

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

Week 3		Week 4	
<p align="center">Performance Standards</p> <p>Curriculum Frameworks: Language Strands: 1,2,4,5 Reading & Lit. Strands: 8,9,10,12,15 Media Strand: 26 Composition Strands: 19,22,23</p>		<p align="center">Performance Standards</p> <p>Curriculum Frameworks: Language Strands: 1,2,4,5 Reading & Lit. Strands: 8,9,10,11,12,15 Composition Strands: 19,22,23 Media Strand: 26</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Literary Devices: Fiction Short Stories “One Thousand Dollars” by O. Henry and “The Waters of Babylon” by Stephen Vincent Benét and “Masque of the Red Death” by Edgar Allen Poe</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">Literary Devices: Non-fiction “Marian Anderson, Famous Concert Singer” by Langston Hughes and “Tepeyac” by Sandra Cisneros</p>	
<p align="center">Objectives</p> <ul style="list-style-type: none"> -Identify the Narrator; Point of View: first person, third person limited, third person omniscient. -Identify Dramatic Irony -Symbolism, allegory, theme 	<p align="center">Essential Question</p> <p>“How does the author’s choice of narrator affect the telling/understanding of the story?”</p>	<p align="center">Objectives</p> <ul style="list-style-type: none"> -Style: diction and syntax -Compare literary works -Purpose 	<p align="center">Essential Question</p> <p>“How can the style of an author’s writing advance his purpose?”</p>
<p align="center">Teacher Resources</p> <ul style="list-style-type: none"> -Prentice Hall Literature Mass. Tenth Grade Edition -Prentice Hall Supplements 	<p align="center">Media Resources</p> <ul style="list-style-type: none"> -Prentice Hall “Listening to Literature” Audio Program 	<p align="center">Teacher Resources</p> <ul style="list-style-type: none"> -Prentice Hall Literature Mass. Tenth Grade Edition -Prentice Hall Supplements 	<p align="center">Media Resources</p> <ul style="list-style-type: none"> -Prentice Hall “Listening to Literature” Audio Program
<p align="center">Assessment Activities</p> <ul style="list-style-type: none"> -Review plot diagramming with two new stories -Supplemental workbook activities -Textbook questions -Class discussion -Unit 1 terms quiz 	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Assessment Activities</p> <ul style="list-style-type: none"> -Supplemental workbook activities -Textbook questions -Class discussion -Write own work focusing on style and purpose 	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 5		Week 6	
<p align="center">Performance Standards</p> <p>Curriculum Frameworks: Language Strands: 1,2,4,5 Reading & Lit. Strands: 8,9,10,12,15 Composition Strands: 19,22,23</p>		<p align="center">Performance Standards</p> <p>Curriculum Frameworks: Language Strands: 1,2,4,5 Reading & Lit. Strands: 8,9,12,13,14,15 Composition Strands: 19,20,21,22,23</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Literary Devices: Non-fiction from <i>Swimming to Antarctica</i> by Lynne Cox and from <i>I Know Why the Caged Bird Sings: "Occupation: Conductorette"</i> by Maya Angelou</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">MCAS Prep: multiple choice and writing</p>	
<p align="center">Objectives</p> <ul style="list-style-type: none"> -Using prior knowledge to make predictions -Author's perspective 	<p align="center">Essential Question</p> <p>"How does making predictions while reading engage the reader and create greater understanding?"</p>	<p align="center">Objectives</p> <ul style="list-style-type: none"> -Thesis statement development -Short essay development -Five-paragraph essay review -Identify question types 	<p align="center">Essential Question</p> <p>"How can the practice of certain tasks provide confidence and comfort?"</p>
<p align="center">Teacher Resources</p> <ul style="list-style-type: none"> -Prentice Hall Literature Mass. Tenth Grade Edition -Prentice Hall Supplements 	<p align="center">Media Resources</p> <ul style="list-style-type: none"> -Prentice Hall "Listening to Literature" Audio Program 	<p align="center">Teacher Resources</p> <ul style="list-style-type: none"> MCAS English Language Arts practice book 	<p align="center">Media Resources</p>
<p align="center">Assessment Activities</p> <ul style="list-style-type: none"> -Supplemental workbook activities -Textbook questions -Class discussion 	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Assessment Activities</p> <p>Review of students' responses</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 7			
