

| ENGLISH 22   |  | Week 1   |   | Week 2   |   |
|--|--|--|---|--|---|
| <b>Performance Standards</b>   |  | <b>Performance Standards</b>   |   | <b>Performance Standards</b>   |   |
| <b>Curriculum Frameworks:</b><br>Language Strands: 1,2,4,5<br>Reading & Lit. Strands: 8,9,10,12,15<br>Composition Strand: 19,22,23   |  | <b>Curriculum Frameworks:</b><br>Language Strands: 1,2,4,5<br>Reading & Lit. Strands: 8,9,10,11,12,15<br>Composition Strand: 19,22,23  |   | <b>Curriculum Frameworks:</b><br>Language Strands: 1,2,4,5<br>Reading & Lit. Strands: 8,9,10,11,12,15      Media Strand: 26<br>Composition Strand: 19,20 22,23                             |   |
| <b>Unit/Topic/Lesson</b><br><b>Literary Devices: Fiction</b><br><b>Short Stories</b><br>"Lamb to the Slaughter"<br>By<br>Roald Dahl  |  | <b>Unit/Topic/Lesson</b><br><b>Literary Devices: Fiction</b><br><b>Short Stories</b><br>"The Open Window" by Saki<br>and<br>"A Problem" by Anton Chekov                                    |   | <b>Unit/Topic/Lesson</b><br><b>Literary Devices: Fiction</b><br><b>Short Stories</b><br>"The Open Window" by Saki<br>and<br>"A Problem" by Anton Chekov                                    |   |
| <b>Objectives</b><br>-How to formulate a thesis statement<br>-Short essay format<br>-Dynamic character<br>-Irony   | <b>Essential Question</b><br>"How does an author develop a captivating character?" | <b>Objectives</b><br>-Plot diagram: exposition, inciting incident, rising actions, climax, falling actions, resolution<br>-Static character<br>-Theme/ Universal theme                     | <b>Essential Question</b><br>"How does the construction of a short story affect its meaning?" | <b>Objectives</b><br>-Plot diagram: exposition, inciting incident, rising actions, climax, falling actions, resolution<br>-Static character<br>-Theme/ Universal theme                     | <b>Essential Question</b><br>"How does the construction of a short story affect its meaning?" |
| <b>Teacher Resources</b><br>Photocopy of short story   | <b>Media Resources</b><br>N/A  | <b>Teacher Resources</b><br>-Prentice Hall Literature Mass. Tenth Grade Edition<br>-Prentice Hall Supplements  | <b>Media Resources</b><br>-Prentice Hall "Listening to Literature" Audio Program              | <b>Teacher Resources</b><br>-Prentice Hall Literature Mass. Tenth Grade Edition<br>-Prentice Hall Supplements  | <b>Media Resources</b><br>-Prentice Hall "Listening to Literature" Audio Program              |
| <b>Assessment Activities</b><br>Various writing assignments that practice thesis development supported by concrete evidence; content demonstrates dynamism of protagonist. | <b>Completion date:</b><br><b>Completed by:</b><br><b>Comments</b>                 | <b>Assessment Activities</b><br>Small group/large group development of each short story's plot diagram; class discussion of stories' themes and how they translate to other areas of life. | <b>Completion date:</b><br><b>Completed by:</b><br><b>Comments</b>                            | <b>Assessment Activities</b><br>Small group/large group development of each short story's plot diagram; class discussion of stories' themes and how they translate to other areas of life. | <b>Completion date:</b><br><b>Completed by:</b><br><b>Comments</b>                            |

