

ENGLISH 31		Week 1		Week 2	
Performance Standards		Performance Standards		Performance Standards	
<p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26</p>		<p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26</p>		<p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26</p>	
Unit/Topic/Lesson		Unit/Topic/Lesson		Unit/Topic/Lesson	
<p>The Crucible By Arthur Miller Author and Historical background</p>		<p>The Crucible By Arthur Miller Author and Historical background</p>		<p>The Crucible Act I</p>	
Objectives	Essential Question	Objectives	Essential Question	Objectives	Essential Question
<p>To identify/explore importance of POV To compare author's experience to characters' and to the plot To cite import of setting; time and place.</p>	<p>How does the author's experiences influence and drive the creation?</p>	<p>To explore structure of motifs To identify/analyze characters as representative To identify /analyze allusions</p>	<p>What elements of foreshadowing, symbolism and theme have already identified themselves?</p>	<p>To explore structure of motifs To identify/analyze characters as representative To identify /analyze allusions</p>	<p>What elements of foreshadowing, symbolism and theme have already identified themselves?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources	Teacher Resources	Media Resources
The Crucible	The Crucible	The Crucible	The Crucible	The Crucible	The Crucible
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completed by: Comments</p>	<p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completed by: Comments</p>	<p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completed by: Comments</p>

Week 3		Week 4	
<p align="center">Performance Standards</p> <p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26 Media Strand: 26</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26 Media Strand: 26</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">The Crucible by Arthur Miller Act II</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">The Crucible by Arthur Miller Act III</p>	
<p align="center">Objectives</p> <p>To cite parallel themes/plots To track thematic development To identify foreshadowing elements; inference and implication</p>	<p align="center">Essential Question</p> <p>How does one (who?) evaluate the worth of a living being?</p>	<p align="center">Objectives</p> <p>To identify the parallels of the subplots To anticipate the reversal of roles To identify thematic use/symbolism of time and place</p>	<p align="center">Essential Question</p> <p>What causes human beings to extend themselves to others?</p>
<p align="center">Teacher Resources</p> <p align="center">The Crucible</p>	<p align="center">Media Resources</p> <p align="center">The Crucible or Good Night, and Good Luck</p>	<p align="center">Teacher Resources</p> <p align="center">The Crucible</p>	<p align="center">Media Resources</p> <p align="center">The Crucible or Good Night, and Good Luck</p>
<p align="center">Evaluation/Activities</p> <p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 5		Week 6	
<p align="center">Performance Standards</p> <p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26 Media Strand: 26</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26 Media Strand: 26</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">The Crucible by Arthur Miller Act III</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">The Crucible by Arthur Miller Act IV</p>	
<p align="center">Objectives</p> <p>To cite parallel themes/plots To track thematic development To identify foreshadowing elements; inference and implication</p>	<p align="center">Essential Question</p> <p>How does one (who?) evaluate the worth of a living being?</p>	<p align="center">Objectives</p> <p>To identify the parallels between the play and the movie To identify thematic comparisons between the McCarthy era and the witch trials</p>	<p align="center">Essential Question</p> <p>What motivates the blind assault evidenced in the comparisons?</p>
<p align="center">Teacher Resources</p> <p align="center">The Crucible</p>	<p align="center">Media Resources</p> <p align="center">The Crucible or Good Night, and Good Luck</p>	<p align="center">Teacher Resources</p> <p align="center">The Crucible</p>	<p align="center">Media Resources</p> <p align="center">The Crucible or Good Night, and Good Luck</p>
<p align="center">Evaluation/Activities</p> <p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 7		Week 8	
