

ENGLISH 41		Week 1		Week 2	
<b>Performance Standards</b>		<b>Performance Standards</b>		<b>Performance Standards</b>	
Standards: 1, 2, 4, 8, 9, 12, 15, 19, 23 Mission and Expectations: 1, 2, 3, 4, 5, 8		Standards: 1, 2, 4, 8, 9, 12, 15, 19, 23 Mission and Expectations: 1, 2, 3, 4, 5, 8		Standards: 1, 2, 4, 8, 9, 12, 15, 19, 23 Mission and Expectations: 1, 2, 3, 4, 5, 8	
<b>Unit/Topic/Lesson</b>		<b>Unit/Topic/Lesson</b>		<b>Unit/Topic/Lesson</b>	
<i>Black Boy</i> by Richard Wright Part One: Chapters 1-3		<i>Black Boy</i> by Richard Wright Part One: Chapters 1-3		<i>Black Boy</i> by Richard Wright Part One: Chapters 4-6	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
- To familiarize students with aspects of American literature - To discover and discuss issues associated with the African American experience	Who is Richard's father and how does Wright present him to us?	- To familiarize students with aspects of American literature - To discover and discuss issues associated with the African American experience	How is Richard's worldview shaped by his widening understanding of white and black?	- To familiarize students with aspects of American literature - To discover and discuss issues associated with the African American experience	How is Richard's worldview shaped by his widening understanding of white and black?
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
- Pacing/Curriculum Guide - Text	N/A	- Pacing/Curriculum Guide - Text	N/A	- Pacing/Curriculum Guide - Text	N/A
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<b>Homework:</b> Reading, Comprehension Questions <b>Review:</b> Large and Small Group	<b>Completed by:</b>	<b>Homework:</b> Reading, Comprehension Questions <b>Review:</b> Large and Small Group <b>Quiz:</b> Quiz 1	<b>Completed by:</b>	<b>Homework:</b> Reading, Comprehension Questions <b>Review:</b> Large and Small Group <b>Quiz:</b> Quiz 1	<b>Completed by:</b>
	<b>Comments</b>		<b>Comments</b>		<b>Comments</b>

Week 3		Week 4	
<b><i>Performance Standards</i></b>		<b><i>Performance Standards</i></b>	
Standards: 1, 2, 4, 8, 9, 12, 15, 19, 23 Mission and Expectations: 1, 2, 3, 4, 5, 8		Standards: 1, 2, 4, 8, 9, 12, 15, 19, 23 Mission and Expectations: 1, 2, 3, 4, 5, 8	
<b>Unit/Topic/Lesson</b>		<b>Unit/Topic/Lesson</b>	
<i>Black Boy</i> by Richard Wright Part One: Chapters 7-10		<i>Black Boy</i> by Richard Wright Part One: Chapters 11-14	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
- To familiarize students with aspects of American literature - To discover and discuss issues associated with the African American experience	How does Wright use symbolism to demonstrate the theme of knowledge and education?	- To familiarize students with aspects of American literature - To discover and discuss issues associated with the African American experience	How is Wright's experience dissimilar from other examples of African American literature?
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
- Pacing/Curriculum Guide - Text	N/A	- Pacing/Curriculum Guide - Text	N/A
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<b>Homework:</b> Reading, Comprehension Questions <b>Review:</b> Large and Small Group	<b>Completed by:</b>  <b>Comments</b>	<b>Homework:</b> Reading, Comprehension Questions <b>Review:</b> Large and Small Group <b>Quiz:</b> Quiz 2	<b>Completed by:</b>  <b>Comments</b>

Week 5		Week 6	
<p align="center"><b>Performance Standards</b></p> <p>Standards: 1, 2, 4, 8, 9, 12, 15, 19, 23 Mission and Expectations: 1, 2, 3, 4, 5, 8</p>		<p align="center"><b>Performance Standards</b></p> <p>Standards: 1, 2, 4, 8, 9, 12, 15, 19, 23 Mission and Expectations: 1, 2, 3, 4, 5, 8</p>	
<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><i>Black Boy</i> by Richard Wright Part Two: Chapters 15-18</p>		<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><i>Black Boy</i> by Richard Wright Part Two: Chapters 19-20</p>	
<p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- To familiarize students with aspects of American literature</li> <li>- To discover and discuss issues associated with the African American experience</li> </ul>	<p align="center"><b>Essential Question</b></p> <p>How do the motifs of hunger and knowledge coincide?</p>	<p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- To familiarize students with aspects of American literature</li> <li>- To discover and discuss issues associated with the African American experience</li> </ul>	<p align="center"><b>Essential Question</b></p> <p>In what ways does Richard use violence to further his aims?</p>