| Week 3  |   | Week 4   |   |
|---|---|--|---|
| <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b><br/>                     Language Strands: 1,2,4,5<br/>                     Reading &amp; Lit. Strands: 8,9,10,12,15      Media Strand: 26<br/>                     Composition Strands: 19,22,23</p> |   | <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b><br/>                     Language Strands: 1,2,4,5<br/>                     Reading &amp; Lit. Strands: 8,9,10,11,12,15      Media Strand: 26<br/>                     Composition Strands: 19,22,23</p> |   |
| <p align="center"><b>Unit/Topic/Lesson</b><br/> <b>Literary Devices: Fiction</b><br/> <b>Short Stories</b><br/>                     “One Thousand Dollars” by O. Henry<br/>                     and<br/>                     “The Waters of Babylon” by Stephen Vincent Benét</p>         |   | <p align="center"><b>Unit/Topic/Lesson</b><br/> <b>Literary Devices: Fiction</b><br/> <b>Short Stories</b><br/>                     “Masque of the Red Death” by Edgar Allen Poe</p>   |   |
| <p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>-Identify the Narrator; Point of View: first person, third person limited, third person omniscient.</li> <li>-Identify Dramatic Irony</li> </ul>   | <p align="center"><b>Essential Question</b></p> <p>“How does the author’s choice of narrator affect the telling/understanding of the story?”</p>      | <p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>-Symbolism</li> <li>-Allegory</li> <li>-Theme</li> </ul>  | <p align="center"><b>Essential Question</b></p> <p>“How the does the construction of an allegory enhance the meaning of a story?”</p>                 |
| <p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>-Prentice Hall Literature Mass. Tenth Grade Edition</li> <li>-Prentice Hall Supplements</li> </ul>  | <p align="center"><b>Media Resources</b></p> <ul style="list-style-type: none"> <li>-Prentice Hall “Listening to Literature” Audio Program</li> </ul> | <p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>-Prentice Hall Literature Mass. Tenth Grade Edition</li> <li>-Prentice Hall Supplements</li> </ul>   | <p align="center"><b>Media Resources</b></p> <ul style="list-style-type: none"> <li>-Prentice Hall “Listening to Literature” Audio Program</li> </ul> |
| <p align="center"><b>Assessment Activities</b></p> <ul style="list-style-type: none"> <li>-Review plot diagramming with two new stories</li> <li>-Supplemental workbook activities</li> <li>-Textbook questions</li> <li>-Class discussion</li> </ul>                                     | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>   | <p align="center"><b>Assessment Activities</b></p> <ul style="list-style-type: none"> <li>-Textbook questions</li> <li>-Class discussion</li> <li>-In pairs, develop a symbolic floor plan of story’s setting</li> <li>-Workbook activities</li> <li>-Unit 1 terms quiz</li> </ul>           | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>   |

| Week 5   |   | Week 6   |  |
|--|---|--|--|
| <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b><br/>                     Language Strands: 1,2,4,5,<br/>                     Reading &amp; Lit. Strands: 8,9,10,12,15      Media Strand: 26<br/>                     Composition Strands: 19,22,23</p> |   | <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b><br/>                     Language Strands: 1,2,4,5<br/>                     Reading &amp; Lit. Strands: 8,9,10,12,15<br/>                     Composition Strands: 19,22,23      Media Strand: 26</p>  |  |
| <p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><b>Literary Devices: Non-fiction</b><br/>                     “Marian Anderson, Famous Concert Singer” by Langston Hughes<br/>                     and<br/>                     “Tepeyac” by Sandra Cisneros</p>          |   | <p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><b>Literary Devices: Non-fiction</b><br/>                     from <i>Swimming to Antarctica</i> by Lynne Cox<br/>                     and<br/>                     from <i>I Know Why the Caged Bird Sings</i>: “Occupation:<br/>                     Conductorette” by Maya Angelou</p> |  |
| <p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>-Style: diction and syntax</li> <li>-Compare literary works</li> <li>-Purpose</li> </ul>  | <p align="center"><b>Essential Question</b></p> <p>“How can the style of an author’s writing advance his purpose?”</p>                                | <p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>-Using prior knowledge to make predictions</li> <li>-Author’s perspective</li> </ul>  | <p align="center"><b>Essential Question</b></p> <p>“How does making predictions while reading engage the reader and create greater understanding?”</p> |
| <p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>-Prentice Hall <i>Literature Mass. Tenth Grade Edition</i></li> <li>-Prentice Hall Supplements</li> </ul>  | <p align="center"><b>Media Resources</b></p> <ul style="list-style-type: none"> <li>-Prentice Hall “Listening to Literature” Audio Program</li> </ul> | <p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>-Prentice Hall <i>Literature Mass. Tenth Grade Edition</i></li> <li>-Prentice Hall Supplements</li> </ul>  | <p align="center"><b>Media Resources</b></p> <ul style="list-style-type: none"> <li>-Prentice Hall “Listening to Literature” Audio Program</li> </ul>  |
| <p align="center"><b>Assessment Activities</b></p> <ul style="list-style-type: none"> <li>-Supplemental workbook activities</li> <li>-Textbook questions</li> <li>-Class discussion</li> <li>-Write own work focusing on style and purpose</li> </ul>                                      | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>   | <p align="center"><b>Assessment Activities</b></p> <ul style="list-style-type: none"> <li>-Supplemental workbook activities</li> <li>-Textbook questions</li> <li>-Class discussion</li> </ul>   | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>  |