<p style="text-align: center;">Performance Standards</p> <p>Curriculum Frameworks: Language Strands: 1,2,4,5 Reading & Lit. Strands: 8,9,10,11,14,15 Composition Strands: 19,22,23</p>		<p style="text-align: center;">Performance Standards</p> <p>Curriculum Frameworks:</p>	
<p>Unit/Topic/Lesson</p> <p>Poetry “The Bridegroom” by Puskin, “The Guitar” by Lorca, “The Fish” by Bishop, “Danny Deever” by Kipling and Sonnet selections from Shakespeare and Petrarch</p>		<p>Unit/Topic/Lesson</p>	
<p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> -Narrative Poetry -Lyric Poetry: rhyme, rhythm, repetition -Elements of Italian and English sonnets 	<p style="text-align: center;">Essential Question</p> <p>How do a poem’s elements of style convey meaning and a sense of experience for the reader?</p>	<p style="text-align: center;">Objectives</p>	<p style="text-align: center;">Essential Question</p>
<p style="text-align: center;">Teacher Resources</p> <ul style="list-style-type: none"> -Prentice Hall Literature Mass. Tenth Grade Edition -Prentice Hall Supplements 	<p style="text-align: center;">Media Resources</p>	<p style="text-align: center;">Teacher Resources</p>	<p style="text-align: center;">Media Resources</p>
<p style="text-align: center;">Assessment Activities</p> <ul style="list-style-type: none"> -Supplemental worksheets -Anthology questions -Supplemental quizzes -Production of personal sonnet that adheres to either form -Quiz on elements of Narrative and Lyric poems and English and Italian sonnets 	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p style="text-align: center;">Assessment Activities</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 8		Week 9	
<p align="center">Performance Standards</p> <p>Curriculum Frameworks: Language Strands: 1,2,4,5 Reading & Lit. Strands: 8,9,10,12,15</p>		<p align="center">Performance Standards</p> <p>Curriculum Frameworks: Language Strands: 1,2,4,5 Reading & Lit. Strands: 8,9,10,12,15</p>	
<p align="center">Unit/Topic/Lesson Novel Unit #1</p> <p align="center"><i>Lord of the Flies</i> <i>Chapters 1-2</i></p>		<p align="center">Unit/Topic/Lesson Novel Unit # 1</p> <p align="center"><i>Lord of the Flies</i> <i>Chapters 3-5</i></p>	
<p align="center">Objectives</p> <ul style="list-style-type: none"> -Solidify the dynamics of the various relationships of the boys on the island -Literary devices: setting, pt. of view, characterization, imply/infer -Vocabulary 	<p align="center">Essential Question</p> <p align="center">“Are humans inherently good or inherently evil?”</p>	<p align="center">Objectives</p> <ul style="list-style-type: none"> -Symbolism of the conch -Lit. terms: figurative language, simile, metaphor, symbol, verbal irony -Vocabulary 	<p align="center">Essential Question</p> <p align="center">“How do parts of the landscape symbolize each of the characters?”</p>
<p align="center">Teacher Resources</p> <ul style="list-style-type: none"> -novel curriculum guide -Golding obituary 	<p>Media Resources</p>		<p align="center">Teacher Resources</p> <ul style="list-style-type: none"> -novel curriculum guide
<p align="center">Assessment Activities</p> <p>-Vocab 1-2 Quiz</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>		<p align="center">Assessment Activities</p> <p>Class discussion; students’ understanding of assigned literary devices.</p> <p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 10		Week 11	
<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p> <p>Language Strands: 1,2,4,5 Reading & Lit Strands: 8,9,10,12,15 Composition Strands: 19,22,23</p>		<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p> <p>Language Strands: 1,2,4,5 Reading & Lit. Strands: 8,9,10,12,15 Composition Strands: 19,22,23 Media Strand: 26</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Novel Unit #1</p> <p align="center"><i>Lord of the Flies</i> Chapters 6-8</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">Novel Unit # 1</p> <p align="center"><i>Lord of the Flies</i> Chapters 9-12</p>	
