

Curriculum Map
English 32
Saugus High School
Saugus Public Schools
2009-2010

ENGLISH 32		Week 1		Week 2			
<i>Performance Standards</i>		<i>Performance Standards</i>		<i>Performance Standards</i>			
<p>The students will:</p> <p>4: Vocab. and Concept Dev. 8: Understanding Text 9: Making Connections 10: Genre</p>		<p>11: Theme 12: Fiction 15: Style and Language 16: Classic Literature 26. Analysis of Media</p>		<p>The students will:</p> <p>1: Discussion 2: Question, Listen, Contribute 4: Vocab. and Concept Dev. 8: Understanding Text 9: Making Connections 10: Genre</p>		<p>11: Theme 12: Fiction 15: Style and Language 16: Classic Literature 19: Writing</p>	
Unit/Topic/Lesson UNIT : The Classic Novel <i>The Scarlet Letter</i> by Nathaniel Hawthorne Chapters 1-3		Unit/Topic/Lesson UNIT : The Classic Novel <i>The Scarlet Letter</i> by Nathaniel Hawthorne Chapters 4-7		Unit/Topic/Lesson UNIT : The Classic Novel <i>The Scarlet Letter</i> by Nathaniel Hawthorne Chapters 4-7			
Mission and Expectations <i>1. Critical Thinking Skills 2. Effective Writing Skills 3. Active Learning Skills</i>		Mission and Expectations <i>1. Critical Thinking Skills 2. Personal and Social Responsibility 3. Test Taking Skills</i>		Mission and Expectations <i>1. Critical Thinking Skills 2. Personal and Social Responsibility 3. Test Taking Skills</i>			
<p style="text-align: center;">Objectives</p> <p>Students will deepen their understanding of text through relating the novel to its historical background and through vocab. study and study guide questions</p>		<p style="text-align: center;">Essential Question</p> <p>How did Hawthorne's Puritan heritage influence his novel?</p>		<p style="text-align: center;">Objectives</p> <p>Students will understand that in a Puritan society there is no distinction between sin and crime (church and state).</p>		<p style="text-align: center;">Essential Question</p> <p>Is it a sin and/or a crime to have a child out of wedlock?</p>	
<p style="text-align: center;">Teacher Resources <i>The Scarlet Letter</i></p> <ol style="list-style-type: none"> Unit Pacing Guide Novel Unit Teacher Guide and Student Packet Prentice Hall Literature Study Guide 		<p style="text-align: center;">Media Resources <i>The Scarlet Letter</i></p> <p>Related newspaper headlines and Magazine articles</p>		<p style="text-align: center;">Teacher Resources <i>The Scarlet Letter</i></p> <ol style="list-style-type: none"> Unit Pacing Guide Novel Unit Teacher Guide and Student Packet Prentice Hall Literature Study Guide 		<p style="text-align: center;">Media Resources <i>The Scarlet Letter</i></p>	
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<p align="center">Objectives</p> <p>Through close text reading students will make inferences about Pearl's father and understand Puritan ideas concerning legitimacy.</p>	<p align="center">Essential Question</p> <p>What hints does the author provide to help the reader answer the essential question of who is Pearl's father?</p>	<p align="center">Objectives</p> <p>Students will identify and understand Hawthorne's use of symbolism.</p>	<p align="center">Essential Question</p> <p>How can an object, character or event in a novel be used to represent something else in order to clarify and/or enlarge meaning?</p>																														
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<p align="center">Objectives</p> <p>Students will identify and understand the change in plot and character interactions in the forest setting.</p>	<p align="center">Essential Question</p> <p>How does the setting affect the plot?</p>	<p align="center">Objectives</p> <p>Students will understand the necessity and effects of Dimmesdale's death.</p>	<p align="center">Essential Question</p> <p>What are the morals/lessons that the novel teaches us, even today?</p>																								
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<p align="center">Objectives</p> <p>1. Students will recognize the major literary elements of foreshadowing, theme and symbolism/motif. 2. Students will struggle with social issues.</p>	<p align="center">Essential Question</p> <p>What examples of foreshadowing, symbolism and theme can be identified?</p>	<p align="center">Objectives</p> <p>1. Students must understand George's act in the final scene and the author's message.</p>	<p align="center">Essential Question</p> <p>Can there be any other ending to the novel that will not alter the theme and/or the author's intent?</p>																										
<p align="center">Teacher Resources <i>Of Mice and Men</i></p> <p>1. Unit Pacing Guide 2. Novel Unit 3. Prentice Hall Literature Study Guide</p>	<p align="center">Media Resources <i>Of Mice and Men</i></p>	<p align="center">Teacher Resources <i>Of Mice and Men</i></p> <p>1. Unit Pacing Guide 2. Novel Unit 3. Prentice Hall Literature Study Guide</p>	<p align="center">Media Resources <i>Of Mice and Men</i></p> <p>Film: <i>Of Mice and Men</i></p>																										