| Week 7  |  | Week 8  |  |
|---|--|---|--|
| <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b><br/>                     Language Strands: 1,2,5<br/>                     Composition Strands: 19,20,21,22,23</p> |  | <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b><br/>                     Language Strands: 1,2,4,5,<br/>                     Reading &amp; Literature Strands: 8,9,12,13,14,15,</p> |  |
| <p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><b>MCAS Prep: writing</b></p>  |  | <p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><b>MCAS Prep: multiple choice</b></p>  |  |
| <p align="center"><b>Objectives</b></p> <p>-Thesis statement development<br/>                     -Short essay development<br/>                     -Five-paragraph essay review</p>                  | <p align="center"><b>Essential Question</b></p> <p>“How can the practice of certain tasks provide confidence and comfort?”</p> | <p align="center"><b>Objectives</b></p> <p>-Identify question types</p>   | <p align="center"><b>Essential Question</b></p> <p>“How can the practice of certain tasks provide confidence and comfort?”</p> |
| <p align="center"><b>Teacher Resources</b></p> <p>MCAS English Language Arts practice book</p>  | <p align="center"><b>Media Resources</b></p> <p>N/A</p>  | <p align="center"><b>Teacher Resources</b></p> <p>MCAS English Language Arts practice book</p>  | <p align="center"><b>Media Resources</b></p> <p>N/A</p>  |
| <p align="center"><b>Assessment Activities</b></p> <p>Review of students’ writing samples.</p>  | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>  | <p align="center"><b>Assessment Activities</b></p> <p>Review of students’ responses to sample MCAS questions.</p>   | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>  |

| Week 9   |  | Week 10  |  |
|--|--|--|--|
| <p style="text-align: center;"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b> Language Strands: 1,2,4,5<br/>Reading &amp; Lit. Strands: 8,9,10,12,15</p>  |  | <p style="text-align: center;"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b> Language Strands: 1,2,4,5<br/>Reading &amp; Lit. Strands: 8,9,10,12,15</p>      |  |
| <p><b>Unit/Topic/Lesson</b><br/><b>Novel Unit #1</b></p> <p><i>Lord of the Flies</i><br/><b>Chapters 1-2</b></p>   |  | <p><b>Unit/Topic/Lesson</b><br/><b>Novel Unit # 1</b></p> <p><i>Lord of the Flies</i><br/><b>Chapters 3-4</b></p>  |  |
| <p style="text-align: center;"><b>Objectives</b></p> <p>-Solidify the dynamics of the various relationships of the boys on the island<br/>-Literary devices: setting, pt. of view, characterization, imply/infer<br/>-Vocabulary</p> | <p style="text-align: center;"><b>Essential Question</b></p> <p>“Are humans inherently good or inherently evil?”</p> | <p style="text-align: center;"><b>Objectives</b></p> <p>-Symbolism of the conch<br/>-Lit. terms: figurative language, simile, metaphor, symbol, verbal irony<br/>-Vocabulary</p> | <p style="text-align: center;"><b>Essential Question</b></p> <p>“How do parts of the landscape symbolize each of the characters?”</p>  |
| <p style="text-align: center;"><b>Teacher Resources</b></p> <p>-novel curriculum guide<br/>-Golding obituary</p>   | <p><b>Media Resources</b></p>  |  | <p style="text-align: center;"><b>Media Resources</b></p>  |
| <p style="text-align: center;"><b>Assessment Activities</b></p> <p>-Vocab 1-2 Quiz</p>   | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>                                    |  | <p style="text-align: center;"><b>Assessment Activities</b></p> <p>Class discussion, students’ understanding of assigned literary devices.</p> <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p> |