<p align="center">Objectives</p> <p>-Lit. terms: diction, plot, parody, imagery -Vocabulary -Conceptualize the “beastie” -Lit. terms: foil, climax, personification, tone/mood -analyze the conversation Simon has with the beast</p>	<p align="center">Essential Question</p> <p>What social commentary is Golding making In this allegory?</p>	<p align="center">Objectives</p> <p>-Lit. terms: Foreshadowing, conflict (external and internal), dramatic irony, theme, motif, falling actions, protagonist, antagonist, allusion, allegory, fable -Vocabulary -Allegory</p>	<p align="center">Essential Question</p> <p>Is Golding’s allegory optimistic or pessimistic?</p>
<p align="center">Teacher Resources</p> <p>-novel curriculum guide</p>	<p align="center">Media Resources</p>	<p align="center">Teacher Resources</p> <p>-novel curriculum guide</p>	<p align="center">Media Resources</p> <p>-film (1963 and 1990 version) in school library</p>
<p align="center">Assessment Activities</p> <p>-Vocab 3-6 Quiz -Chapters 1-6 Quiz</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Assessment Activities</p> <p>-Vocab 7-9 Quiz -Final test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 12		Week 13	
<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p> <p>Language Strands: 1,2,4,5,6 Reading & Lit. Strands: 8,9,10,11,12,15,16 Composition Strands: 19,22,23</p>		<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p> <p>Language Strands: 1,2,4,5,6 Reading & Lit. Strands: 8,9,10,11,12,15,16 Composition Strands: 19,22,23</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Novel Unit #2 Ethan Frome by Edith Wharton Chapters 1-3</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">Novel Unit #2 Ethan Frome by Edith Wharton Chapters 4-6</p>	
<p align="center">Objectives</p> <p>-Establish exposition: characters, setting, premise</p>	<p align="center">Essential Question</p> <p>Why is the protagonist surrounded by mystery? What purpose does it serve?</p>	<p align="center">Objectives</p> <p>-Draw parallels between the setting and the themes</p>	<p align="center">Essential Question</p> <p>How is the setting a reflection of the characters and their experiences?</p>
<p align="center">Teacher Resources</p> <p>Novel unit guide</p>	<p align="center">Media Resources</p>	<p align="center">Teacher Resources</p> <p>Novel unit guide</p>	<p align="center">Media Resources</p>
<p align="center">Assessment Activities</p> <p>Chapter questions Class discussions</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Assessment Activities</p> <p>Chapter questions Class discussion</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 14		Week 15	
<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p> <p>Language Strands: 1,2,4,5,6 Reading & Lit. Strands: 8,9,10,11,12,15,16 Composition Strands: 19,22,23 Media Strand: 26</p>		<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p> <p>Language Strands: 1,2,5,6 Composition Strands: 19,21,22</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Novel Unit #2 Ethan Frome by Edith Wharton Chapters 7-9, Concluding Comments</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">Grammar/Vocabulary</p>	
<p align="center">Objectives</p> <p>-Explore the experience of an isolated existence -Make predictions</p>	<p align="center">Essential Question</p> <p>Are we entirely responsible for our fate?</p>	<p align="center">Objectives</p> <p>-Punctuation and marks of delineation, capitalization, subject/verb agreement, parts of speech, quotation marks, homonyms, numbers, Roman numerals, sentence editing</p>	<p align="center">Essential Question</p> <p>How does proper grammar make writing more effective?</p>
<p align="center">Teacher Resources</p> <p>-Novel unit guide</p>	<p align="center">Media Resources</p> <p>-DVD of <i>Ethan Frome</i> in library</p>	<p align="center">Teacher Resources</p> <p>Warriner's Grammar Textbook</p>	<p align="center">Media Resources</p>
<p align="center">Assessment Activities</p> <p>Chapter Questions Class discussion Final Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Assessment Activities</p> <p>Textbook activities</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 16		Week 17	
<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p> <p>Language Strands: 1,2,4,5,6 Reading & Lit. Strands: 8,9,10,11,12,15,16 Composition Strands: 19,22,23 Media Strand: 26</p>		<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p> <p>Language Strands: 1,2,4,5,6 Reading & Lit. Strands: 8,9,10,11,12,15,16 Composition Strands: 19,22,23</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Novel Unit #3</p> <p align="center">To Kill a Mockingbird</p> <p align="center">Chapters 1-6</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">Novel Unit #3</p> <p align="center">To Kill a Mockingbird</p> <p align="center">Chapters 7-14</p>	
