard 4.25 Vocabulary and concept development 8.23, 8.25, 8.30 Understanding a text 10.5 Genre 11.5 Theme 15.7 Style and Language 17.7 Dramatic Literature</p>	
<p>Unit/Topic/Lesson UNIT ONE “Othello” by William Shakespeare Introduction</p>		<p>Unit/Topic/Lesson UNIT ONE “Othello” by William Shakespeare Act I</p>	
<p>Objectives Students will be able to describe several events and people in Shakespeare’s life that influenced his writing.</p>	<p>Essential Question How did Shakespeare’s life and times affect his writing?</p>	<p>Objectives Students will be able to discuss the concept of trust and loyalty, and relate those to Othello’s actions as a character in the play.</p>	<p>Essential Question What kind of trust and loyalty is healthy for Othello?</p>
<p>Teacher Resources “Othello” by William Shakespeare Elements of a Shakespearean tragedy packet</p>	<p>Media Resources Photographs of Globe Theater, Shakespeare’s house, and burial site.</p>	<p>Teacher Resources - “Othello” by William Shakespeare -Elements of a Shakespearean tragedy packet -Study question packet</p>	<p>Media Resources None</p>
<p>Evaluation/Activities</p> <p>Homework: Read Shakespeare background packet, take notes on elements of a Shakespearean tragedy Review: Classroom discussion Quiz: None</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p>Evaluation/Activities</p> <p>Homework: Study question packet Prediction paragraphs Review: Classroom discussion Quiz: Quote Quiz on Act I</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 3		Week 4	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p>The students will: 2.5 Questioning, listening and Contributing Standard 4.25 Vocabulary and concept development 8.23, 8.25, 8.30 Understanding a text 10.5 Genre 11.5 Theme 15.7 Style and Language</p>		<p>The students will: 2.5 Questioning, listening and Contributing Standard 4.25 Vocabulary and concept development 8.23, 8.25, 8.30 Understanding a text 10.5 Genre 11.5 Theme 15.7 Style and Language</p>	
<p>Unit/Topic/Lesson UNIT ONE “Othello” by William Shakespeare Act II</p>		<p>Unit/Topic/Lesson UNIT ONE “Othello” by William Shakespeare Act III</p>	
<p>Objectives Students will be able to explain the role of women in a Shakespearean tragedy.</p>	<p>Essential Question How are women in “Othello” portrayed as compared to men?</p>	<p>Objectives Students will be able to discuss and analyze the element of jealousy in the play “Othello.”</p>	<p>Essential Question What kind of affect does jealousy have on the characters in “Othello?”</p>
<p>Teacher Resources “Othello” by William Shakespeare Elements of a Shakespearean tragedy packet Study question packet</p>	<p>Media Resources None</p>	<p>Teacher Resources “Othello” by William Shakespeare Elements of a Shakespearean tragedy packet Study question packet</p>	<p>Media Resources None</p>
<p>Evaluation/Activities Homework: Study question packet Prediction paragraphs Review: Classroom discussion Quiz: Quote Quiz on Act II</p>	<p>Completion date: Completed by: Comments</p>	<p>Evaluation/Activities Homework: Study question packet Prediction paragraphs Review: Classroom discussion Quiz: Quote Quiz on Act III</p>	<p>Completion date: Completed by: Comments</p>

