

English 42		Week 1		Week 2	
<i>Performance Standards</i>		<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><i>The students will:</i> 7.10 Read aloud grade-appropriate text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression. 9.7 Relate a literary work to the seminal ideas of its time.</p>		<p><i>The students will:</i> 7.10 Read aloud grade-appropriate text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression. 9.7 Relate a literary work to the seminal ideas of its time.</p>		<p><i>The students will:</i> 7.10 Read aloud grade-appropriate text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression. 9.7 Relate a literary work to the seminal ideas of its time.</p>	
Unit/Topic/Lesson		Unit/Topic/Lesson		Unit/Topic/Lesson	
The Medieval Period Brit. Lit./Ballads/"Sir Patrick Spens"		The Medieval Period Brit. Lit./Ballads/"Sir Patrick Spens"		The Medieval Period Brit. Lit./Ballads/ "The Twa Corbies"	
Objectives	Essential Question	Objectives	Essential Question	Objectives	Essential Question
-To familiarize students with aspects of medieval British Lit. Students should understand: -where ballads originated and why this is significant. -why ballads have changed over time. -the meaning of ballad as it pertains to Sir Patrick Spens.	Where did ballads originate? Why?	Students should understand: -the meaning of ballad as it pertains to "The Twa Corbies"	How does The Twa Corbies represent a folk ballad?	Students should understand: -the meaning of ballad as it pertains to "The Twa Corbies"	How does The Twa Corbies represent a folk ballad?
Teacher Resources	Media Resources	Teacher Resources	Media Resources	Teacher Resources	Media Resources
Prentice Hall Literature Anthology Curriculum Guide Auxiliary materials	None	Prentice Hall Literature Anthology Curriculum Guide Auxiliary materials	None	Prentice Hall Literature Anthology Curriculum Guide Auxiliary materials	None
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Homework: Comprehension Questions Review: Quiz:	Completed by: Comments	Homework: Comprehension Questions Review: Quiz:	Completed by: Comments	Homework: Comprehension Questions Review: Quiz:	Completed by: Comments

Week 3		Week 4	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 7.10 Read aloud grade-appropriate text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression. 9.7 Relate a literary work to the seminal ideas of its time. 8.33 Analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood.</p>		<p><i>The students will:</i> 7.10 Read aloud grade-appropriate text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression. 9.7 Relate a literary work to the seminal ideas of its time. 22.10 Use all conventions of standard English when writing and editing.</p>	
Unit/Topic/Lesson		Unit/Topic/Lesson	
The Medieval Period Brit. Lit./Ballads/ “Get Up and Bar the Door”		The Medieval Period Brit. Lit./Ballads/ “Barbara Allen”	
Objectives	Essential Question	Objectives	Essential Question
Students should understand: -the meaning of ballad as it pertains to “Get Up and Bar the Door”	What is the message in “Get Up and Bar the Door”?	Students should understand: -the meaning of ballad as it pertains to “Barbara Allen”	What lesson can be learned from “Barbara Allen”?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Prentice Hall Literature Anthology Curriculum Guide Auxiliary materials	None	Prentice Hall Literature Anthology Curriculum Guide Auxiliary materials	None
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: Comprehension Questions Review: Quiz:</p>	<p>Completed by: Comments</p>	<p>Homework: Comprehension Questions Review: Quiz:</p>	<p>Completed by: Comments</p>

Week 5		Week 6	
Performance Standards		Performance Standards	
<p>The students will: 7.10 Read aloud grade-appropriate text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression. 9.7 Relate a literary work to the seminal ideas of its time. 19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. 19.30 Write coherent compositions with a clear focus, objective presentation or alternate views, rich detail, well developed paragraphs, and logical argumentation. 22.10 Use all conventions of standard English when writing and editing.</p>		<p>The students will: 7.10 Read aloud grade-appropriate text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression. 9.7 Relate a literary work to the seminal ideas of its time. 11.6 Apply knowledge of the concept that a text can contain more than one theme.</p>	
