

Standards	Content	Objectives/Essential Questions	Skills / Activities	Assessments
3.12.4;3.12.4;3.12.4; ; 4.4.12.5; ; 5.8.12.2;8.12.2; ; 5.	Summer Reading Assignment: <u>Siddhartha</u> Novel Unit Vocabulary books introduced Grammar: parts of speech	How do I build my reading skills? What makes an essay effective? What pieces are needed in an essay? What makes an essay cohesive? How much citation? What is Academic Integrity? Why is having AI so important? How do I build by vocabulary? What is a noun, adjective, determiner, noun phrase?	Read / summarize/ evaluate book Speak / share in front of small to larger groups Compare different cultures' beliefs and commonalities Interpret literature Respond to literature Review writing process Thesis writing (analysis) Learn how to cite sources and avoid plagiarism. Vocabulary: using words in context Grammar Pretest Determine noun, adjective, determiner, and noun phrase. Correctly apply rules to pluralize and use the possessive.	Summer work due In class work on summer book Research process and product writing In class discussions Impromptu essays Daily reading quizzes Vocab quizzes Grammar worksheets Grammar Pretest Grammar Tests

Standards	Content	Objectives/Essential Questions	Skills / Activities	Assessments	Resources

<p>.3;3.12</p> <p>.4;4.</p> <p>.5;8.</p> <p>.5;</p>	<p>Novel Unit</p> <p>Vocabulary</p> <p>Grammar: parts of speech</p>	<p>What do cultures ask and wonder about?</p> <p>What are some individuals' experiences in the world? How do they compare to my own?</p> <p>What voice is used, and how effective?</p> <p>What is gender, and how does it affect experience of character/author?</p> <p>How do I learn new words?</p> <p>What is a pronoun? What is a modal, auxiliary, transitive, intransitive, linking, and to be verb? What is an adverb? What is a preposition?</p>	<p>Read and respond to various pieces of literature.</p> <p>Interpret a variety of literature</p> <p>Analyze theme, voice, tone, and characterization.</p> <p>Vocabulary: using words in context</p> <p>Determine pronouns; effectively use pronouns; correctly use pronouns. Determine types of verbs, and correct usage. Recognize preposition, and when adverb.</p>	<p>Novel test: matching, identification, short answer, essay, line identification</p> <p>In-class essay test</p> <p>Research process and process writing</p> <p>Discussion</p> <p>Reading check quizzes</p> <p>Vocabulary quizzes</p> <p>Grammar worksheets</p> <p>Grammar test</p>	<p>The House Street, San Cisneros</p> <p>A Summer Soto</p> <p>Sadlier-Oxford Vocabulary Level F</p> <p>Elements of Fourth Cou</p>
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<p>3.3.1 3.12. 4.4. 5.8. 5;</p>	<p>Novel Unit Shakespeare Vocabulary study Grammar: speech function, diagram patterns 1 – 5</p>	<p>What do cultures ask and wonder about? What are some individuals' experiences in the world? How to they compare to my own? What voice is used, and how effective? What is gender, and how does it affect experience of character/author? How did drama begin? What is a "tragedy" ? What makes Shakespeare worth studying? What do classic works teach us? How do I remember the words? How does grammar help my writing and speaking?</p>	<p>Read and respond to various pieces of literature. Interpret a variety of literature Analyze theme, voice, tone, and characterization. Analyze dramatic elements Analyze structure of tragedy Describe history of earlier drama Writing process in thesis Vocabulary: using words in context Identifying parts of speech and their functions. Applying grammar rules to parts of speech.</p>	<p>Novel test: matching, identification, short answer, line identification In-class essay test Research process and process writing Discussion Reading check quizzes Vocabulary quizzes Grammar worksheets Grammar test</p>	<p>A Summer Soto "A River Ru It" Othello, Wil Shakespea Sadlier-Oxf Vocabulary Level F Elements o Fourth Cou</p>

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<p>.1;3. ;3.12</p> <p>.4;4.</p> <p>.5;8.</p> <p>.5;</p>	<p>Shakespeare Unit</p> <p>Vocabulary study</p> <p>Grammar: speech function; diagram patterns 1-7</p> <p>FINAL EXAMS</p> <p>Prep</p> <p>Review</p> <p>Essay and TESTS</p>	<p>What is the message of "Othello"? What lessons can a reader walk away with for own life?</p> <p>What is gender, and how does it affect experience of character/author?</p> <p>How did drama begin? What is a "tragedy" ?</p> <p>What makes Shakespeare worth studying?</p> <p>What do classic works teach us?</p> <p>How can I communicate my understanding of a classic book?</p> <p>How do I remember the words?</p> <p>How does grammar help my writing and speaking?</p> <p>How do I remember the words?</p> <p>How does grammar help my writing and speaking?</p> <p>What are my strengths, weaknesses, and goals as a student?</p> <p>How much have I learned this semester?</p>	<p>Read the classic</p> <p>Decipher Shakespearian language</p> <p>C/C historical facts from fiction /drama</p> <p>Develop prediction skills</p> <p>Identifying persuasive speaking Skill</p> <p>Analyze theme, voice, tone, and characterization.</p> <p>Analyze dramatic elements</p> <p>Analyze structure of tragedy</p> <p>Describe history of earlier drama</p> <p>Writing process in thesis</p> <p>Citing Shakespeare correctly</p> <p>Identifying parts of speech and their functions.</p> <p>Applying grammar rules to parts of speech.</p> <p>Reviewing first semester info.</p> <p>Identifying connections</p> <p>Differentiating classics</p> <p>Synthesis of ideas</p> <p>Recall of details</p> <p>Writing process – Self-Evaluation</p> <p>Vocabulary review</p>	<p>Literature test: matching, identification, short answer, line identification</p> <p>In-class essay test</p> <p>Research process and process writing</p> <p>Discussion</p> <p>Reading check quizzes</p> <p>Vocabulary quizzes</p> <p>Grammar worksheets</p> <p>Grammar test</p>	<p>Othello, Wil Shakespeare</p> <p>Sadler-Oxf Vocabulary Level F</p> <p>Elements of Fourth Cou</p>
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	Content	Objectives/ Essential Questions	Skills / Activities	Assessments	Resource
<p>.3;3. ;3.12 4.4. .2;6. .5;8. .5;</p>	<p>Poetry Prosody Grammar: speech function, diagram patterns 1-10, verb tense Vocabulary</p>	<p>What is poetry? What makes poetry effective? What is prosody? Why learn meter? How does diagramming help my grammar? Why learn verb tense? How do I remember the words?</p>	<p>Hear and identify meter and rhyme scheme Recognize and name structures in poetry (sonnet, meditative, free verse, blank verse, limerick, ode) Identify poetic elements (theme, tone, voice, imagery, alliteration, assonance, stanza, verse, etc.) Connect all elements of poetry to form cohesive thesis. Writing process for poetry explication. Vocabulary: using words in context Diagram all patterns (1-10), and connect grammar rules. Learn verb tense and keep it consistent in writing.</p>	<p>Poetry Explication Poetry Test: matching, identification, short answer, line identification Research process and process writing Discussion Reading check quizzes Vocabulary quizzes Grammar worksheets Grammar test</p>	<p>Elements of L Course Library: poetry Poetry collecti Sadlier-Oxford Workshop Lev Elements of L Course</p>