| Week 11  |  | Week 12  |   |
|--|--|--|---|
| <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b><br/>                     Language Strands: 1,2,4,5<br/>                     Reading &amp; Lit. Strands: 8,9,10,12,15</p> |  | <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b><br/>                     Language Strands: 1,2,4,5<br/>                     Reading &amp; Lit. Strands: 8,9,10,12,15</p>       |   |
| <p align="center"><b>Unit/Topic/Lesson</b><br/>                     Novel Unit #1</p> <p align="center"><i>Lord of the Flies</i><br/>                     Chapters 5-6</p>                                   |  | <p align="center"><b>Unit/Topic/Lesson</b><br/>                     Novel Unit # 1</p> <p align="center"><i>Lord of the Flies</i><br/>                     Chapters 7-8</p>  |   |
| <p align="center"><b>Objectives</b></p> <p>-Lit. terms: diction, plot, parody, imagery<br/>                     -Vocabulary<br/>                     -Conceptualize the “beastie”</p>                        | <p align="center"><b>Essential Question</b></p> <p>Predict: “Which of the characters will become the symbol of ‘good’ and ‘evil’?”</p> | <p align="center"><b>Objectives</b></p> <p>-Lit. terms: Foreshadowing, conflict (external and internal), dramatic irony, theme, motif,<br/>                     -Vocabulary<br/>                     -Allegory</p> | <p align="center"><b>Essential Question</b></p> <p>“What social commentary is Golding making in this allegory?”</p> |
| <p align="center"><b>Teacher Resources</b></p> <p>-novel curriculum guide</p>  | <p align="center"><b>Media Resources</b></p>   | <p align="center"><b>Teacher Resources</b></p> <p>-novel curriculum guide</p>  | <p align="center"><b>Media Resources</b></p>  |
| <p align="center"><b>Assessment Activities</b></p> <p>-Vocab 3-6 Quiz<br/>                     -Chapters 1-6 Quiz</p>  | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>  | <p align="center"><b>Assessment Activities</b></p> <p>Class discussion<br/>                     Students’ understanding of literary devices</p>  | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>                                   |

| Week 13   |  | Week 14   |   |
|---|--|---|---|
| <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b><br/>                     Language Strands: 1,2,4,5<br/>                     Reading &amp; Lit. Strands: 8,9,10,11,12,15</p> |  | <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b><br/>                     Language Strands: 1,2,4,5<br/>                     Reading &amp; Lit. Strands: 8,9,10,11,12,15<br/>                     Composition Strands: 19,22,23<br/>                     Media Strands: 26</p> |   |
| <p align="center"><b>Unit/Topic/Lesson</b><br/>                     Novel Unit #1</p> <p align="center"><i>Lord of the Flies</i><br/>                     Chapters 9-10</p>                                     |  | <p align="center"><b>Unit/Topic/Lesson</b><br/>                     Novel Unit #1</p> <p align="center"><i>Lord of the Flies</i><br/>                     Chapters 11-12</p>  |   |
| <p align="center"><b>Objectives</b></p> <p>-Lit. terms: foil, climax, personification, tone/mood<br/>                     -analyze the conversation Simon has with the beast</p>                                | <p align="center"><b>Essential Question</b></p> <p>“What do humans fear the most?”</p> | <p align="center"><b>Objectives</b></p> <p>-Lit. terms: falling actions, protagonist, antagonist, allusion, allegory, fable</p>   | <p align="center"><b>Essential Question</b></p> <p>“Is Golding’s allegory optimistic or pessimistic?”</p> |
| <p align="center"><b>Teacher Resources</b></p> <p>-novel curriculum guide</p>   | <p align="center"><b>Media Resources</b></p>   | <p align="center"><b>Teacher Resources</b></p> <p>-novel curriculum guide</p>   | <p align="center"><b>Media Resources</b></p> <p>-film (1963 and 1990 version) in school library</p>       |
| <p align="center"><b>Assessment Activities</b></p> <p>-Vocab 7-9 quiz</p>   | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>      | <p align="center"><b>Assessment Activities</b></p> <p>-Vocab 10-12 quiz<br/>                     -Final Test</p>  | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>                         |