Unit/Topic/Lesson		Unit/Topic/Lesson	
British Literature/ <i>A Tale of Two Cities</i> /Book the First Read chapters 1 & 2 Chapter questions Classroom discussion questions		British Literature/ <i>A Tale of Two Cities</i> /Book the First Read chapters 3-6 Chapter questions Classroom discussion questions	
Objectives	Essential Question	Objectives	Essential Question
*To recognize how contradictory conditions can always exist in a town, country, or world, even in the modern day. *To understand challenging vocabulary in and out of context. *To understand the historical context of the novel, as well as Dickens' writing techniques.	How can contradictory conditions always exist in a town, country, world?	*To understand Dickens' characterization. *Recognize elements of foreshadowing.	What possible meanings could the phrase "recalled to life" have?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Novel Units hand-outs/anticipation guide Chapter Questions Vocabulary worksheets	Show a clip from the 2006 film "Marie Antoinette" to emphasize the excessiveness of the French Aristocracy	Character charts/webs Chapter handouts	none
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Homework: 5 Paragraph essay, chapter questions, vocabulary Review: Quiz: Essay	Completed by: Comments	Homework: Chapter questions 3-6 Review: Book the First Quiz:	Completed by: Comments

Week 7		Week 8	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 6.11 Analyze how dialect can be a source of negative or positive stereotypes among social groups. (Jerry Cruncher’s speech) 7.10 Read aloud grade-appropriate text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.</p>		<p><i>The students will:</i> 7.10 Read aloud grade-appropriate text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression. 8.33 Analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood.</p>	
Unit/Topic/Lesson		Unit/Topic/Lesson	
British Literature/ <i>A Tale of Two Cities</i> /Book the Second Read chapters 1-6 Chapter questions Classroom discussion questions		British Literature/ <i>A Tale of Two Cities</i> /Book the Second Read chapters 7-9 Chapter Questions/discussion questions Writing prompts/predictions	
Objectives	Essential Question	Objectives	Essential Question
<ul style="list-style-type: none"> *Recognize the relevance of chapter titles as they pertain to the events in the chapter. *Recognize elements of foreshadowing. *Understand the meaning of “doppelganger”. *Understand the relationship of Stryver and Carton as it relates to “the lion and the jackal”. 	Why does the story of the workman discovering the initials “D.I.G” startle Dr. Manette? What could this foreshadow?	<ul style="list-style-type: none"> *Recognize elements of foreshadowing. *Understand the excessiveness of the aristocracy in France as demonstrated thought Monseigneur and the Marquis. *Understand the meaning of “Gorgon’s Head” as it pertains to the events of Chapter 9. 	Why does Dickens devote six pages to the description of Monseigneur being served chocolate?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
Foreshadowing handout	none	Chapter questions Vocabulary handout	none
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Homework: Chapters 1-6 questions Review: Quiz: Chapter 1-6 & vocabulary	Completed by: Comments	Homework: Chapters 7-9 questions Review: Quiz: Chapters 1-7 & vocabulary	Completed by: Comments

Week 9		Week 10	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.10 Read aloud grade-appropriate text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 7.10 Read aloud grade-appropriate text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.</p>	
<p align="center">Unit/Topic/Lesson</p> <p>British Literature/<i>A Tale of Two Cities</i>/Book the Second Read chapters 10-13 Chapter Questions/discussion questions Writing prompts/predictions</p>		<p align="center">Unit/Topic/Lesson</p> <p>British Literature/<i>A Tale of Two Cities</i>/Book the Second Read chapters 14-16 Chapter Questions/discussion questions Writing prompts/predictions</p>	
<p align="center">Objectives</p> <p>*Recognize elements of foreshadowing.</p>	<p align="center">Essential Question</p> <p>What does Carton's confession to Lucie reveal about his character?</p>	<p align="center">Objectives</p> <p>*Recognize elements of foreshadowing.</p>	<p align="center">Essential Question</p> <p>What is revealed about Jerry Cruncher's second occupation?</p>