<p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>- Pacing/Curriculum Guide</li> <li>- Text</li> </ul>	<p align="center"><b>Media Resources</b></p> <p align="center">N/A</p>	<p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>- Pacing/Curriculum Guide</li> <li>- Text</li> </ul>	<p align="center"><b>Media Resources</b></p> <p align="center">N/A</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> Reading, Comprehension Questions, Theme Essay <b>Review:</b> Large and Small Group</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><b>Homework:</b> Reading, Comprehension Questions <b>Review:</b> Large and Small Group <b>Quiz:</b> Test</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 7		Week 8	
<b>Performance Standards</b>		<b>Performance Standards</b>	
Standards: 1, 2, 4, 5,19, 21, 22 Mission and Expectations: 1, 3, 4, 5, 9		Standards: 1, 2, 4, 5,19, 21, 22 Mission and Expectations: 1, 3, 4, 5, 9	
<b>Unit/Topic/Lesson</b>		<b>Unit/Topic/Lesson</b>	
SAT Vocabulary and Grammar		SAT Vocabulary and Grammar	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
- To familiarize students with/reinforce complex grammatical constructions and vocabulary	In what ways can a firm grasp of grammatical constructions and rich vocabulary be assets?	- To familiarize students with/reinforce complex grammatical constructions and vocabulary	In what ways can a firm grasp of grammatical constructions and rich vocabulary be assets?
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
- <i>Warriner's English Grammar and Composition</i> - College Board SAT Hot List	N/A	- <i>Warriner's English Grammar and Composition</i> - College Board SAT Hot List	N/A
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<b>Homework:</b> Sentence Formation <b>Review:</b> Peer Review <b>Quiz:</b> Matching, MC, Sentence Formation	<b>Completed by:</b>  <b>Comments</b>	<b>Homework:</b> Sentence Formation <b>Review:</b> Peer Review <b>Quiz:</b> Matching, MC, Sentence Formation	<b>Completed by:</b>  <b>Comments</b>

Week 9		Week 10	
<p align="center"><b>Performance Standards</b></p> <p>Standards: 1, 2, 4, 5, 8, 9, 10, 14, 15, 19, 22 Mission and Expectations: 1, 2, 3, 4, 5</p>		<p align="center"><b>Performance Standards</b></p> <p>Standards: 1, 2, 4, 5, 8, 9, 10, 14, 15, 19, 22 Mission and Expectations: 1, 2, 3, 4, 5</p>	
<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center">Elegies: <i>The Seafarer, The Wanderer</i></p>		<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center">Elegies: <i>The Wanderer, The Wife's Lament</i></p>	
<p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- To read, comprehend, and interpret epic poetry</li> <li>- To identify elements of Anglo-Saxon poetry</li> </ul>	<p align="center"><b>Essential Question</b></p> <p>How do the authors of these poems use imagery to further convey meaning?</p>	<p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- To read, comprehend, and interpret epic poetry</li> <li>- To identify elements of Anglo-Saxon poetry</li> </ul>	<p align="center"><b>Essential Question</b></p> <p>How do the authors of these poems use imagery to further convey meaning?</p>
<p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>- <i>The British Tradition</i>, Prentice Hall</li> <li>- Pacing/Curriculum Guide</li> </ul>	<p align="center"><b>Media Resources</b></p> <ul style="list-style-type: none"> <li>- Resource CD Rom</li> </ul>	<p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>- <i>The British Tradition</i>, Prentice Hall</li> <li>- Pacing/Curriculum Guide</li> </ul>	<p align="center"><b>Media Resources</b></p> <ul style="list-style-type: none"> <li>- Resource CD Rom</li> </ul>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> Comprehension Questions <b>Review:</b> Large and Small Group</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><b>Homework:</b> Comprehension Questions <b>Review:</b> Large and Small Group <b>Quiz:</b> Comprehensive</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>Standards: 1, 2, 4, 5, 8, 9, 10, 14, 15, 16, 19, 22 Mission and Expectations: 1, 2, 3, 4, 5</p>		<p align="center"><b>Performance Standards</b></p> <p>Standards: 1, 2, 4, 5, 8, 9, 10, 14, 15, 16, 19, 22 Mission and Expectations: 1, 2, 3, 4, 5</p>	
<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center">“Beowulf”</p>		<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center">“Beowulf”</p>	
<p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- To read, comprehend, and interpret epic poetry</li> <li>- To identify elements of Anglo-Saxon poetry</li> </ul>	<p align="center"><b>Essential Question</b></p> <p>How is “Beowulf” a confirmation of the transition from pagan to Christian ideals?</p>	<p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- To read, comprehend, and interpret epic poetry</li> <li>- To identify elements of Anglo-Saxon poetry</li> </ul>	<p align="center"><b>Essential Question</b></p> <p>How is “Beowulf” a confirmation of the transition from pagan to Christian ideals?</p>