<p align="center">Objectives</p> <p>-Establish the setting of the novel -Establish point of view -Establish characterization</p>	<p align="center">Essential Question</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">Objectives</p> <p>-Examine how the time period dictates many of the characters' thoughts, feelings, and actions</p>	<p align="center">Essential Question</p> <p>How are we all, to some degree, products of our environment?</p>
<p align="center">Teacher Resources</p> <p>-Novel curriculum guide -Harper Lee biography</p>	<p align="center">Media Resources</p> <p>BBC's "In Context"</p>	<p align="center">Teacher Resources</p> <p>-Novel curriculum guide -"Morphine" handout</p>	<p align="center">Media Resources</p>
<p align="center">Assessment Activities</p> <p>-chapter questions and discussion</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Assessment Activities</p> <p>-Vocab 1 Quiz -chapter questions and discussion -Part I Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 18		Week 19	
<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p> <p>Language Strands: 1,2,4,5,6 Reading & Lit. Strands: 8,9,10,11,12,15,16 Composition Strands: 19,22,23</p>		<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p> <p>Language Strands: 1,2,4,5,6 Reading & Lit. Strands: 8,9,10,11,12,15,16 Composition Strands: 19,22,23</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Novel Unit #3 To Kill a Mockingbird Chapters 15-21</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">Novel Unit #3 To Kill a Mockingbird Chapters 22-27</p>	
<p align="center">Objectives</p> <p>-Explore the themes of the novel -Analyze the motivations behind each character's actions</p>	<p align="center">Essential Question</p> <p>Why is it so difficult to truly question the world around you and why is it necessary to do so?</p>	<p align="center">Objectives</p> <p>-Explore the themes of the novel -Analyze the motivations behind and consequences of each character's actions</p>	<p align="center">Essential Question</p> <p>What major elements of American history play roles in this work of fiction?</p>
<p align="center">Teacher Resources</p> <p>-Novel curriculum guide -"Scottsboro Boys" handout</p>	<p align="center">Media Resources</p>	<p align="center">Teacher Resources</p> <p>-Novel curriculum guide</p>	<p align="center">Media Resources</p>
<p align="center">Assessment Activities</p> <p>-Vocab 2 Quiz -Pop reading quiz -Chapter questions and discussion</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Assessment Activities</p> <p>-chapter questions and discussions -Vocab 3 quiz</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 20			
<p align="center">Performance Standards</p> <p>Curriculum Frameworks: Language Strands: 1,2,4,5,6 Media Strand: 26 Reading & Lit. Strands: 8,9,10,11,12,15,16 Composition Strands: 19,22,23</p>		<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Novel Unit #3 To Kill a Mockingbird Chapters 28-31</p>		<p align="center">Unit/Topic/Lesson</p>	
<p align="center">Objectives</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. -Draw parallels between historical fact and events of novel -Research time period for further evidence of book’s truisms</p>	<p align="center">Essential Question</p> <p>-How do our individual experiences shape our perspective? -How can a historical novel still be relevant in another era?</p>	<p align="center">Objectives</p>	<p align="center">Essential Question</p>
<p align="center">Teacher Resources</p> <p>-Novel curriculum guide</p>	<p align="center">Media Resources</p> <p><i>To Kill a Mockingbird</i> film found in library</p>	<p align="center">Teacher Resources</p>	<p align="center">Media Resources</p>
<p align="center">Assessment Activities</p> <p>-Final vocabulary test -Chapter questions and discussion -Novel test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Assessment Activities</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 21		Week 22	
<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p> <p>Language Strands: 1,2,4,5 Reading & Lit. Strands: 8,9,10,11,14,15,17 Media Strand: 26</p>		<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p> <p>Language Strands: 1,2,4,5 Reading & Lit Strands: 8,9,10,11,14,15,17 Composition Strands: 19,22,23 Media Strand: 26</p>	