<p align="center">Teacher Resources</p> <p>Chapter Questions Discussion Questions</p>	<p align="center">Media Resources</p> <p>none</p>	<p align="center">Teacher Resources</p> <p>Chapter Questions Discussion Questions</p>	<p align="center">Media Resources</p> <p>none</p>
<p align="center">Evaluation/Activities</p> <p>Homework: Chapters 10-13 Questions Review: chapters 8-13 Quiz:</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: Chapters 14-16 Questions Review: Quiz: Chapters 8-13</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 11		Week 12	
<p align="center">Performance Standards</p> <p>The students will: 7.10 Read aloud grade-appropriate text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression. 8.33 Analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood.</p>		<p align="center">Performance Standards</p> <p>The students will: 7.10 Read aloud grade-appropriate text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.</p>	
<p align="center">Unit/Topic/Lesson British Literature/<i>A Tale of Two Cities</i>/Book the Second Read chapters 17-19 Chapter Questions/discussion questions Writing prompts/predictions</p>		<p align="center">Unit/Topic/Lesson British Literature/<i>A Tale of Two Cities</i>/Book the Second Read chapters 20-24 Chapter Questions/discussion questions Writing prompts/predictions Read chapters 1-7 of Book the Third Chapter Questions/discussion questions Writing prompts/predictions</p>	
<p align="center">Objectives</p> <p>*Recognize elements of foreshadowing.</p>	<p align="center">Essential Question</p> <p>What does Charles reveal to Dr. Manette on the morning of his wedding, and why does the doctor react as he does?</p>	<p align="center">Objectives</p> <p>*Recognize elements of foreshadowing. *Understand the events leading up to and following the storming of the Bastille. *To understand vocabulary in context. *To recognize Dickens' use of irony. *To recognize the transition of setting from London to Paris.</p>	<p align="center">Essential Question</p> <p>What does Monseigneur represent? Following the Revolution, what were the conditions in France like?</p>
<p align="center">Teacher Resources</p> <p>Chapter Questions Discussion Questions</p>	<p align="center">Media Resources</p> <p>none</p>	<p align="center">Teacher Resources</p> <p>Chapter Questions Discussion Questions Vocabulary</p>	<p align="center">Media Resources</p> <p>DVD – Marie Antoinette</p>
<p align="center">Evaluation/Activities</p> <p>Homework: Chapters 17-19 questions Review: Chapters 14-19 for quiz Quiz: Chapters 14-19</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: Chapters 20-24 and Chap. 1-7 Questions Review: Quiz: Chapters 20-24 & 1-7</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 13		Week 14	
<p align="center">Performance Standards</p> <p>The students will: 7.10 Read aloud grade-appropriate text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression. 2.6 Analyze differences in responses to focused group discussion in an organized and systematic way. 9.7 Relate a literary work to the seminal ideas of its time. 11.6 Apply knowledge of the concept that a text can contain more than one theme. 19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. 19.30 Write coherent compositions with a clear focus, objective presentation or alternate views, rich detail, well developed paragraphs, and logical argumentation. 22.10 Use all conventions of standard English when writing and editing.</p>		<p align="center">Performance Standards</p> <p>The students will: : 1, 2, 4, 5,19, 21, 22 Mission and Expectations: 1, 3, 4, 5, 9</p>	
<p align="center">Unit/Topic/Lesson British Literature/<i>A Tale of Two Cities</i>/Book the Third Read chapters 8-15 Chapter Questions/discussion questions Writing prompts/predictions Unit Exam A Christmas Carol/Compare and Contrast Essay</p>		<p align="center">Unit/Topic/Lesson SAT Vocabulary & Grammar</p>	