<p align="center">Performance Standards</p> <p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26</p>	
<p align="center">Unit/Topic/Lesson English 31 Early American Literature</p>		<p align="center">Unit/Topic/Lesson English 31 Early American Literature</p>	
<p align="center">Objectives</p> To trace the history of European colonization To appreciate speech and language of religious colonists	<p align="center">Essential Question</p> What are the basic elements of life that make a person secure?	<p align="center">Objectives</p> To compare the viewpoints of worth of colonists and natives. To establish importance of “divine right” in colonies.	<p align="center">Essential Question</p> What is language?
<p align="center">Teacher Resources</p> The American Experience (Prentice Hall anthology)	<p align="center">Media Resources</p>	<p align="center">Teacher Resources</p> The American Experience (Prentice Hall anthology)	<p align="center">Media Resources</p>
<p align="center">Evaluation/Activities</p> <p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 9		Week 10	
<p align="center">Performance Standards</p> <p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26 Media 26</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26 Media 26</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Hamlet Historical background and Author biography</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">Hamlet Act I</p>	
<p align="center">Objectives</p> <p>To learn facts and history of Hamlet's story To place Shakespeare in historical and theater context</p>	<p align="center">Essential Question</p> <p>How and why does the story of Hamlet mirror Shakespeare's position in English theater/history?</p>	<p align="center">Objectives</p> <p>To identify setting of story To identify characters' relationships and begin to trace motives</p>	<p align="center">Essential Question</p> <p>What foreshadowing is apparent in the relationship of Horatio and Hamlet?</p>
<p align="center">Teacher Resources</p> <p align="center">Hamlet</p>	<p align="center">Media Resources</p> <p align="center">Kenneth Branagh's Hamlet</p>	<p align="center">Teacher Resources</p> <p align="center">Hamlet</p>	<p align="center">Media Resources</p> <p align="center">Kenneth Branagh's Hamlet</p>
<p align="center">Evaluation/Activities</p> <p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 11		Week 12	
<p align="center">Performance Standards</p> <p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26 Media 26</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26 Media 26</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Hamlet Act I</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">Hamlet Act II</p>	
<p align="center">Objectives</p> <p>To compare the Fortinbras/Hamlet parallel To establish Ophelia and Polonius as foils</p>	<p align="center">Essential Question</p> <p>What purpose does Polonius serve for both Claudius and Hamlet?</p>	<p align="center">Objectives</p> <p>To trace the relationship between Ophelia and Hamlet To lay groundwork of intrigue (R&G)</p>	<p align="center">Essential Question</p> <p>Why would Hamlet not complete his father's request?</p>
<p align="center">Teacher Resources</p> <p align="center">Hamlet</p>	<p align="center">Media Resources</p> <p align="center">Kenneth Branagh's Hamlet</p>	<p align="center">Teacher Resources</p> <p align="center">Hamlet</p>	<p align="center">Media Resources</p> <p align="center">Kenneth Branagh's Hamlet</p>
<p align="center">Evaluation/Activities</p> <p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 13		Week 14	
Performance Standards		Performance Standards	
<p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26 Media 26</p>		<p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26 Media 26</p>	
Unit/Topic/Lesson		Unit/Topic/Lesson	
Hamlet Act III		Hamlet Act IV	
Objectives	Essential Question	Objectives	Essential Question
To identify aspects of character development in male roles To analyze Hamlet's motives thru his speeches	How does Shakespeare use Hamlet's language to create the illusion of madness?	To analyze the play within a play To establish the 4 th parallel	How do both the Mousetrap and the Player King's speech parallel the plot line?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Hamlet	Kenneth Branagh's Hamlet	Hamlet	Kenneth Branagh's Hamlet
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completed by: Comments</p>	<p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completed by: Comments</p>