<p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>- <i>The British Tradition</i>, Prentice Hall</li> <li>- Pacing/Curriculum Guide</li> </ul>	<p align="center"><b>Media Resources</b></p> <ul style="list-style-type: none"> <li>- Resource CD Rom</li> </ul>	<p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>- <i>The British Tradition</i>, Prentice Hall</li> <li>- Pacing/Curriculum Guide</li> </ul>	<p align="center"><b>Media Resources</b></p> <ul style="list-style-type: none"> <li>- Resource CD Rom</li> <li>- “Beowulf” DVD</li> </ul>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> Comprehension Questions <b>Review:</b> Large and Small Group</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><b>Homework:</b> Comprehension Questions <b>Review:</b> Large and Small Group <b>Quiz:</b> Quiz 1</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>Standards: 1, 2, 4, 5, 8, 9, 10, 14, 15, 16, 19, 22 Mission and Expectations: 1, 2, 3, 4, 5</p>		<p align="center"><b>Performance Standards</b></p> <p>Standards: 1, 2, 4, 5, 6, 8, 9, 13, 15, 19, 20, 21, 22, 23, 24, 25 Mission and Expectations: 1, 2, 3, 4, 5, 6, 8</p>	
<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center">“Sir Gawain and the Green Knight”</p>		<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center">Senior Research Project (Argumentative)</p>	
<p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- To read, comprehend, and interpret epic poetry</li> <li>- To identify elements of Anglo-Saxon poetry</li> </ul>	<p align="center"><b>Essential Question</b></p> <p>How does the poem reinforce Christian ideals important to Anglo-Saxon peoples?</p>	<p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- To develop persuasive writing voice</li> <li>- To develop research skills</li> <li>- To evaluate sources for validity/reliability</li> </ul>	<p align="center"><b>Essential Question</b></p> <p>How can strong organization and comprehensive research skills help to create a persuasive product?</p>
<p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>- <i>The British Tradition</i>, Prentice Hall</li> <li>- Pacing/Curriculum Guide</li> </ul>	<p align="center"><b>Media Resources</b></p> <ul style="list-style-type: none"> <li>- Resource CD Rom</li> </ul>	<p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>- Departmental Research Project Packet</li> </ul>	<p align="center"><b>Media Resources</b></p> <ul style="list-style-type: none"> <li>Computer Lab</li> </ul>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> Comprehension Questions <b>Review:</b> Large and Small Group <b>Quiz:</b> Comprehensive Unit Exam</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><b>Homework:</b> Topic, Working Bibliography, Thesis Statement, Graphic Organizer, 5-7 page Final Project</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>Standards: 1, 2, 4, 5, 8, 9, 10, 15, 17, 19 Mission and Expectations: 1, 2, 3, 4, 5</p>		<p align="center"><b>Performance Standards</b></p> <p>Standards: 1, 2, 4, 5, 8, 9, 10, 15, 17, 19 Mission and Expectations: 1, 2, 3, 4, 5</p>	
<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><i>Macbeth</i> Act I</p>		<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><i>Macbeth</i> Act II</p>	
<p align="center"><b>Objectives</b></p> <p>- To explore the development of the modern English language</p>	<p align="center"><b>Essential Question</b></p> <p>How does Shakespeare use imagery to differentiate the Weird Sisters from the play's other characters?</p>	<p align="center"><b>Objectives</b></p> <p>- To explore the development of the modern English language</p>	<p align="center"><b>Essential Question</b></p> <p>How does Shakespeare establish the emergence of the theme of masculinity and cruelty?</p>
<p align="center"><b>Teacher Resources</b></p> <p>- <i>The British Tradition</i>, Prentice Hall - Pacing/Curriculum Guide</p>	<p align="center"><b>Media Resources</b></p> <p>N/A</p>	<p align="center"><b>Teacher Resources</b></p> <p>- <i>The British Tradition</i>, Prentice Hall - Pacing/Curriculum Guide</p>	<p align="center"><b>Media Resources</b></p> <p>N/A</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> Comprehension Questions <b>Review:</b> Large and Small Group <b>Quiz:</b> 1</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><b>Homework:</b> Comprehension Questions <b>Review:</b> Large and Small Group <b>Quiz:</b> 2</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>Standards: 1, 2, 4, 5, 8, 9, 10, 15, 17, 19 Mission and Expectations: 1, 2, 3, 4, 5</p>		<p align="center"><b>Performance Standards</b></p> <p>Standards: 1, 2, 4, 5, 8, 9, 10, 15, 17, 19 Mission and Expectations: 1, 2, 3, 4, 5</p>	