Week 5		Week 6	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 2.5 Questioning, listening and Contributing Standard 4.25 Vocabulary and concept development 8.23, 8.25, 8.30 Understanding a text 10.5 Genre 11.5 Theme 15.7 Style and Language 23.13 Organizing Ideas in Writing</p>		<p><i>The students will:</i> 2.5 Questioning, listening and Contributing Standard 4.25 Vocabulary and concept development 8.23, 8.25, 8.30 Understanding a text 10.5 Genre 11.5 Theme 15.7 Style and Language 23.13 Organizing Ideas in Writing</p>	
<p>Unit/Topic/Lesson UNIT ONE “Othello” by William Shakespeare Act IV</p>		<p>Unit/Topic/Lesson UNIT ONE “Othello” by William Shakespeare Act V</p>	
<p>Objectives Students will be able to complete a character analysis of Othello’s actions and how those actions affect the plot.</p>	<p>Essential Question How does Othello’s change in loyalties affect the progression of the play?</p>	<p>Objectives Students will be able to connect Othello’s fatal flaws to the elements of a Shakespearean tragic hero.</p>	<p>Essential Question What is a tragic hero, and how does Othello fit that description?</p>
<p>Teacher Resources “Othello” by William Shakespeare Elements of a Shakespearean tragedy packet Study question packet</p>	<p>Media Resources</p>	<p>Teacher Resources “Othello” by William Shakespeare Elements of a Shakespearean tragedy packet Study question packet</p>	<p>Media Resources Movie: “O” 2001</p>
<p>Evaluation/Activities Homework: Study question packet Prediction paragraphs Review: Classroom discussion Quiz: Quote Quiz on Act IV</p>	<p>Completion date: Completed by: Comments</p>	<p>Evaluation/Activities Homework: Study question packet Prediction paragraphs Review: Classroom discussion Quiz: Quote Quiz on Act V Test: Othello Test</p>	<p>Completion date: Completed by: Comments</p>

Week 7		Week 8	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<i>The students will:</i> 10.5 Genre 11.5 Theme 12.5 Fiction 15.7 Style and Language		<i>The students will:</i> 10.5 Genre 11.5 Theme 13.24, 13.25 Nonfiction 15.7 Style and Language	
Unit/Topic/Lesson UNIT TWO Short Stories Vocab unit 1 “The Monkey’s Paw” “Contents of a Deadman’s Pocket”		Unit/Topic/Lesson UNIT TWO Short Stories “Occupation Conductorette” “Marian Anderson” “Tepeyac”	
Objectives Students will understand the elements of a short story: -Plot, conflict, character, setting, symbol, theme -Crafted in a concise, compact manner	Essential Question How are different elements of fiction employed in “The Monkey’s Paw” and “Contents of a Dead Man’s Pocket?”	Objectives	Essential Question In what ways is nonfiction similar to fiction in its composition?
Teacher Resources Prentice Hall Literature Textbook	Media Resources	Teacher Resources Prentice Hall Literature Textbook	Media Resources
Evaluation/Activities Homework: Comprehension Questions at the end of the stories. Review: Class discussion Quiz: Teacher’s discretion	Completion date: Completed by: Comments	Evaluation/Activities Homework: Comprehension Questions at the end of the stories. Review: Class discussion Quiz: Teacher’s discretion	Completion date: Completed by: Comments

Week 9		Week 10	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><i>The students will:</i> 10.5 Genre 11.5 Theme 12.5 Fiction 13.24, 13.25 Nonfiction 15.7 Style and Language</p>		<p><i>The students will:</i> 10.5 Genre 11.5 Theme 12.5 Fiction 13.24, 13.25 Nonfiction 15.7 Style and Language</p>	
<p>Unit/Topic/Lesson UNIT TWO Short Stories “Occupation Conductorette” “Marian Anderson” “Tepeyac”</p>		<p>Unit/Topic/Lesson UNIT TWO Short Stories Vocab unit 2 “Games at Twilight” “What Baseball Means to Me”</p>	
<p>Objectives Students will understand the elements of a short story: -Plot conflict, character, setting, symbol, theme</p>	<p>Essential Question How does nonfiction use historical details to enhance its overall theme?</p>	<p>Objectives</p>	<p>Essential Question In what ways does descriptive vocabulary accent the imagery and tone of a short story?</p>
<p>Teacher Resources Prentice Hall Literature Textbook</p>	<p>Media Resources None</p>	<p>Teacher Resources Prentice Hall Literature Textbook</p>	<p>Media Resources None</p>
<p>Evaluation/Activities Homework: Comprehension Questions at the end of the stories. Review: Class discussion Quiz: Teacher’s discretion</p>	<p>Completion date: Completed by: Comments</p>	<p>Evaluation/Activities Homework: Comprehension Questions at the end of the stories. Review: Class discussion Quiz: Teacher’s discretion</p>	<p>Completion date: Completed by: Comments</p>