| Week 15  |   | Week 16  |   |
|--|---|--|---|
| <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b><br/>                     Language Strands: 1,2,4,5<br/>                     Reading &amp; Lit. Strands: 8,9,10,11,14,15<br/>                     Composition Strands: 19,22,23</p> |   | <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b><br/>                     Language Strands: 1,2,4,5<br/>                     Reading &amp; Lit. Strands: 8,9,10,11,14,15<br/>                     Composition Strands: 19,20,21,22,23</p> |   |
| <p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><b>Poetry</b></p> <p>“The Bridegroom” by Puskin, “The Guitar” by Lorca, “The Fish” by Bishop, “Danny Deever” by Kipling</p>   |   | <p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><b>Poetry</b></p> <p align="center">Sonnet selections from Shakespeare and Petrarch</p>   |   |
| <p align="center"><b>Objectives</b></p> <p>-Narrative Poetry<br/>                     -Lyric Poetry: rhyme, rhythm, repetition</p>   | <p align="center"><b>Essential Question</b></p> <p>How do a poem’s elements of style convey meaning and a sense of experience for the reader?</p> | <p align="center"><b>Objectives</b></p> <p>Elements of the Italian (Petrarchan) and English (Shakespearean) sonnets (e.g. rhyming couplet, iambic pentameter, quatrain, etc.)</p>  | <p align="center"><b>Essential Question</b></p>                                   |
| <p align="center"><b>Teacher Resources</b></p> <p>-Prentice Hall Literature Mass. Tenth Grade Edition</p>  | <p align="center"><b>Media Resources</b></p> <p>Prentice Hall Supplements</p>   | <p align="center"><b>Teacher Resources</b></p> <p>Sonnets can be found on the Internet or in library</p>   | <p align="center"><b>Media Resources</b></p> <p>Internet sources for sonnets</p>  |
| <p align="center"><b>Assessment Activities</b></p> <p>-Supplemental worksheets<br/>                     -Anthology questions<br/>                     -Supplemental quizzes</p>  | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>   | <p align="center"><b>Assessment Activities</b></p> <p>-Production of personal sonnet that adheres to either form<br/>                     -Quiz on elements of Narrative and Lyric poems and English and Italian Sonnets</p>   | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p> |

| Week 17  |   | Week 18   |   |
|--|---|---|---|
| <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b><br/>                     Language Strands: 1,2,4,5,6<br/>                     Reading &amp; Lit. Strands: 8,9,10,11,12,15,16<br/>                     Composition Strands: 19,22,23<br/>                     Media Strands: 26</p> |   | <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b><br/>                     Language Strands: 1,2,4,5,6<br/>                     Composition Strands: 19,22,23<br/>                     Reading &amp; Lit. Strands: 8,9,10,11,12,15,16</p> |   |
| <p align="center"><b>Unit/Topic/Lesson</b><br/> <b>Novel Unit #2</b><br/> <i>To Kill a Mockingbird</i><br/> <b>Chapters 1-6</b></p>  |   | <p align="center"><b>Unit/Topic/Lesson</b><br/> <b>Novel Unit #2</b><br/> <i>To Kill a Mockingbird</i><br/> <b>Chapters 7-14</b></p>  |   |
| <p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>-Establish the setting of the novel</li> <li>-Establish point of view</li> <li>-Establish characterization</li> </ul>   | <p align="center"><b>Essential Question</b></p> <p>How can a novel present to the reader a time in history differently than a history book or class does?</p> | <p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>-Examine how the time period dictates many of the characters' thoughts, feelings, and actions</li> </ul>   | <p align="center"><b>Essential Question</b></p> <p>How are we all, to some degree, products of our environment?</p> |
| <p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>-Novel curriculum guide</li> <li>-Harper Lee biography</li> </ul>  | <p align="center"><b>Media Resources</b></p> <p>BBC's "In Context"</p>  | <p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>-Novel curriculum guide</li> <li>-"Morphine" handout</li> </ul>   | <p align="center"><b>Media Resources</b></p>  |
| <p align="center"><b>Assessment Activities</b></p> <ul style="list-style-type: none"> <li>-chapter questions and discussion</li> </ul>   | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>   | <p align="center"><b>Assessment Activities</b></p> <ul style="list-style-type: none"> <li>-Vocab 1 Quiz</li> <li>-chapter questions and discussion</li> <li>-Part I Test</li> </ul>   | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>                                   |