<p align="center">Objectives</p> <p>*To understand the significant role of minor characters such as Carton and Pross. *Recognize elements of foreshadowing. *Understand Reign of Terror. *To be able to compare characters, plot, and theme of <i>A Tale of Two Cities</i> to that of the movie <i>The Christmas Carol</i>.</p>	<p align="center">Essential Questions</p> <p>How has Sydney Carton’s role in <i>A Tale of Two Cities</i> changed since we first met him in <i>Book the First</i>? What does Dickens mean by “crush humanity out of shape once more, under similar hammers, and it will twist itself into the same tortured forms”? How are the themes, plot, and characters in Dickens’ two works the same? How are they different?</p>	<p align="center">Objectives</p> <p>- To familiarize students with/reinforce complex grammatical constructions and vocabulary</p>	<p align="center">Essential Question</p> <p>In what ways can a firm grasp of grammatical constructions and rich vocabulary be assets?</p>
<p align="center">Teacher Resources</p> <p>Chapter Questions Discussion Questions Review sheets Movie Exam Guidelines for compare and contrast essay</p>	<p align="center">Media Resources</p> <p>A Christmas Carol – the movie</p>	<p align="center">Teacher Resources</p> <p>- <i>Warriner’s English Grammar and Composition</i> - College Board SAT Hot List</p>	<p align="center">Media Resources</p> <p>none</p>
<p align="center">Evaluation/Activities</p> <p>Homework: Chapter Questions Review: Group Review Quiz: Unit Exam</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: Sentence Formation Review: Peer Review Quiz: Matching, MC, Sentence Formation</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 15		Week 16	
Performance Standards <i>The students will:</i> 1, 2, 4, 5, 19, 21, 22 Mission and Expectations: 1, 3, 4, 5, 9		Performance Standards <i>The students will:</i>	
Unit/Topic/Lesson SAT Vocabulary & Grammar		Unit/Topic/Lesson	
Objectives - To familiarize students with/reinforce complex grammatical constructions and vocabulary.	Essential Question In what ways can a firm grasp of grammatical constructions and rich vocabulary be assets?	Objectives	Essential Question
Teacher Resources - <i>Warriner's English Grammar and Composition</i> - College Board SAT Hot List	Media Resources N/A	Teacher Resources	Media Resources N/A
Evaluation/Activities Homework: Sentence Formation Review: Peer Review Quiz: Matching, MC, Sentence Formation	Completion date: Completed by: Comments	Evaluation/Activities Homework: Review: Quiz:	Completion date: Completed by: Comments

Week 16		Week 17	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 11.6 Apply knowledge of the concept that a text can contain more than one theme.</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 11.6 Apply knowledge of the concept that a text can contain more than one theme.</p>	
<p align="center">Unit/Topic/Lesson</p> <p>British Literature/<i>The Canterbury Tales</i>- Geoffrey Chaucer/Intro. Define “Frame Tale” Introduction to Middle English/Student Translation of Intro. Research the life and times of Geoffrey Chaucer and how this influenced the tales. Characterization-direct/indirect</p>		<p align="center">Unit/Topic/Lesson</p> <p>British Literature/<i>The Canterbury Tales</i> Read the “Prologue” & “The Pardoner’s Tale” Character sketch</p>	
<p align="center">Objectives</p> <p>-Understand Iambic Pentameter -Understand Chaucer’s use of characterization. -Understand historical context and “Frame Tale”</p>	<p align="center">Essential Question</p> <p>What level of society was Chaucer writing for?</p>	<p align="center">Objectives</p> <p>-Understand “Exemplum” and “Irony” -Imitate Chaucer’s use of iambic pentameter and rhyming couplets.</p>	<p align="center">Essential Question</p> <p>What was the exemplum?</p>
<p align="center">Teacher Resources</p> <p>The Penguin Classics version of <i>The Canterbury Tales</i></p>	<p align="center">Media Resources</p> <p>N/A</p>	<p align="center">Teacher Resources</p> <p>The Penguin Classics version of <i>The Canterbury Tales</i></p>	<p align="center">Media Resources</p> <p>Canterbury Tales DVD</p>
<p align="center">Evaluation/Activities</p> <p>Homework: Comprehension Questions and vocabulary. Review: Quiz: none</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: Comprehension Questions and vocabulary. Character sketch. Review: Quiz: Prologue and Pardoner’s Tale</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 18		Week 19 – Mid Years	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 11.6 Apply knowledge of the concept that a text can contain more than one theme.</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i></p>	