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3.3.1 3.12. 4.4. 5.8. 5;	Shakespeare Unit Vocabulary Grammar: speech function, diagram patterns 1 – 10, passive and active voice	What was factual and what was made up in Shakespeare's history play? What are the genres of Shakespeare's play? Does the tragedy structure apply? What are the elements of a play? How does the play fit in with today's issues? How do I communicate effectively? What is the passive transformation, and how can this information help my writing? How do I remember the words?	C/C historical facts from fiction /drama Research paper using resources, and MLA How to use parenthetical citations within research paper. Effective speech techniques: eye contact, volume, emphasis, dress, tone, pausing, gestures. Handle questions from audience: show composure, scope of knowledge, ability to think on feet. Listening, non-verbal comm. skills, asking appropriate questions, referring to speech to ask for clarifications, open mind. Artistic license Vocabulary: use words in context Diagram all patterns Make grammar choices based on pattern Keep verb tenses consistent Choosing active or passive voice for effectiveness and purpose	Literature test: matching, identification, short answer, line identification Research Paper Presentation Listening effectively & respectfully Written evaluations of speeches every day Asking questions (= participation) Vocabulary quizzes Grammar worksheets Grammar test	Richar Shake Sadlie Vocab Works Eleme Langu Cours

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<p>3.3.1 3.12. 4.4. 9 5.8. 5;</p>	<p>Holocaust Fanaticism (spring break) Begin World War II Unit = Japanese Internment, POW stories Vocabulary Study Grammar: speech function, diagramming patterns 1 – 10, diagramming clauses, proper punctuation with clauses</p>	<p>What can characters from different cultures teach me about life? What happened during WWII? Why? What causes events such as the Holocaust? What lessons can we take from the Holocaust? How do I remember the words? How does diagramming help my grammar? What makes complex sentences, and how can this help my writing?</p>	<p>Understanding why historical decisions were made and their impacts. Understanding chains of events. Research Holocaust through various mediums. Objectively looking at events and issues today. Research issue using parenthetical citations, MLA. Presentation. Vocabulary: use words in context Diagram all patterns Make grammar choices based on pattern Keep verb tenses consistent Choosing active or passive voice for effectiveness and purpose</p>	<p>Research Paper Presentation Listening effectively & respectfully Written evaluations of speeches every day Asking questions (= participation) Vocabulary quizzes Grammar worksheets Grammar test</p>	<p>Night, Eli Wiesel Library computers with web interviews, photographs Sadlier-Oxford Vocabulary Level F Elements of Language Foundation</p>

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<p>3;3.1 3.12. 4.4. 9 5.8. 5;</p>	<p>Western Traditions</p> <p>Final Exam:</p> <p>Review content for multiple choice questions concerning literature, grammar, and essay</p>	<p>What is the influence of ancient Greece and Rome in literature?</p> <p>How did religion evolve into drama?</p> <p>Has anything changed?</p> <p>Did I get the essential facts from the lecture?</p>	<p>Reading, interpreting, identifying theme, style, characterization, evaluating.</p> <p>Understanding author's intent</p> <p>Understanding concerns of humankind</p> <p>The stage and stage terms</p> <p>The evolution of drama</p> <p>Take effective notes from lectures</p> <p>Thesis with parenthetical citations</p> <p>Review strong writing techniques.</p> <p>Vocabulary: use words in context</p> <p>Diagram all patterns</p> <p>Make grammar choices based on pattern</p> <p>Keep verb tenses consistent</p> <p>Choosing active or passive voice for effectiveness and purpose</p>	<p>Literature test: matching, identification, short answer, line identification</p> <p>Class discussions</p> <p>Presentation of research</p> <p>Vocabulary quizzes</p> <p>Grammar worksheets</p> <p>Grammar test</p> <p>Final Exam will include</p> <p>Multiple choice questions, grammar exercises with diagramming, and essay</p>	<p>Oedipus, A Sophocles, The Metam Ovid</p> <p>Sadlier-Oxf Vocabulary Workshop L</p> <p>Elements o Language F Course</p>
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