| Week 19  |   | Week 20  |   |
|--|---|--|---|
| <p style="text-align: center;"><b><i>Performance Standards</i></b></p> <p><b><i>Curriculum Frameworks:</i></b><br/>                     Language Strands: 1,2,4,5,6<br/>                     Reading &amp; Lit. Strands: 8,9,10,11,12,15,16<br/>                     Composition Strands: 19,22,23</p> |   | <p style="text-align: center;"><b><i>Performance Standards</i></b></p> <p><b><i>Curriculum Frameworks:</i></b><br/>                     Language Strands: 1,2,4,5,6<br/>                     Reading &amp; Lit. Strands: 8,9,10,11,12,15,16<br/>                     Composition Strands: 19,22,23</p> |   |
| <p><b>Unit/Topic/Lesson</b></p> <p><b>Novel Unit #2</b><br/> <b><i>To Kill a Mockingbird</i></b><br/> <b>Chapters 15-21</b></p>  |   | <p><b>Unit/Topic/Lesson</b></p> <p><b>Novel Unit #2</b><br/> <b><i>To Kill a Mockingbird</i></b><br/> <b>Chapters 22-27</b></p>  |   |
| <p style="text-align: center;"><b>Objectives</b></p> <p>-Explore the themes of the novel<br/>                     -Analyze the motivations behind each character's actions</p>   | <p style="text-align: center;"><b>Essential Question</b></p> <p>Why is it so difficult to truly question the world around you and why is it necessary to do so?</p> | <p style="text-align: center;"><b>Objectives</b></p> <p>-Explore the themes of the novel<br/>                     -Analyze the motivations behind and consequences of each character's actions</p>   | <p style="text-align: center;"><b>Essential Question</b></p> <p>What major elements of American history play roles in this work of fiction?</p> |
| <p style="text-align: center;"><b>Teacher Resources</b></p> <p>-Novel curriculum guide<br/>                     -"Scottsboro Boys" handout</p>   | <p style="text-align: center;"><b>Media Resources</b></p>   | <p style="text-align: center;"><b>Teacher Resources</b></p> <p>-Novel curriculum guide</p>   | <p style="text-align: center;"><b>Media Resources</b></p>   |
| <p style="text-align: center;"><b>Assessment Activities</b></p> <p>-Vocab 2 Quiz<br/>                     -Pop reading quiz<br/>                     -Chapter questions and discussion</p>   | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>   | <p style="text-align: center;"><b>Assessment Activities</b></p> <p>-chapter questions and discussions</p>  | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>   |

| Week 21   |  | Week 22  |   |
|---|--|--|---|
| <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b><br/>                     Language Strands: 1,2,4,5,6<br/>                     Reading &amp; Lit. Strands: 8,9,10,11,12,15,16<br/>                     Composition Strands: 19,22,23</p> |  | <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b><br/>                     Language Strands: 1,2,4,5,6<br/>                     Reading &amp; Lit. Strands: 8,9,10,11,12,15,16<br/>                     Composition Strands: 19,22,22,23<br/>                     Media Strand: 26</p> |   |
| <p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><b>Novel Unit #2</b><br/> <b><i>To Kill a Mockingbird</i></b><br/> <b>Chapters 28-31</b></p>   |  | <p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><b>Novel Unit #2</b><br/> <b><i>To Kill a Mockingbird</i></b><br/> <b>Final Assessments</b></p>   |   |
| <p align="center"><b>Objectives</b></p> <p>-Understand and articulate the mindset and motivating factors for each character's understanding, behavior, and response to the major events of the novel.</p>   | <p align="center"><b>Essential Question</b></p> <p>-How do our individual experiences shape our perspective?</p> | <p align="center"><b>Objectives</b></p> <p>-Draw parallels between historical fact and events of novel<br/>                     -Research time period for further evidence of book's truisms</p>   | <p align="center"><b>Essential Question</b></p> <p>How can a historical novel still be relevant in another era?</p> |
| <p align="center"><b>Teacher Resources</b></p> <p>-Novel curriculum guide</p>   | <p align="center"><b>Media Resources</b></p>   | <p align="center"><b>Teacher Resources</b></p> <p>-Novel curriculum guide</p>  | <p align="center"><b>Media Resources</b></p> <p><i>To Kill a Mockingbird</i> film found in library</p>              |
| <p align="center"><b>Assessment Activities</b></p> <p>-Vocab 3 quiz<br/>                     -Chapter questions and discussion</p>  | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>                                | <p align="center"><b>Assessment Activities</b></p> <p>-Final Vocabulary Test<br/>                     -Novel test</p>  | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>                                   |

| Week 23  |   | Week 24  |  |
|--|---|--|--|
| <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b></p> <p>Language Strands: 1,2,5,6<br/>Composition Strands: 19,21,22</p>     |   | <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b></p> <p>Language Strands: 1,2 4,5,6<br/>Composition Strands: 19, 21, 22</p> |  |
| <p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><b>Grammar Usage</b></p>  |   | <p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><b>Grammar/Vocabulary</b></p>   |  |
| <p align="center"><b>Objectives</b></p> <p>-Punctuation and marks of delineation, capitalization, subject/verb agreement, parts of speech, quotation marks</p> | <p align="center"><b>Essential Question</b></p> <p>How does proper grammar make writing more effective?</p> | <p align="center"><b>Objectives</b></p> <p>-Homonyms, numbers, Roman numerals, sentence editing</p>  | <p align="center"><b>Essential Question</b></p> <p>How does having a command of grammar make writing easier?</p> |
| <p align="center"><b>Teacher Resources</b></p> <p>Warriner's Grammar Textbook</p>  | <p align="center"><b>Media Resources</b></p>  | <p align="center"><b>Teacher Resources</b></p> <p>Warriner's Grammar Textbook</p>  | <p align="center"><b>Media Resources</b></p>   |
| <p align="center"><b>Assessment Activities</b></p> <p>Textbook activities</p>  | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>                           | <p align="center"><b>Assessment Activities</b></p> <p>Textbook activities</p>  | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>                                |