<p align="center">Unit/Topic/Lesson British Literature/<i>The Canterbury Tales</i>- Geoffrey Chaucer Read “The Knight’s Tale”</p>		<p align="center">Unit/Topic/Lesson</p>	
<p align="center">Objectives</p> -Understand the role of a knight -Recognize the influence of female characters in the tale	<p align="center">Essential Question</p> What was Chaucer’s point in putting the Knight’s tale first?	<p align="center">Objectives</p>	<p align="center">Essential Question</p>
<p align="center">Teacher Resources</p> The Penguin Classics version of <i>The Canterbury Tales</i>	<p align="center">Media Resources</p> View film “A Knight’s Tale”	<p align="center">Teacher Resources</p>	<p align="center">Media Resources</p>
<p align="center">Evaluation/Activities</p> <p>Homework: Comprehension Questions and vocabulary. Compare/contrast movie with tale Review: Quiz: “The Knight’s Tale”</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>

Week 20		Week 21	
<i>Performance Standards</i>		<i>Performance Standards</i>	
The students will: 11.6 Apply knowledge of the concept that a text can contain more than one theme.		The students will: 11.6 Apply knowledge of the concept that a text can contain more than one theme.	
Unit/Topic/Lesson British Literature/ <i>The Canterbury Tales</i> - Geoffrey Chaucer Read "The Miller's Tale"		Unit/Topic/Lesson British Literature/ <i>The Canterbury Tales</i> - Geoffrey Chaucer Read "The Nun's Priest's Tale"	
Objectives -To understand the meaning of Fabliau as it applies to "The Miller's Tale" -To understand why Chaucer chose to follow "The Knight's Tale" with "The Miller's Tale".	Essential Question What elements of "The Miller's Tale" make it a fabliau?	Objectives -To understand the elements of a fable. - To understand flattery.	Essential Question How were both Pertilote and Chanticleer correct about dreams?
Teacher Resources The Penguin Classics version of <i>The Canterbury Tales</i>	Media Resources Canterbury Tales DVD	Teacher Resources The Penguin Classics version of <i>The Canterbury Tales</i>	Media Resources Canterbury Tales DVD
Evaluation/Activities Homework: Comprehension Questions and vocabulary. Review: Quiz: "The Miller's Tale"	Completion date: Completed by: Comments	Evaluation/Activities Homework: Comprehension Questions and vocabulary. Review: Quiz: "The Nun's Priest's Tale"	Completion date: Completed by: Comments

Week 22		Week 23	
<p align="center"><i>Performance Standards</i></p> <p>The students will: 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 19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p>		<p align="center"><i>Performance Standards</i></p> <p>The students will: 11.6 Apply knowledge of the concept that a text can contain more than one theme. 7.10 Read aloud grade-appropriate text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression. 2.6 Analyze differences in responses to focused group discussion in an organized and systematic way. 9.7 Relate a literary work to the seminal ideas of its time. 19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p>	
<p align="center">Unit/Topic/Lesson Senior Research Project (argumentative)</p>		<p align="center">Unit/Topic/Lesson Shakespeare's <i>Macbeth</i> Introduction to Shakespeare</p>	
<p align="center">Objectives</p> <ul style="list-style-type: none"> -Develop research skills -Write a multi-paragraph research paper -Clear topic development, organization, effective use of detail, sentence structure, and logical argumentation. 	<p align="center">Essential Question</p> <p>How can strong organization and comprehensive research skills help to create a persuasive product?</p>	<p align="center">Objectives</p> <ul style="list-style-type: none"> - To explore the development of the modern English language. - To understand the elements of a tragedy. 	<p align="center">Essential Question</p>
<p align="center">Teacher Resources</p> <ul style="list-style-type: none"> - Departmental Research Project Packet 	<p align="center">Media Resources</p> <p>Computer lab/library presentation</p>	<p align="center">Teacher Resources</p> <ul style="list-style-type: none"> - <i>The British Tradition</i>, Prentice Hall - Pacing/Curriculum Guide 	<p align="center">Media Resources</p> <p>N/A</p>