<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><i>Macbeth</i> Act III</p>		<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><i>Macbeth</i> Act IV</p>	
<p align="center"><b>Objectives</b></p> <p>- To explore the development of the modern English language</p>	<p align="center"><b>Essential Question</b></p> <p>How does Shakespeare use indirect characterization to reveal truths about Macbeth and Lady Macbeth?</p>	<p align="center"><b>Objectives</b></p> <p>- To explore the development of the modern English language</p>	<p align="center"><b>Essential Question</b></p> <p>How does Shakespeare use elements of the supernatural to create an air of mystery?</p>
<p align="center"><b>Teacher Resources</b></p> <p>- <i>The British Tradition</i>, Prentice Hall - Pacing/Curriculum Guide</p>	<p align="center"><b>Media Resources</b></p> <p>N/A</p>	<p align="center"><b>Teacher Resources</b></p> <p>- <i>The British Tradition</i>, Prentice Hall - Pacing/Curriculum Guide</p>	<p align="center"><b>Media Resources</b></p> <p>N/A</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> Comprehension Questions <b>Review:</b> Large and Small Group <b>Quiz:</b> Test 1</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><b>Homework:</b> Comprehension Questions <b>Review:</b> Large and Small Group <b>Quiz:</b> 3</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 19		Week 20	
<p align="center"><b>Performance Standards</b></p> <p>Standards: 1, 2, 4, 5, 8, 9, 10, 15, 17, 19 Mission and Expectations: 1, 2, 3, 4, 5</p>		<p align="center"><b>Performance Standards</b></p> <p>Standards: 1, 2, 9, 17, 19, 23, 26 Mission and Expectations: 1, 2, 3, 4, 5</p>	
<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><i>Macbeth</i> Act V</p>		<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><i>Macbeth</i> Film and Review</p>	
<p align="center"><b>Objectives</b></p> <p>- To explore the development of the modern English language</p>	<p align="center"><b>Essential Question</b></p> <p>How does Shakespeare use dramatic literature to criticize and, alternately, reinforce commonly held beliefs?</p>	<p align="center"><b>Objectives</b></p> <p>- To examine the connection between literature and media</p>	<p align="center"><b>Essential Question</b></p> <p>What is the effect of Polanski's deviation from Shakespeare's text?</p>
<p align="center"><b>Teacher Resources</b></p> <p>- <i>The British Tradition</i>, Prentice Hall - Pacing/Curriculum Guide</p>	<p align="center"><b>Media Resources</b></p> <p>N/A</p>	<p align="center"><b>Teacher Resources</b></p> <p>- <i>The British Tradition</i>, Prentice Hall - Pacing/Curriculum Guide</p>	<p align="center"><b>Media Resources</b></p> <p>Film (Roman Polanski)</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> Comprehension Questions <b>Review:</b> Large and Small Group</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><b>Homework:</b> Character Analysis <b>Review:</b> Large and Small Group <b>Quiz:</b> Comprehensive Exam</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>Standards: 1, 2, 4, 8, 9, 10, 15, 16, 19, 23 Mission and Expectations: 1, 2, 3, 4, 5</p>		<p align="center"><b>Performance Standards</b></p> <p>Standards: 1, 2, 4, 8, 9, 10, 15, 16, 19, 23 Mission and Expectations: 1, 2, 3, 4, 5</p>	
<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><i>Angela's Ashes</i> by Frank McCourt Chapters I-III</p>		<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><i>Angela's Ashes</i> by Frank McCourt Chapters IV-VI</p>	
<p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- To explore the genre of memoir</li> <li>- To examine the immigrant experience</li> <li>- To learn about life in the Irish Depression</li> </ul>	<p align="center"><b>Essential Question</b></p> <p>How does McCourt's use of nontraditional grammatical constructions help to create a more intimate relationship with the reader?</p>	<p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- To explore the genre of memoir</li> <li>- To examine the immigrant experience</li> <li>- To learn about life in the Irish Depression</li> </ul>	<p align="center"><b>Essential Question</b></p> <p>How does McCourt's inclusion of colloquialisms enhance the reader's understanding of Irish culture?</p>