| Week 25   |   | Week 26   |  |
|---|---|---|--|
| <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b></p> <p>Language Strands: 1,2,4,5<br/>                     Reading &amp; Lit. Strands: 8,9,10,11,14,15,17<br/>                     Media Strand: 26</p>                                  |   | <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b></p> <p>Language Strands: 1,2,4,5<br/>                     Reading &amp; Lit. Strands: 8,9,10,11,14,15,17<br/>                     Composition Strands: 19,22,23<br/>                     Media Strand: 26</p> |  |
| <p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><b>Novel Unit # 3</b></p> <p align="center"><b>Othello</b></p> <p align="center"><b>Introduction</b></p>   |   | <p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><b>Novel Unit # 3</b></p> <p align="center"><b>Othello</b></p> <p align="center"><b>Act I</b></p>  |  |
| <p align="center"><b>Objectives</b></p> <p>-Explore themes of jealousy, love, betrayal, loyalty, and friendship<br/>                     -Familiarize students with the basic construct of the play's plot<br/>                     -Review basic Shakespearean history</p> | <p align="center"><b>Essential Question</b></p> <p>How can emotions affect the decisions we make?</p> | <p align="center"><b>Objectives</b></p> <p>-Exposition<br/>                     -Character and Characterization<br/>                     -Language familiarity</p>  | <p align="center"><b>Essential Question</b></p> <p>Why do people behave duplicitously?</p> |
| <p align="center"><b>Teacher Resources</b></p> <p>-Curriculum Guides<br/>                     -Novel Unit Guides</p>  | <p align="center"><b>Media Resources</b></p> <p>“O” (1990s) the film can be found in the library</p>  | <p align="center"><b>Teacher Resources</b></p> <p>-Curriculum Guides<br/>                     -Novel Unit Guides</p>  | <p align="center"><b>Media Resources</b></p> <p>-<i>Othello</i> on CD</p>                  |
| <p align="center"><b>Assessment Activities</b></p> <p>Student discussion</p>  | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>                     | <p align="center"><b>Assessment Activities</b></p> <p>-Scene questions</p>  | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>          |

| Week 27  |   | Week 28   |  |
|--|---|---|--|
| <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b></p> <p>Language Strands:1,2,4,5<br/>                     Reading &amp; Lit. Strands: 8,9,10,11,14,15,17<br/>                     Composition Strands: 19,22,23<br/>                     Media Strand: 26</p> |   | <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b></p> <p>Language Strands: 1,2,4,5<br/>                     Reading &amp; Lit. Strands: 8,9,10,11,14,15,17<br/>                     Composition Strands: 19,22,23<br/>                     Media Strand: 26</p> |  |
| <p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><b>Novel Unit # 3</b></p> <p align="center"><b>Othello</b></p> <p align="center"><b>Act II</b></p>  |   | <p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><b>Novel Unit # 3</b></p> <p align="center"><b>Othello</b></p> <p align="center"><b>Act III</b></p>  |  |
| <p align="center"><b>Objectives</b></p> <p>-Rising Actions (Plot)<br/>                     -Character analysis<br/>                     -Theme analysis</p>  | <p align="center"><b>Essential Question</b></p> <p>Why and how is Othello treated differently from other men?</p> | <p align="center"><b>Objectives</b></p> <p>-Theme<br/>                     -Comfort and ease reading out loud<br/>                     -Analyze Iago's rhetoric</p>   | <p align="center"><b>Essential Question</b></p> <p>How is rhetoric power?</p>            |
| <p align="center"><b>Teacher Resources</b></p> <p>-Curriculum Guides<br/>                     -Novel Unit Guides</p>   | <p align="center"><b>Media Resources</b></p> <p align="center"><i>-Othello</i> on CD</p>                          | <p align="center"><b>Teacher Resources</b></p> <p>-Curriculum Guides<br/>                     -Novel Unit Guides</p>  | <p align="center"><b>Media Resources</b></p> <p align="center"><i>-Othello</i> on CD</p> |
| <p align="center"><b>Assessment Activities</b></p> <p>-Scene questions</p>   | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>                                 | <p align="center"><b>Assessment Activities</b></p> <p>-Scene questions<br/>                     -Acts I-III quiz</p>  | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>        |