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Week 15		Week 16	
<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <p>1. Discussion 22. Standard Conventions 5. Structure of English 6. Formal/Informal English 19. Writing</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <p>8. Understanding Text 22. Standard English conventions 9. Making Connections 23. Organizing Ideas in Writing 12. Fiction 24. Research 19. Writing 25. Evaluating Writing 21. Revising 26. Analysis of Media</p>	
<p align="center">Unit/Topic/Lesson UNIT : Grammar Usage and Mechanics – Glossary of Usage: Common Usage Problems</p>		<p align="center">Unit/Topic/Lesson UNIT : American Literature Research Paper (Students’ choice of novel by any American author of any era)</p>	
<p align="center">Mission and Expectations</p> <p><i>1. Effective Writing Skills 2. Effective Communication Skills 3. Test Taking Skills</i></p>		<p align="center">Mission and Expectations</p> <p><i>1. Critical Thinking Skills 2. Autonomous Learning Skills 3. Effective Writing Skills</i></p>	
<p align="center">Objectives</p> <p>1. Students will identify and correct common errors in English usage.</p>	<p align="center">Essential Question</p> <p>Why is it essential to use standard conventions of English?</p>	<p align="center">Objectives</p> <p>1. Students will research an American author’s life and time period. 2. Students will effectively analyze examples of the author’s work.</p>	<p align="center">Essential Question</p> <p>How do the life and times of a writer affect his works?</p>
<p align="center">Teacher Resources <i>Warriner’s (any edition)</i></p> <p>1. Chapter Lessons and Exercises 2. Chapter Review Exercises 3. Chapter Tests</p>	<p align="center">Media Resources <i>Warriner’s (any edition)</i></p> <p>On-line Worksheets</p>	<p align="center">Teacher Resources</p> <p>Research Paper Packet MLA Handbook SHS library and librarian Saugus Public Library and librarians Internet sources</p>	<p align="center">Media Resources</p> <p>Same as Teacher Resources</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily from Chapter Exercises Review: Chapter Review Exercises. Quiz: Chapter Test or Teacher Created</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: Read selected novel, collect research material, write 1st draft Review: and revise 1sr draft Evaluation: Research material, notes/outline, 1st draft</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

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<p align="center">Objectives</p> <p>1. Students will effectively budget their time to successfully complete their term paper. 2. Students will follow the proper research process.</p>	<p align="center">Essential Question</p> <p>What is plagiarism and how can you avoid it?</p>	<p align="center">Objectives</p> <p>Students will understand the historical background of the novel in connection to the characters and themes.</p>	<p align="center">Essential Question</p> <p>How does the novel reflect the author's life and the historical background?</p>																									
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<p align="center">Evaluation/Activities</p> <p>Homework: Final revision of 1st draft Review: All components of the process Evaluation: Rubric for grading research paper</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily from study guide questions, vocabulary and worksheets Review: All weekly concepts, voc., passages Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>																									

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<p align="center">Objectives</p> <p>1. Students will explore the dynamics of the relationship between the two main characters.</p> <p>2. Students will understand the motivations behind Gene's actions toward Finny.</p>	<p align="center">Essential Question</p> <p>Is jealousy common and/or acceptable between friends?</p>	<p align="center">Objectives</p> <p>1. Students will explain the difference in Gene after Finny returns to Devon.</p> <p>2. Students will identify the effects of the War on the students/main characters.</p>	<p align="center">Essential Question</p> <p>What is the underlying meaning(s) of the novel's title?</p>																								
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<p style="text-align: center;">Objectives</p> <p>1. Students will identify/understand what Gene has learned about himself. 2. Students will interpret the many references to “peace” throughout the novel.</p>	<p style="text-align: center;">Essential Question</p> <p>Do we all have a “dark side” to our natures as human beings?</p>	<p style="text-align: center;">Objectives</p> <p>Students will explore the concepts of insanity, depression, loneliness, friendship and conformity and how they relate adolescents in general and the main character so far.</p>	<p style="text-align: center;">Essential Question</p> <p>What are the positives and negatives of first person point of view and how does it help the reader learn about the main character?</p>																											