<p align="center">Unit/Topic/Lesson Novel Unit # 3 Othello Introduction</p>		<p align="center">Unit/Topic/Lesson Novel Unit # 3 Othello Act I</p>	
<p align="center">Objectives</p> <p>-Explore themes of jealousy, love, betrayal, loyalty, and friendship -Familiarize students with the basic construct of the play's plot -Review basic Shakespearean history</p>	<p align="center">Essential Question</p> <p>How can emotions affect the decisions we make?</p>	<p align="center">Objectives</p> <p>-Exposition -Character and Characterization -Language familiarity</p>	<p align="center">Essential Question</p> <p>Why do people behave duplicitously?</p>
<p align="center">Teacher Resources</p> <p>-Curriculum Guides -Novel Unit Guides</p>	<p align="center">Media Resources</p> <p>“O” (1990s) the film can be found in the library</p>	<p align="center">Teacher Resources</p> <p>-Curriculum Guides -Novel Unit Guides</p>	<p align="center">Media Resources</p> <p>-<i>Othello</i> on CD</p>
<p align="center">Assessment Activities</p> <p>Student discussion</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Assessment Activities</p> <p>-Scene questions</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 23		Week 24	
<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p> <p>Language Strands: 1,2,4,5 Reading & Lit. Strands: 8,9,10,11,14,15,17 Composition Strands: 19,22,23 Media Strand: 26</p>		<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p> <p>Language Strands: 1,2,4,5 Reading & Lit. Strands: 8,9,10,11,14,15,17 Composition Strands, 19,22,23 Media Strand: 26</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Novel Unit # 3</p> <p align="center">Othello</p> <p align="center">Act II</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">Novel Unit # 3</p> <p align="center">Othello</p> <p align="center">Act III</p>	
<p align="center">Objectives</p> <p>-Rising Actions (Plot) -Character analysis -Theme analysis</p>	<p align="center">Essential Question</p> <p>Why and how is Othello treated differently from other men?</p>	<p align="center">Objectives</p> <p>-Theme -Comfort and ease reading out loud -Analyze Iago's rhetoric</p>	<p align="center">Essential Question</p> <p>How is rhetoric power?</p>
<p align="center">Teacher Resources</p> <p>-Curriculum Guides -Novel Unit Guides</p>	<p align="center">Media Resources</p> <p align="center"><i>-Othello on CD</i></p>	<p align="center">Teacher Resources</p> <p>-Curriculum Guides -Novel Unit Guides</p>	<p align="center">Media Resources</p> <p align="center"><i>-Othello on CD</i></p>
<p align="center">Assessment Activities</p> <p>-Scene questions</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Assessment Activities</p> <p>-Scene questions -Acts I-III quiz</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 25		Week 26	
<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p> <p>Language Strands: 1,2,4,5 Reading & Lit. Strands: 8,9,10,11,14,15,17 Composition Strands, 19,22,23 Media Strand, 26</p>		<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p> <p>Language Strands: 1,2,4,5 Reading & Lit. Strands: 8,9,10,11,14,15,17 Composition Strands; 19,22,23 Media Strand: 26</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Novel Unit #3</p> <p align="center">Othello</p> <p align="center">Act IV</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">Novel Unit #3</p> <p align="center">Othello</p> <p align="center">Act V</p>	
<p align="center">Objectives</p> <p>-Read aloud with appropriate emotion, inflection, etc. -Make predictions for Act V</p>	<p align="center">Essential Question</p> <p>“What makes for a strong research topic?”</p>	<p align="center">Objectives</p> <p>-Static/dynamic characters -Fates of characters</p>	<p align="center">Essential Question</p> <p>Why is <i>Othello</i> considered a tragedy?</p>
<p align="center">Teacher Resources</p> <p>-Curriculum guide -Novel unit guide</p>	<p align="center">Media Resources</p> <p><i>Othello</i> on CD</p>	<p align="center">Teacher Resources</p> <p>-Curriculum guide -Novel unit guide</p>	<p align="center">Media Resources</p> <p><i>Othello</i> on CD <i>Othello</i> on DVD (Fishbourne)</p>
<p align="center">Assessment Activities</p> <p>-Scene questions</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Assessment Activities</p> <p>-Scene questions Final Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 27		Week 28	