| Week 29   |  | Week 30   |  |
|---|--|---|--|
| <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b></p> <p>Language Strands: 1,2,4,5<br/>                     Reading &amp; Lit. Strands: 8,9,10,11,14,15,17<br/>                     Composition Strands: 19,22,23<br/>                     Media Strand: 26</p> |  | <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b></p> <p>Language Strands: 1,2,4,5<br/>                     Reading &amp; Lit. Strands: 8,9,10,11,14,15,17<br/>                     Composition Strands: 19,22,23<br/>                     Media Strand: 26</p> |  |
| <p align="center"><b>Unit/Topic/Lesson</b><br/>                     Novel Unit #3<br/>                     Othello<br/>                     Act IV</p>  |  | <p align="center"><b>Unit/Topic/Lesson</b><br/>                     Novel Unit #3<br/>                     Othello<br/>                     Act V and Final Assessment(s)</p>   |  |
| <p align="center"><b>Objectives</b></p> <p>-Read aloud with appropriate emotion, inflection, etc.<br/>                     -Make predictions for Act V</p>  | <p align="center"><b>Essential Question</b></p> <p>“What makes for a strong research topic?”</p> | <p align="center"><b>Objectives</b></p> <p>-Static/dynamic characters<br/>                     -Fates of characters</p>   | <p align="center"><b>Essential Question</b></p> <p>Why is <i>Othello</i> considered a tragedy?</p>               |
| <p align="center"><b>Teacher Resources</b></p> <p>-Curriculum guide<br/>                     -Novel unit guide</p>  | <p align="center"><b>Media Resources</b></p> <p><i>Othello</i> on CD</p>                         | <p align="center"><b>Teacher Resources</b></p> <p>-Curriculum guide<br/>                     -Novel unit guide</p>  | <p align="center"><b>Media Resources</b></p> <p><i>Othello</i> on CD<br/> <i>Othello</i> on DVD (Fishbourne)</p> |
| <p align="center"><b>Assessment Activities</b></p> <p>-Scene questions</p>  | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>                | <p align="center"><b>Assessment Activities</b></p> <p>-Scene questions<br/>                     Final Test</p>  | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>                                |

| Week 31   |  | Week 32   |  |
|---|--|---|--|
| <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b></p> <p>Language Strands: 1,2,4<br/>                     Reading &amp; Lit. Strands: 8,9,13<br/>                     Composition Strands: 19,20,21,22,23,24,25<br/>                     Media Strand: 26</p> |  | <p align="center"><b>Performance Standards</b></p> <p><b>Curriculum Frameworks:</b></p> <p>Language Strands: 1,2,4<br/>                     Reading &amp; Lit. Strands: 8,9,13<br/>                     Composition Strands: 19,20,21,22,23,24,25<br/>                     Media Strand: 26</p> |  |
| <p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><b>Research Paper</b></p>  |  | <p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><b>Research Paper</b></p>  |  |
| <p align="center"><b>Objectives</b></p> <p>-Proper, effective, research techniques<br/>                     -Proper citation of sources<br/>                     -Plagiarism</p>  | <p align="center"><b>Essential Question</b></p> <p>What makes for a strong research topic?</p>                     | <p align="center"><b>Objectives</b></p> <p>-Proper, effective research techniques<br/>                     -Proper citation of sources<br/>                     -Plagiarism<br/>                     -Revision</p>  | <p align="center"><b>Essential Question</b></p> <p>How can you become a more efficient researcher?</p>     |
| <p align="center"><b>Teacher Resources</b></p> <p>Pacing guide</p>  | <p align="center"><b>Media Resources</b></p> <p>-Plagiarism video<br/>                     -MLA Citation Maker</p> | <p align="center"><b>Teacher Resources</b></p> <p>Pacing guide</p>  | <p align="center"><b>Media Resources</b></p> <p>-Internet<br/>                     -MLA Citation Maker</p> |
| <p align="center"><b>Assessment Activities</b></p> <p>Student preparation for final paper.</p>  | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>                                  | <p align="center"><b>Evaluation/Activities</b></p> <p>3-5 Page research paper</p>   | <p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>                          |