<p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>- Pacing/Curriculum Guide</li> <li>- Text</li> </ul>	<p align="center"><b>Media Resources</b></p> <p align="center">Audiobook</p>	<p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>- Pacing/Curriculum Guide</li> <li>- Text</li> </ul>	<p align="center"><b>Media Resources</b></p> <p align="center">Audiobook</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> Comprehension Questions <b>Review:</b> Large Group <b>Quiz:</b> 1</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><b>Homework:</b> Comprehension Questions <b>Review:</b> Large Group <b>Quiz:</b> 2</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>Standards: 1, 2, 4, 8, 9, 10, 15, 16, 19, 23 Mission and Expectations: 1, 2, 3, 4, 5</p>		<p align="center"><b>Performance Standards</b></p> <p>Standards: 1, 2, 4, 8, 9, 10, 15, 16, 19, 23 Mission and Expectations: 1, 2, 3, 4, 5</p>	
<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><i>Angela's Ashes</i> by Frank McCourt Chapters VII-IX</p>		<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><i>Angela's Ashes</i> by Frank McCourt Chapters X-XIII</p>	
<p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- To explore the genre of memoir</li> <li>- To examine the immigrant experience</li> <li>- To learn about life in the Irish Depression</li> </ul>	<p align="center"><b>Essential Question</b></p> <p>How does McCourt contrast the goodness of his mother with the shiftlessness of his father?</p>	<p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- To explore the genre of memoir</li> <li>- To examine the immigrant experience</li> <li>- To learn about life in the Irish Depression</li> </ul>	<p align="center"><b>Essential Question</b></p> <p>How does McCourt's writing style parallel Frank's widening understanding of the world?</p>
<p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>- Pacing/Curriculum Guide</li> <li>- Text</li> </ul>	<p align="center"><b>Media Resources</b></p> <p align="center">Audiobook</p>	<p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>- Pacing/Curriculum Guide</li> <li>- Text</li> </ul>	<p align="center"><b>Media Resources</b></p> <p align="center">Audiobook</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> Comprehension Questions <b>Review:</b> Large Group <b>Quiz:</b> Test 1</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><b>Homework:</b> Comprehension Questions <b>Review:</b> Large Group <b>Quiz:</b> 3</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>Standards: 1, 2, 4, 8, 9, 10, 15, 16, 19, 23 Mission and Expectations: 1, 2, 3, 4, 5</p>		<p align="center"><b>Performance Standards</b></p> <p>Standards: 1, 2, 9, 16, 19, 23, 26 Mission and Expectations: 1, 2, 3, 4, 5</p>	
<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><i>Angela's Ashes</i> by Frank McCourt Chapters XIV-XIX</p>		<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><i>Angela's Ashes</i> Film and Review</p>	
<p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- To explore the genre of memoir</li> <li>- To examine the immigrant experience</li> <li>- To learn about life in the Irish Depression</li> </ul>	<p align="center"><b>Essential Question</b></p> <p>Why does McCourt choose to title his memoir using his mother's name?</p>	<p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- To examine the connection between literature and media</li> </ul>	<p align="center"><b>Essential Question</b></p> <p>What is the effect of Parker's deviation from McCourt's text?</p>
<p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>- Pacing/Curriculum Guide</li> <li>- Text</li> </ul>	<p align="center"><b>Media Resources</b></p> <p>Audiobook</p>	<p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>- Pacing/Curriculum Guide</li> <li>- Text</li> </ul>	<p align="center"><b>Media Resources</b></p> <p>Film (Alan Parker)</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> Comprehension Questions <b>Review:</b> Large Group <b>Quiz:</b> 4</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><b>Homework:</b> Character List <b>Review:</b> Large and Small Group <b>Quiz:</b> Comprehensive Exam</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>Standards: 1, 2, 4, 5, 8, 9, 12, 15, 19, 23 Mission and Expectations: 1, 2, 3, 4, 5</p>		<p align="center"><b>Performance Standards</b></p> <p>Standards: 1, 2, 4, 5, 8, 9, 12, 15, 19, 23 Mission and Expectations: 1, 2, 3, 4, 5</p>	
<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><i>The Godfather</i> by Mario Puzo Book I</p>		<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><i>The Godfather</i> by Mario Puzo Book I</p>	