<p align="center">Evaluation/Activities</p> <p>Topic, Working Bibliography, Thesis Statement, Graphic Organizer, 5-7 page Final Project</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: Comprehension Questions and vocabulary. Review: Quiz: Act I Quiz</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 24		Week 25	
<p align="center">Performance Standards</p> <p>The students will: 11.6 Apply knowledge of the concept that a text can contain more than one theme. 7.10 Read aloud grade-appropriate text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression. 2.6 Analyze differences in responses to focused group discussion in an organized and systematic way. 9.7 Relate a literary work to the seminal ideas of its time. 19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p>		<p align="center">Performance Standards</p> <p>The students will: 11.6 Apply knowledge of the concept that a text can contain more than one theme. 7.10 Read aloud grade-appropriate text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression. 2.6 Analyze differences in responses to focused group discussion in an organized and systematic way. 9.7 Relate a literary work to the seminal ideas of its time. 19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p>	
<p align="center">Unit/Topic/Lesson Shakespeare's <i>Macbeth</i> Act I</p>		<p align="center">Unit/Topic/Lesson Shakespeare's <i>Macbeth</i> Act II</p>	
<p align="center">Objectives</p> <p>- To explore the development of the modern English language</p>	<p align="center">Essential Question</p> <p>Is our fate predetermined?</p>	<p align="center">Objectives</p> <p>- To explore the development of the modern English language - To understand the role of Lady Macbeth and Macbeth.</p>	<p align="center">Essential Question</p> <p>Is an accomplice just as guilty as the person who commits a crime?</p>
<p align="center">Teacher Resources</p> <p>- <i>The British Tradition</i>, Prentice Hall - Pacing/Curriculum Guide</p>	<p align="center">Media Resources</p> <p>N/A</p>	<p align="center">Teacher Resources</p> <p>- <i>The British Tradition</i>, Prentice Hall - Pacing/Curriculum Guide</p>	<p align="center">Media Resources</p> <p>N/A</p>
<p align="center">Evaluation/Activities</p> <p>Homework: Comprehension Questions Review: Jeopardy Quiz: Act I</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: Comprehension Questions Review: Group Review Quiz: Act II</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 26		Week 27	
<p>Objectives</p> <p>- To focus on the historical, political, and social aspects of the Holocaust in order to become better acquainted with the background for the scenario of human suffering and degradation portrayed in the novel <i>Night</i> by Elie Wiesel.</p> <p>-To become familiar with Jewish terminology.</p>	<p>Essential Question</p> <p>What is a holocaust?</p>	<p>Objectives</p> <p>-To focus on the historical, political, and social aspects of the Holocaust in order to become better acquainted with the background for the scenario of human suffering and degradation portrayed in the novel <i>Night</i> by Elie Wiesel.</p>	<p>Essential Question</p> <p>What was the "Final Solution" and how were its objectives carried out in places like Jewish ghettos and concentration camps like Auschwitz/Berkinau and Dachau?</p>
<p>Teacher Resources</p> <p>Anticipation Guide Holocaust research questions Encyclopedias Class set of <i>Night</i> by Elie Wiesel</p>	<p>Media Resources</p> <p>Internet resources for research</p>	<p>Teacher Resources</p> <p>-Comprehension questions - Pacing/Curriculum Guide - Text</p>	<p>Media Resources</p> <p>N/A</p>
<p>Evaluation/Activities</p> <p>Homework: Comprehension Questions and vocabulary. Response journal Review: Quiz: Chapters 1-3</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p>Evaluation/Activities</p> <p>Homework: Comprehension Questions and vocabulary. Found poem poster. Narrative poem. Response journal. Review: Quiz: Chapters 4-7</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 28		Week 29	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p>The students will: 11.6 Apply knowledge of the concept that a text can contain more than one theme. 7.10 Read aloud grade-appropriate text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression. 2.6 Analyze differences in responses to focused group discussion in an organized and systematic way. 9.7 Relate a literary work to the seminal ideas of its time. 19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p>		<p>The students will: 11.6 Apply knowledge of the concept that a text can contain more than one theme. 7.10 Read aloud grade-appropriate text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression. 2.6 Analyze differences in responses to focused group discussion in an organized and systematic way. 9.7 Relate a literary work to the seminal ideas of its time. 19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p>	