<p style="text-align: center;">Teacher Resources</p> <p><i>A Separate Peace</i></p> <p>1. Unit Pacing Guide 2. Novel Unit Teacher Guide/Student Packet 3. Perma-bound Teacher’s Guide</p>	<p style="text-align: center;">Media Resources</p> <p>Internet Resources</p> <p>Video: “A Separate Peace” 1973 Paramount Pictures</p>	<p style="text-align: center;">Teacher Resources</p> <p><i>The Catcher in the Rye</i></p> <p>1. Unit Pacing Guide 2. Novel Unit Teacher Guide/Student Packet 3. Perma-bound Teacher’s Guide</p>	<p style="text-align: center;">Media Resources</p> <p>Internet Teacher Resources</p>																											
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<p align="center">Objectives</p> <p>Students will explore the effects the different people in Holden’s life have/had on him.</p>	<p align="center">Essential Question</p> <p>What defense mechanisms do we use to cope with negative influences?</p>	<p align="center">Objectives</p> <p>1. Students will identify and explain the characters Holden describes as phony. 2. Students will assess Holden’s mental state.</p>	<p align="center">Essential Question</p> <p>To what negative influences are adolescents most vulnerable?</p>																														
Teacher Resources	Media Resources	Teacher Resources	Media Resources																														
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<p align="center">Objectives</p> <p>Students will explore the effects influential characters have on Holden’s perspective as well as his mental and emotional state.</p>	<p align="center">Essential Question</p> <p>Why does Holden want to be a “catcher in the rye”?</p>	<p align="center">Objectives</p> <p>Students will identify and analyze the clues that the final chapters provide as to what finally happens to Holden and why.</p>	<p align="center">Essential Question</p> <p>Can a novel written about an adolescent 50 years ago still relate to students today?</p>																														
<p align="center">Teacher Resources</p> <p align="center"><i>The Catcher in the Rye</i></p> <p>1. Unit Pacing Guide 2. Novel Unit Teacher Guide/Student Packet 3. Perma-bound Teacher’s Guide</p>	<p align="center">Media Resources</p> <p align="center">Internet Teacher Resources</p>	<p align="center">Teacher Resources</p> <p align="center"><i>The Catcher in the Rye</i></p> <p>1. Unit Pacing Guide 2. Novel Unit Teacher Guide/Student Packet 3. Perma-bound Teacher’s Guide</p>	<p align="center">Media Resources</p> <p align="center">Internet Teacher Sources</p>																														
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<p align="center">Objectives</p> <p>Students will understand the textual history, literary elements, plot, language and structure, dialogue, stage direction and characterization within the play.</p>	<p align="center">Essential Question</p> <p>How/why does the ghost's appearance advance the plot and establish the conflict?</p>	<p align="center">Objectives</p> <p>1. Students will analyze significant dialogue and soliloquies. 2. Students will identify motives of central characters.</p>	<p align="center">Essential Question</p> <p>1. How does Hamlet use the power of a guilty conscience?</p>																																				
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<p align="center">Unit/Topic/Lesson</p> <p align="center">UNIT: Dramatic Literature Shakespeare's <i>HAMLET</i> Act III</p>		<p align="center">Unit/Topic/Lesson</p> <p align="center">UNIT : Dramatic Literature Shakespeare's <i>HAMLET</i> Act IV</p>																																					
<p align="center">Mission and Expectations</p> <p><i>1. Critical Thinking Skills 2. Problem Solving Skills 3. Autonomous Learning Skill</i></p>		<p align="center">Mission and Expectations</p> <p><i>1. Critical Thinking Skills 2. Problem Solving Skills 3. Autonomous Learning Skills</i></p>																																					
<p align="center">Objectives</p> <p>1. Students will analyze the important speeches in Act III. 2. Students will explore the relationship between Hamlet and his mother (Oedipus Complex)</p>	<p align="center">Essential Question</p> <p>How/when does the climax of the play occur?</p>	<p align="center">Objectives</p> <p>1. Students will compare/contrast the characters of Fortinbras and Laertes to Hamlet. 2. Students will analyze the death of Ophelia.</p>	<p align="center">Essential Question</p> <p>Who is seen as the "foil(s)" of Hamlet's character and why.</p>																																				