Week 15			
Performance Standards		Performance Standards	
<p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26 Media 26</p>		<p><i>The students will:</i></p>	
Unit/Topic/Lesson		Unit/Topic/Lesson	
Hamlet Act V			
Objectives	Essential Question	Objectives	Essential Question
To establish Hamlet's true emotions regarding Ophelia To contrast the comedic relief to the ensuing blood bath	What is Shakespeare's purpose in having the scholar and the soldier survive?		
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Hamlet	Kenneth Branagh's Hamlet		
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: reading and study guides daily</p> <p>Review: All introduced and discussed information</p> <p>Quiz: At the end of the unit on all introduced materials</p>	<p>Completed by:</p> <p>Comments</p>	<p>Homework:</p> <p>Review:</p> <p>Quiz:</p>	<p>Completed by:</p> <p>Comments</p>

Week 16		Week 17	
<p align="center">Performance Standards</p> <p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23, Media 26</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23 Media 26</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Of Mice and Men Author and Historical background Chapter 1</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">Of Mice and Men Chapter 2</p>	
<p align="center">Objectives</p> <p>To identify/explore importance of POV To compare author's life to characters' To cite import of setting; time and place.</p>	<p align="center">Essential Question</p> <p>How does the setting influence the behavior and attitude of the characters?</p>	<p align="center">Objectives</p> <p>To explore structure of motifs To identify/analyze characters as representative To identify /analyze allusions</p>	<p align="center">Essential Question</p> <p>What elements of foreshadowing, symbolism and theme have already identified themselves?</p>
<p align="center">Teacher Resources</p> <p>Of Mice and Men</p>	<p align="center">Media Resources</p> <p>Of Mice and Men film</p>	<p align="center">Teacher Resources</p> <p>Of Mice and Men</p>	<p align="center">Media Resources</p> <p>Of Mice and Men film</p>
<p align="center">Evaluation/Activities</p> <p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 18		Week 19	
Performance Standards		Performance Standards	
<p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26</p>		<p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26</p>	
Unit/Topic/Lesson		Unit/Topic/Lesson	
Of Mice and Men Chapter 3		Of Mice and Men Chapter 4	
Objectives	Essential Question	Objectives	Essential Question
To cite parallel themes/plots To track thematic development To identify foreshadowing elements; inference and implication	How does one (who?) evaluate the worth of a living being?	To identify the parallels of the subplots To anticipate the reversal of roles To identify thematic use/symbolism of time and place	What causes human beings to extend themselves to others?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Of Mice and Men	Of Mice and Men film	Of Mice and Men	Of Mice and Men film
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completed by:</p> <p>Comments</p>	<p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completed by:</p> <p>Comments</p>

Week 20		Week 21	
<p align="center"><i>Performance Standards</i></p> <p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23 Media 26</p>		<p align="center"><i>Performance Standards</i></p> <p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23 Media 26</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Of Mice and Men Chapter 5</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">Of Mice and Men Chapter 6</p>	
<p align="center">Objectives</p> <p>To identify and analyze the “denouement” of various characters and the story To identify summarize the foreshadowing</p>	<p align="center">Essential Question</p> <p>Why is loneliness one of the most harmful of conditions?</p>	<p align="center">Objectives</p> <p>To analyze the last pairs of symbols. To appreciate the struggle of integrity.</p>	<p align="center">Essential Question</p> <p>How can the right thing to do also be the hardest?</p>
<p align="center">Teacher Resources</p> <p>Of Mice and Men</p>	<p align="center">Media Resources</p> <p>Of Mice and Men film</p>	<p align="center">Teacher Resources</p> <p>Of Mice and Men</p>	<p align="center">Media Resources</p> <p>Of Mice and Men film</p>
<p align="center">Evaluation/Activities</p> <p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 22		Week 23	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><i>The students will:</i> Language 2,4,6 Literature 9,10,11,12,13,15,17 Composition 19,20,21,22,23,24,25 Media 26</p>		<p><i>The students will:</i> Language 2,4,6 Literature 9,10,11,12,13,15,17 Composition 19,20,21,22,23,24,25 Media 26</p>	
Unit/Topic/Lesson		Unit/Topic/Lesson	
English 31 - Research Paper (Topic to be determined)		English 31 - Research Paper	
Objectives	Essential Question	Objectives	Essential Question
To learn how to write a research paper, using MLA rules To choose an appropriate topic within the required confines	Is the topic/thesis statement sufficient basis for the required work?	To learn how to take notes; of novel, criticisms, interviews, etc. To learn to choose sources	Are the Internet sources I have chosen reliable and trustworthy?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Write for College MLA Handbook	Databases	Write for College MLA Handbook	Databases
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: research and note taking Review: All introduced and discussed information Assessment: Students' progress toward the finished product</p>	<p>Completed by: Comments</p>	<p>Homework: research and note taking Review: All introduced and discussed information Assessment: Students' progress toward the finished product</p>	<p>Completed by: Comments</p>

Week 24	
<i>Performance Standards</i>	
<i>The students will:</i> Language 2,4,6 Literature 9,10,11,12,13,15,17 Composition 19,20,21,22,23,24,25 Media 26	
Unit/Topic/Lesson	
English 31 - Research Paper	
Objectives	Essential Question
To learn how to write a research paper, using MLA rules To learn to cite correctly	Have I correctly cited all information, within the paper and on the Works Cited page?
Teacher Resources	Media Resources
Write for College MLA Handbook	Databases
Evaluation/Activities	Completion date:
Homework: research and note taking Review: All introduced and discussed information Assessment: Students' progress toward the finished product	Completed by: Comments

Week 25	
<i>Performance Standards</i>	
<i>The students will:</i> Language 2,4,6 Literature 9,10,11,12,13,15,17 Composition 19,20,21,22,23,24,25 Media 26	
Unit/Topic/Lesson	
English 31 - Research Paper	
Objectives	Essential Question
To express opinions clearly To use a variety of vocabulary	From the research completed, have I sufficient information to form a clear and substantiated opinion?
Teacher Resources	Media Resources
Write for College MLA Handbook	Databases
Evaluation/Activities	Completion date:
Homework: research and note taking Review: All introduced and discussed information Assessment: Students' progress toward the finished product	Completed by: Comments