Unit/Topic/Lesson Shakespeare's <i>Macbeth</i> Act V		Unit/Topic/Lesson Shakespeare's <i>Macbeth</i> Review/Test/Film	
Objectives	Essential Question	Objectives	Essential Question
- To explore the development of the modern English language	How does Shakespeare use dramatic literature to criticize and, alternately, reinforce commonly held beliefs?	- To explore the development of the modern English language - To examine the connection between literature and media	What is the effect of Polanski's deviation from Shakespeare's text?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
- <i>The British Tradition</i> , Prentice Hall - Pacing/Curriculum Guide	N/A	- <i>The British Tradition</i> , Prentice Hall - Pacing/Curriculum Guide	Film (Roman Polanski)
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Homework: Comprehension Questions and vocabulary/Study Guide. Review: Quiz:	Completed by: Comments	Homework: Comprehension Questions and vocabulary. Character analysis. Review: Group review/study guide. Quiz: Unit Exam	Completed by: Comments

Week 30	Week 31
<p style="text-align: center;">Performance Standards</p> <p><i>The students will:</i> 11.6 Apply knowledge of the concept that a text can contain more than one theme. 7.10 Read aloud grade-appropriate text fluently, accurately, and with comprehension using appropriate timing, change in voice, and expression. 2.6 Analyze differences in responses to focused group discussion in an organized systematic way. 9.7 Relate a literary work to the seminal ideas of its time. 19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p>	<p style="text-align: center;">Performance Standards</p> <p><i>The students will:</i> 11.6 Apply knowledge of the concept that a text can contain more than one theme. 7.10 Read aloud grade-appropriate text fluently, accurately, and with comprehension using appropriate timing, change in voice, and expression. 2.6 Analyze differences in responses to focused group discussion in an organized systematic way. 9.7 Relate a literary work to the seminal ideas of its time. 19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.</p>
	<p>9.7 Relate a literary work to the seminal ideas of its time. 19.23 Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail,</p>
<p style="text-align: center;">Unit/Topic/Lesson <i>Night</i> by Elie Wiesel Introduction to the Holocaust Chapters 1-3</p>	<p style="text-align: center;">Unit/Topic/Lesson <i>Night</i> by Elie Wiesel Chapters 4-7</p>

Week 32		Week 33	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p>The students will: 11.6 Apply knowledge of the concept that a text can contain more than one theme. 7.10 Read aloud grade-appropriate text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression. 2.6 Analyze differences in responses to focused group discussion in an organized and systematic way. 9.7 Relate a literary work to the seminal ideas of its time.</p>		<p>The students will:</p>	
<p>Unit/Topic/Lesson <i>Night</i> by Elie Wiesel Chapters 8-9</p>		<p>Unit/Topic/Lesson</p>	
<p>Objectives - To focus on the historical, political, and social aspects of the Holocaust in order to become better acquainted with the background for the scenario of human suffering and degradation portrayed in the novel <i>Night</i> by Elie Wiesel.</p>	<p>Essential Question What is the importance of survivor testimonials like Elie Wiesel's in <i>Night</i> in preventing future Holocausts?</p>	<p>Objectives</p>	<p>Essential Question</p>
<p>Teacher Resources -Comprehension questions - Pacing/Curriculum Guide - Text</p>	<p>Media Resources Schindler's List - film</p>	<p>Teacher Resources</p>	<p>Media Resources</p>
<p>Evaluation/Activities Homework: Chapter questions, poster and author brochure. Response journal is due. Review: Study guide/group Quiz: Unit Exam</p>	<p>Completion date: Completed by: Comments</p>	<p>Evaluation/Activities Homework: Review: Quiz:</p>	<p>Completion date: Completed by: Comments</p>