<p align="center">Teacher Resources</p> <p align="center"><i>Shakespeare's Hamlet</i></p> <p>1. Unit Pacing Guide 2. Novel Unit Teacher Guide/Student Packet 3. Perma-bound Teacher's Guide</p>	<p align="center">Media Resources</p> <p align="center"><i>Hamlet</i></p> <p align="center">Video directed by: Kenneth Branagh or Franco Zeffirelli</p>	<p align="center">Teacher Resources</p> <p align="center"><i>Shakespeare's Hamlet</i></p> <p>1. Unit Pacing Guide 2. Novel Unit Teacher's Guide 3. Perma-bound Teacher's Guide</p>	<p align="center">Media Resources</p> <p align="center"><i>Hamlet</i></p> <p align="center">Video directed by: Kenneth Branagh or Franco Zeffirelli</p>																																				
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Week 31		Week 32																																					
<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <table border="0"> <tr> <td>1. Discussion</td> <td>6. Formal English</td> <td>15. Style and Language</td> </tr> <tr> <td>2. Question, Listen, Contribute</td> <td>8. Understanding text</td> <td>17. Dramatic Literature</td> </tr> <tr> <td>3. Oral Presentation</td> <td>9. Making Connections</td> <td>18. Dramatic Reading & Perform.</td> </tr> <tr> <td>4. Voc. and Concept Dev.</td> <td>10. Genre</td> <td>19. Writing</td> </tr> <tr> <td>5. Structure and Origins of Modern English</td> <td>11. Theme</td> <td>24. Research</td> </tr> <tr> <td></td> <td>14. Poetry</td> <td>26. Analysis of Media</td> </tr> </table>		1. Discussion	6. Formal English	15. Style and Language	2. Question, Listen, Contribute	8. Understanding text	17. Dramatic Literature	3. Oral Presentation	9. Making Connections	18. Dramatic Reading & Perform.	4. Voc. and Concept Dev.	10. Genre	19. Writing	5. Structure and Origins of Modern English	11. Theme	24. Research		14. Poetry	26. Analysis of Media	<p align="center">Performance Standards</p> <p><i>The students will:</i></p> <table border="0"> <tr> <td>1. Discussion</td> <td>6. Formal English</td> <td>15. Style and Language</td> </tr> <tr> <td>2. Question, Listen, Contribute</td> <td>8. Understanding Text</td> <td>17. Dramatic Literature</td> </tr> <tr> <td>3. Oral Presentation</td> <td>9. Making Connections</td> <td>18. Dramatic Reading & Perform.</td> </tr> <tr> <td>4. Voc. and Concept Dev.</td> <td>10: Genre</td> <td>19. Writing</td> </tr> <tr> <td>5. Structure and Origins of Modern English</td> <td>11. Theme</td> <td>24. Research</td> </tr> <tr> <td></td> <td>14. Poetry</td> <td>26. Analysis of Media</td> </tr> </table>		1. Discussion	6. Formal English	15. Style and Language	2. Question, Listen, Contribute	8. Understanding Text	17. Dramatic Literature	3. Oral Presentation	9. Making Connections	18. Dramatic Reading & Perform.	4. Voc. and Concept Dev.	10: Genre	19. Writing	5. Structure and Origins of Modern English	11. Theme	24. Research		14. Poetry	26. Analysis of Media
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<p align="center">Objectives</p> <p>1. Students will analyze the falling action and the catastrophe of the final act. 2. Students will understand the vital role of Horatio.</p>	<p align="center">Essential Question</p> <p>Why is this play called the <i>Tragedy</i> of Hamlet?</p>	<p align="center">Objectives</p> <p>Students will watch the film version of <i>Hamlet</i> then compare it to the written play.</p>	<p align="center">Essential Question</p> <p>Does the film version of <i>Hamlet</i> capture the essence of Shakespeare's masterpiece?</p>																																				
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Week 33		Week 34	
<p align="center">Performance Standards</p> <p><i>The students will:</i></p>		<p align="center">Performance Standards</p> <p><i>The students will:</i></p>	
<p align="center">Unit/Topic/Lesson UNIT</p>		<p align="center">Unit/Topic/Lesson UNIT</p>	
<p align="center">Mission and Expectations <i>1. Critical Thinking Skills 2. Problem Solving Skills 3. Test Taking Skills</i></p>		<p align="center">Mission and Expectations <i>1. Critical Thinking Skills 2. Problem Solving Skills 3. Test Taking Skills</i></p>	
Objectives	Essential Question	Objectives	Essential Question
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 35		Week 36	
<p align="center">Performance Standards</p> <p><i>The students will:</i></p>		<p align="center">Performance Standards</p> <p><i>The students will:</i></p>	
<p align="center">Unit/Topic/Lesson UNIT</p>		<p align="center">Unit/Topic/Lesson UNIT</p>	
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<p align="center">Teacher Resources</p>	<p align="center">Media Resources</p>	<p align="center">Teacher Resources</p>	<p align="center">Media Resources <i>Holt</i></p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>