Week 11		Week 12	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<i>The students will:</i> 10.5 Genre 11.5 Theme 15.7 Style and Language 21.8 Revising 23.13 Organizing Ideas in Writing		<i>The students will:</i> 10.5 Genre 11.5 Theme 12.5 Fiction 15.7 Style and Language	
Unit/Topic/Lesson UNIT TWO Short Stories Open Response and Writing Prompts		Unit/Topic/Lesson UNIT THREE <u>To Kill a Mockingbird</u> by Harper Lee Historical Context of the novel	
Objectives Students will effectively demonstrate their understanding of the story through their writing.	Essential Question How does diagramming an open response question serve as a guide in writing a response?	Objectives Students will understand the effect of setting on the novel.	Essential Question How did racism and financial troubles add to the tension in the South during the 1930's?
Teacher Resources Prentice Hall Literature Textbook	Media Resources None	Teacher Resources <u>To Kill a Mockingbird</u> book Harper Lee handout	Media Resources None
Evaluation/Activities Homework: Comprehension Questions at the end of the stories. Review: Class discussion Quiz: Open response writing prompt Test: Unit I of textbook	Completion date: Completed by: Comments	Evaluation/Activities Homework: Biographical sketch of Harper Lee Think/Pair/Share on trial roles and rules Review: Class discussion Quiz: Teacher's discretion	Completion date: Completed by: Comments

Week 13		Week 14	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><i>The students will:</i> 10.5 Genre 11.5 Theme 12.5 Fiction 15.7 Style and Language</p>		<p><i>The students will:</i> 9.6 Making Connections 10.5 Genre 11.5 Theme 12.5 Fiction 15.7 Style and Language</p>	
<p>Unit/Topic/Lesson UNIT THREE <u>To Kill a Mockingbird</u> by Harper Lee Research Project</p>		<p>Unit/Topic/Lesson UNIT THREE <u>To Kill a Mockingbird</u> by Harper Lee Chapters 1-8</p>	
<p>Objectives Students will apply research skills to their understanding of the novel.</p>	<p>Essential Question How did other historical events in the 1930-1950's inspire Harper Lee to write the novel?</p>	<p>Objectives Students will understand the motivation of the characters in the novel.</p>	<p>Essential Question How does learning about the set up of Maycomb county and its social classes help the reader understand the mindset of the characters of the novel?</p>
<p>Teacher Resources <u>To Kill a Mockingbird</u> book Harper Lee handout</p>	<p>Media Resources</p>	<p>Teacher Resources <u>To Kill a Mockingbird</u> book Harper Lee handout Study question packet</p>	<p>Media Resources</p>
<p>Evaluation/Activities Homework: Research and outlines Review: Oral Presentations Quiz: None Test: Research paper and visual presentation</p>	<p>Completion date: Completed by: Comments</p>	<p>Evaluation/Activities Homework: Study questions Review: Class discussion, predictions Quiz: Reading quizzes</p>	<p>Completion date: Completed by: Comments</p>