Week 26		Week 27	
Performance Standards		Performance Standards	
<p><i>The students will:</i> Language 2,4,6 Literature 9,10,11,12,13,15,17 Composition 19,20,21,22,23,24,25 Media 26</p>		<p><i>The students will:</i> Language 2,4,6 Literature 9,10,11,12,13,15,17 Composition 19,20,21,22,23,24,25</p>	
Unit/Topic/Lesson		Unit/Topic/Lesson	
English 31 - Research Paper		The Catcher in the Rye Historical and cultural background Author's background Chapters 1-3	
Objectives	Essential Question	Objectives	Essential Question
To identify elements of plagiarism in paper. To determine correct citation methods. To maintain integrity throughout the process.	What information must be cited and what is the correct form for each piece?	To learn about post WWII To trace the autobiographical influence of the author within the story	How does the setting influence the concept/theme of a novel?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Write for College MLA Handbook	databases	The Catcher in the Rye	
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: research, organization of notes, first draft of paper Review: All introduced and discussed information Assessment: Final copy of research paper.</p>	<p>Completed by: Comments</p>	<p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completed by: Comments</p>

Week 28		Week 29	
<p align="center">Performance Standards</p> <p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26</p>	
<p align="center">Unit/Topic/Lesson English 31 The Catcher in the Rye Chapters 4 - 8</p>		<p align="center">Unit/Topic/Lesson English 31 The Catcher in the Rye Chapters 10 - 16</p>	
<p align="center">Objectives</p> <p>To trace Holden’s “interpretation of reality/ find a pattern. To document his “self victimization.”</p>	<p align="center">Essential Question</p> <p>Why would a person deliberately place himself in weak/dangerous positions?</p>	<p align="center">Objectives</p> <p>To track his constant movement/search. To understand the fragments of reality that surface in his thought process.</p>	<p align="center">Essential Question</p> <p>What could be driving a person who cannot rest or relax, be at ease by himself?</p>
<p align="center">Teacher Resources</p> <p>The Catcher in the Rye</p>	<p align="center">Media Resources</p>	<p align="center">Teacher Resources</p> <p>The Catcher in the Rye</p>	<p align="center">Media Resources</p>
<p align="center">Evaluation/Activities</p> <p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 30		Week 31	
<p align="center">Performance Standards</p> <p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26</p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">The Catcher in the Rye Chapters 17- 21</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">The Catcher in the Rye Chapters. 22- 26</p>	
<p align="center">Objectives</p> <p>To evaluate the symbolism of the events. To track Holden’s behavior and try to understand his motivation. To compare/contrast the character to others of his age.</p>	<p align="center">Essential Question</p> <p align="center">What are the basic elements of life that make a person secure?</p>	<p align="center">Objectives</p> <p>To review the various symbols. To compare the character to the author, and that generation.</p>	<p align="center">Essential Question</p> <p align="center">What can cause a person fail at “life”?</p>
<p align="center">Teacher Resources</p> <p align="center">The Catcher in the Rye</p>	<p align="center">Media Resources</p>	<p align="center">Teacher Resources</p> <p align="center">The Catcher in the Rye</p>	<p align="center">Media Resources</p>
<p align="center">Evaluation/Activities</p> <p>Homework: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: reading and study guides daily Review: All introduced and discussed information Final Test</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Novel Reviews Eng 31 Wk 32			
<p align="center"><i>Performance Standards</i></p> <p><i>The students will:</i> Language 1-6 Literature 8, 9,10,11,12,15,16,18 Composition 19,20,21,22,23,26</p>		<p align="center"><i>Performance Standards</i></p> <p><i>The students will:</i></p>	
<p align="center">Unit/Topic/Lesson</p> <p align="center">Review and comparison of novels</p>		<p align="center">Unit/Topic/Lesson</p>	
<p align="center">Objectives</p> <p>To discuss commonalties of human behavior To review themes and motifs To compare/contrast the other characters of similar ages.</p>	<p align="center">Essential Question</p> <p>What are the recurring themes of these novels and plays and why are they appropriate to this level?</p>	<p align="center">Objectives</p>	<p align="center">Essential Question</p>
<p align="center">Teacher Resources</p> <p>The Catcher in the Rye Of Mice and Men, The Crucible, Hamlet</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: reading and study guides daily Review: All introduced and discussed information Quiz: At the end of the unit on all introduced materials</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>