<p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- To explore the effects of deviance on society</li> <li>- To develop skills of questioning social constructs</li> </ul>	<p align="center"><b>Essential Question</b></p> <p>How does Puzo use direct and indirect characterization to familiarize the reader with the world of the Corleones?</p>	<p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- To explore the effects of deviance on society</li> <li>- To develop skills of questioning social constructs</li> </ul>	<p align="center"><b>Essential Question</b></p> <p>How does Puzo explore the themes of loyalty and family using both biological and social relationships?</p>
<p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>- Pacing/Curriculum Guide</li> <li>- Text</li> </ul>	<p align="center"><b>Media Resources</b></p> <p align="center">N/A</p>	<p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>- Pacing/Curriculum Guide</li> <li>- Text</li> </ul>	<p align="center"><b>Media Resources</b></p> <p align="center">N/A</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> Comprehension Questions <b>Review:</b> Large and Small Group</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><b>Homework:</b> Comprehension Questions <b>Review:</b> Large and Small Group <b>Quiz:</b> Test 1</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>Standards: 1, 2, 4, 5, 8, 9, 12, 15, 19, 23 Mission and Expectations: 1, 2, 3, 4, 5</p>		<p align="center"><b>Performance Standards</b></p> <p>Standards: 1, 2, 4, 5, 8, 9, 12, 15, 19, 23 Mission and Expectations: 1, 2, 3, 4, 5</p>	
<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><i>The Godfather</i> by Mario Puzo Books II, III</p>		<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><i>The Godfather</i> by Mario Puzo Books IV-VI</p>	
<p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- To explore the effects of deviance on society</li> <li>- To develop skills of questioning social constructs</li> </ul>	<p align="center"><b>Essential Question</b></p> <p>Is Puzo’s use of violence to describe the world of <i>The Godfather</i> ironic?</p>	<p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- To explore the effects of deviance on society</li> <li>- To develop skills of questioning social constructs</li> </ul>	<p align="center"><b>Essential Question</b></p> <p>How does Puzo’s depiction of life in Sicily both mirror and conflict with his depiction of life in New York?</p>
<p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>- Pacing/Curriculum Guide</li> <li>- Text</li> </ul>	<p align="center"><b>Media Resources</b></p> <p align="center">N/A</p>	<p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>- Pacing/Curriculum Guide</li> <li>- Text</li> </ul>	<p align="center"><b>Media Resources</b></p> <p align="center">N/A</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> Comprehension Questions <b>Review:</b> Large and Small Group</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><b>Homework:</b> Comprehension Questions <b>Review:</b> Large and Small Group <b>Quiz:</b> Quiz 1</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>Standards: 1, 2, 4, 5, 8, 9, 12, 15, 19, 23 Mission and Expectations: 1, 2, 3, 4, 5</p>		<p align="center"><b>Performance Standards</b></p> <p>Standards: 1, 2, 9, 19, 23, 26 Mission and Expectations: 1, 2, 3, 4, 5</p>	
<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><i>The Godfather</i> by Mario Puzo Books VII-IX</p>		<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center"><i>The Godfather</i> Film and Review</p>	
<p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- To explore the effects of deviance on society</li> <li>- To develop skills of questioning social constructs</li> </ul>	<p align="center"><b>Essential Question</b></p> <p>How does Puzo use the fictional world of Don Corleone to criticize and, alternately, reinforce commonly held beliefs of mainstream America?</p>	<p align="center"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>- To examine the connection between literature and media</li> </ul>	<p align="center"><b>Essential Question</b></p> <p>What is the effect of Coppola's deviation from Puzo's text?</p>
<p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>- Pacing/Curriculum Guide</li> <li>- Text</li> </ul>	<p align="center"><b>Media Resources</b></p> <p align="center">N/A</p>	<p align="center"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>- Pacing/Curriculum Guide</li> <li>- Text</li> </ul>	<p align="center"><b>Media Resources</b></p> <p align="center">Film (Francis Ford Coppola)</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> Comprehension Questions <b>Review:</b> Large and Small Group <b>Quiz:</b> Quiz 2</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><b>Homework:</b> Character List <b>Review:</b> Large and Small Group</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>