Week 15		Week 16	
<p align="center"><i>Performance Standards</i></p> <p><i>The students will:</i> 9.6 Making Connections 10.5 Genre 11.5 Theme 12.5 Fiction 15.7 Style and Language</p>		<p align="center"><i>Performance Standards</i></p> <p><i>The students will:</i> 9.6 Making connections 10.5 Genre 11.5 Theme 12.5 Fiction 15.7 Style and Language</p>	
<p align="center">Unit/Topic/Lesson UNIT THREE <u>To Kill a Mockingbird</u> by Harper Lee Chapters 9-17</p>		<p align="center">Unit/Topic/Lesson UNIT THREE <u>To Kill a Mockingbird</u> by Harper Lee Chapters 18-24</p>	
<p align="center">Objectives</p> <p>Students will understand the impact of social issues on the characters.</p>	<p align="center">Essential Question</p> <p>What do the events in the town that lead up to the trial do to show the “real” character of the townspeople?</p>	<p align="center">Objectives</p> <p>Students will reflect on a major theme of the novel.</p>	<p align="center">Essential Question</p> <p>How do the results of the trial mirror ways in which children grow up and learn about the world around them?</p>
<p align="center">Teacher Resources</p> <p><u>To Kill a Mockingbird</u> book Harper Lee handout Study question packet</p>	<p align="center">Media Resources</p>	<p align="center">Teacher Resources</p> <p><u>To Kill a Mockingbird</u> book Harper Lee handout Study question packet</p>	<p align="center">Media Resources</p>
<p align="center">Evaluation/Activities</p> <p>Homework: Study questions Review: Class discussion, predictions Quiz: Reading quizzes</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: Study questions Review: Class discussion, predictions Quiz: Reading quizzes</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 17		Week 18	
<p align="center"><i>Performance Standards</i></p> <p><i>The students will:</i> 9.6 Making connections 10.5 Genre 11.5 Theme 12.5 Fiction 15.7 Style and Language</p>		<p align="center"><i>Performance Standards</i></p> <p><i>The students will:</i> Take Midyear Exams</p>	
<p align="center">Unit/Topic/Lesson UNIT THREE <u>To Kill a Mockingbird</u> by Harper Lee Chapters 25-31</p>		<p align="center">Unit/Topic/Lesson MIDYEAR EXAMS</p>	
<p align="center">Objectives</p> <p>Students will identify and analyze the use of symbolism in the novel.</p>	<p align="center">Essential Question</p> <p>Who are “mockingbirds” in the novel, and why are they considered role models for us to follow?</p>	<p align="center">Objectives</p>	<p align="center">Essential Question</p>
<p align="center">Teacher Resources</p> <p><u>To Kill a Mockingbird</u> book Harper Lee handout Study question packet</p>	<p align="center">Media Resources</p>	<p align="center">Teacher Resources</p>	<p align="center">Media Resources</p>
<p align="center">Evaluation/Activities</p> <p>Homework: Study questions Review: Class discussion, predictions Quiz: Reading quizzes, completed question packet Test: Writing open response and exam</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: Review: Quiz:</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 19		Week 20	
<p>Performance Standards</p> <p><i>The students will:</i></p> <p>Understanding a Text: 8.29, 8.30, 8.32, 8.33 Genre: 10.5 Theme: 11.5 Fiction 12.5 Poetry: 14.5</p>		<p>Performance Standards</p> <p><i>The students will:</i></p> <p>Understanding a Text: 8.29, 8.30, 8.32, 8.33 Genre: 10.5 Theme: 11.5 Fiction 12.5 Poetry: 14.5</p>	
<p>Unit/Topic/Lesson</p> <p>UNIT FOUR POETRY Pg. 580-604</p>		<p>Unit/Topic/Lesson</p> <p>UNIT FOUR POETRY Pg. 609-645</p>	
<p>Objectives</p> <p>Understand a text Making connections Genre Theme Fiction Poetry</p>	<p>Essential Question</p> <p>How does poetry capture and convey how a speaker feels about a topic?</p>	<p>Objectives</p> <p>Understand a text Making connections Genre Theme Fiction Poetry</p>	<p>Essential Question</p> <p>How is all poetry intended to connect to our daily lives?</p>
<p>Teacher Resources</p> <p>Prentice Hall Textbook Handouts on figurative language Warriner’s English Grammar and Composition course book</p>	<p>Media Resources</p> <p>Exam View Quiz/Test generator</p>	<p>Teacher Resources</p> <p>Prentice Hall Textbook Handouts on figurative language Warriner’s English Grammar and Composition course book</p>	<p>Media Resources</p> <p>Exam View Quiz/Test generator</p>
<p>Evaluation/Activities</p> <p>Homework: Study Questions at the end of poems. Review: Illustration of poems, prediction prompts Quiz: Vocabulary quizzes, writing prompts</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p>Evaluation/Activities</p> <p>Homework: Study Questions at the end of poems. Review: Illustration of poems, prediction prompts Quiz: Vocabulary quizzes, writing prompts</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 21	
<i>Performance Standards</i>	
<i>The students will:</i>	
Understanding a Text: 8.29, 8.30, 8.32, 8.33 Genre: 10.5 Theme: 11.5 Fiction: 12.5	
Unit/Topic/Lesson UNIT FOUR	
POETRY Pg 646-678	
Objectives Understand a text Making connections Genre Theme Fiction Poetry	Essential Question What are the reasons that we write poetry?
Teacher Resources Prentice Hall Textbook Handouts on figurative language Warriner’s English Grammar and Composition course book	Media Resources Exam View Quiz/Test generator
Evaluation/Activities Homework: Study Questions at the end of poems. Review: Illustration of poems, prediction prompts Quiz: Vocabulary quizzes, writing prompts	Completion date: Completed by: Comments