<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p> <p>Language Strands: 1,2,4 Reading & Lit Strands: 8,9,13 Composition Strands: 19,20,21,22,23,24,25 Media Strand: 26</p>		<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p> <p>Language Strands: 1,2,4 Reading & Lit. Strands: 8,9,13 Composition Strands: 19,20 21 22,23,24,25</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Research Paper</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">Research Paper</p>	
<p align="center">Objectives</p> <p>-Proper, effective, research techniques -Proper citation of sources -Plagiarism</p>	<p align="center">Essential Question</p> <p>What makes for a strong research topic?</p>	<p align="center">Objectives</p> <p>-Proper, effective research techniques -Proper citation of sources -Plagiarism -Revision</p>	<p align="center">Essential Question</p> <p>How can you become a more efficient researcher?</p>
<p align="center">Teacher Resources</p> <p>Pacing guide</p>	<p align="center">Media Resources</p> <p>-Plagiarism video -MLA Citation Maker</p>	<p align="center">Teacher Resources</p> <p>Pacing guide</p>	<p align="center">Media Resources</p> <p>-Internet -MLA Citation Maker</p>
<p align="center">Assessment Activities</p> <p>Student preparation for the final paper</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>3-5 Page research paper</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 29		Week 30	
<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p> <p>Language Strands: 1,2,4,5 Reading & Lit. Strands: 8,9,10,12,15 Composition Strands: 19,22,23</p>		<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p> <p>Language Strands: 1,2,4,5 Reading & Lit. Strands: 8,9,10,12,15 Composition Strands: 19,22,23</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Novel Unit #4 The Great Gatsby Chapters 1-2</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">Novel Unit #4 The Great Gatsby Chapters 3-4</p>	
<p align="center">Objectives</p> <p>-Familiarity with historical era -F. Scott Fitzgerald biography -zeitgeist</p>	<p align="center">Essential Question</p> <p>How may Fitzgerald's life have influenced his writing?</p>	<p align="center">Objectives</p> <p>-symbolism -making inferences</p>	<p align="center">Essential Question</p> <p>What kind of commentary is Fitzgerald making about the 1920s?</p>
<p align="center">Teacher Resources</p> <p>Novel unit guide</p>	<p align="center">Media Resources</p>	<p align="center">Teacher Resources</p> <p>Novel unit guide</p>	<p align="center">Media Resources</p>
<p align="center">Assessment Activities</p> <p>-chapter questions, vocabulary, journal entries</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Assessment Activities</p> <p>Chapters 1-3 Quiz -chapter questions, vocabulary, journal entries</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 31		Week 32	
<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p> <p>Language Strands: 1,2,4,5 Reading & Lit. Strands: 8,9,10,11,12,15 Composition Strands: 19,22,23</p>		<p align="center">Performance Standards</p> <p>Curriculum Frameworks:</p> <p>Language Strands: 1,2,4,5 Reading & Lit. Strands: 8,9,10,11,12,15 Composition Strands: 19,22,23 Media Strands: 26</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Novel Unit #4</p> <p align="center">The Great Gatsby</p> <p align="center">Chapters 5-6</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">Novel Unit #4</p> <p align="center">The Great Gatsby</p> <p align="center">Final Activities</p>	
<p align="center">Objectives</p> <p>-journal writing -analyze the usage of dialogue -point of view</p>	<p align="center">Essential Question</p> <p>Why is it necessary for the narrator to be an "outsider"?</p>	<p align="center">Objectives</p> <p>-making predictions</p>	<p align="center">Essential Question</p> <p>How is Gatsby a metaphor for the American Dream?</p>
<p align="center">Teacher Resources</p> <p>Novel unit guide</p>	<p align="center">Media Resources</p>	<p align="center">Teacher Resources</p> <p>Novel unit guide</p>	<p align="center">Media Resources</p> <p>-Film version on DVD in library</p>
<p align="center">Assessment Activities</p> <p>-chapter questions, vocabulary, journal entries</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Assessment Activities</p> <p>-chapter questions, vocabulary, journal entries 'Scene not Seen' video assignment Final Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>