Week 22		Week 23	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><i>The students will:</i> Writing: 19.26 Understanding Text: 8.29, 8.30 Theme: 11.5 Fiction: 12.5 Style and Language: 15.7 Revising: 21.8</p>		<p><i>The students will:</i> Writing: 19.26 Understanding Text: 8.29, 8.30 Theme: 11.5 Fiction: 12.5 Style and Language: 15.7 Revising: 21.8</p>	
<p>Unit/Topic/Lesson UNIT FIVE Symbolism and <u>Lord of the Flies</u> Chapters 1-3</p>		<p>Unit/Topic/Lesson UNIT FIVE Symbolism and <u>Lord of the Flies</u> Chapters 4-6</p>	
<p>Objectives Students will make a personal connection to the literature through journal writing, character analysis and symbolism</p>	<p>Essential Question What is our true human nature?</p>	<p>Objectives Students will make a personal connection through journal writing, character analysis, and symbolism</p>	<p>Essential Question Why do people have different opinions on what authority should be?</p>
<p>Teacher Resources Study Packet <u>Warriner's English Grammar and Composition</u> Journal Packet <u>LOTF</u> text</p>	<p>Media Resources None</p>	<p>Teacher Resources Study Packet <u>Warriner's English Grammar and Composition</u> Journal Packet <u>LOTF</u> text</p>	<p>Media Resources None</p>
<p>Evaluation/Activities Homework: Study Questions Review: Journal entries, constitution activity Quiz: Quiz on Vocabulary, Chapter 1-3, Nouns/Pronouns</p>	<p>Completion date: Completed by: Comments</p>	<p>Evaluation/Activities Homework: Study Questions Review: Journal entries, constitution activity Quiz: Quiz on Vocabulary, Chapter 4-6, Adjective/Adverbs</p>	<p>Completion date: Completed by: Comments</p>

Week 24		Week 25	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><i>The students will:</i> Writing: 19.26 Understanding Text: 8.29, 8.30 Theme: 11.5 Fiction: 12.5 Style and Language: 15.7 Revising: 21.8</p>		<p><i>The students will:</i> Writing: 19.26 Understanding Text: 8.29, 8.30 Theme: 11.5 Fiction: 12.5 Style and Language: 15.7 Revising: 21.8</p>	
Unit/Topic/Lesson UNIT FIVE Symbolism and <u>Lord of the Flies</u> Chapters 7-9		Unit/Topic/Lesson UNIT FIVE Symbolism and <u>Lord of the Flies</u> Chapters 10-12	
Objectives Students will understand the effect of the setting on the novel.	Essential Question How is setting used to show how Golding feels about society?	Objectives Students will analyze the motivations for the characters' actions.	Essential Question How does isolation change how we act as humans?
Teacher Resources Study Packet <u>Warriner's English Grammar and Composition</u> Journal Packet <u>LOTF</u> text	Media Resources None	Teacher Resources Study Packet <u>Warriner's English Grammar and Composition</u> Journal Packet <u>LOTF</u> text	Media Resources None
Evaluation/Activities Homework: Study Questions Review: Journal entries, constitution activity Quiz: Quiz on Vocabulary, Chapter 7-9, Nouns/Pronouns	Completion date: Completed by: Comments	Evaluation/Activities Homework: Study Questions Review: Journal entries, constitution activity Quiz: Quiz on Vocabulary, Chapter 10-12, Nouns/Pronouns	Completion date: Completed by: Comments

Week 26		Week 27	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p>The students will: Writing: 19.26 Understanding Text: 8.29, 8.30 Theme: 11.5 Fiction: 12.5 Style and Language: 15.7 Revising: 21.8 Conventions: 22.9</p>		<p>The students will: Writing: 19.26 Understanding Text: 8.29, 8.30 Theme: 11.5 Fiction: 12.5 Style and Language: 15.7 Myth, Traditional Narrative and Classical Literature: 16.11 Dramatic Literature: 17.7</p>	
<p>Unit/Topic/Lesson UNIT FIVE</p> <p>Symbolism and <u>Lord of the Flies</u> Film Adaptation and Review</p>		<p>Unit/Topic/Lesson UNIT SIX</p> <p>Antigone: Drama Introduction to Greek drama</p>	
Objectives	Essential Question	Objectives	Essential Question
Student s will compare and contrast the book to movie	How does a director’s interpretation of a plot change how an audience interprets it?	Students will analyze style and interpret language in the play.	To what lengths should anyone go to help family?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Study Packet <u>Warriner’s English Grammar and Composition</u> Journal Packet <u>LOTF</u> text	1999 <u>Lord of the Flies</u> film	Historical background packet Prentice Hall Textbook	
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: Compare and Contrast Worksheet Review: Grammar review sheets Quiz: Test on the Unit</p>	<p>Completed by: Comments</p>	<p>Homework: Notebook checks Review: Handouts on Greek drama Quiz: Quiz on background information on Sophocles and Greek drama</p>	<p>Completed by: Comments</p>

Week 28		Week 29	
<p align="center">Performance Standards</p> <p><i>The students will:</i> Writing: 19.26 Understanding Text: 8.29, 8.30 Theme: 11.5 Fiction: 12.5 Style and Language: 15.7 Myth, Traditional Narrative and Classical Literature: 16.11 Dramatic Literature: 17.7</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> Writing: 19.26 Understanding Text: 8.29, 8.30 Theme: 11.5 Fiction: 12.5 Style and Language: 15.7 Myth, Traditional Narrative and Classical Literature: 16.11 Dramatic Literature: 17.7</p>	
<p align="center">Unit/Topic/Lesson UNIT SIX “Antigone” by Sophocles Prologue-Scene 2</p>		<p align="center">Unit/Topic/Lesson UNIT SIX “Antigone” by Sophocles Scene 3-5</p>	
<p align="center">Objectives</p> Dramatic Literature Myth, Traditional Narrative and Classical Literature Interpreting style and language in the play	<p align="center">Essential Question</p> When do the bonds of loyalty get pushed to the breaking point?	<p align="center">Objectives</p> Dramatic Literature Myth, Traditional Narrative and Classical Literature Interpreting style and language in the play	<p align="center">Essential Question</p> What crimes deserve the death penalty? Are there any that do?
<p align="center">Teacher Resources</p> Study Question packet End of section book questions Plot line timeline Character analysis sheets Prediction prompts	<p align="center">Media Resources</p>	<p align="center">Teacher Resources</p> Study Question packet End of section book questions Plot line timeline Character analysis sheets	<p align="center">Media Resources</p>
<p align="center">Evaluation/Activities</p> <p>Homework: Study question packet Review: End of section questions/prediction prompts/character analysis Quiz: Quiz on Part 1</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: Study question packet Review: End of section questions/prediction prompts/character analysis Quiz: Quiz on Part 2</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 30	
<i>Performance Standards</i>	
<i>The students will:</i>	
Writing: 19.26 Understanding Text: 8.29, 8.30 Theme: 11.5 Fiction: 12.5 Style and Language: 15.7	
Unit/Topic/Lesson UNIT SIX	
“Antigone” by Sophocles Film Adaptation	
Objectives	Essential Question
Students will demonstrate their understanding of the play. Students will compare the film to the written play.	How are ancient themes and concepts modernized into film versions of the same plot?
Teacher Resources	Media Resources
Study Question packet End of section book questions Plot line timeline Character analysis sheets	Film: Antigone
Evaluation/Activities	Completion date:
Homework: Study for exam Review: Study guide Quiz: Test on Antigone Unit	Completed by: Comments

Teacher Name:

Course Name: English 21

2008-2009

Department: English

School Name: Saugus High School

Saugus Public Schools