

Ware Public Schools

ENGLISH LANGUAGE ARTS CURRICULUM - Grades 8-12

SUBJECT MATTER: English Language Arts

Grade: 8

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Reading and Literature	<p>Reading and Comprehension</p> <p>Genre</p> <ol style="list-style-type: none"> 1. Nonfiction 2. Fiction 3. Short Story 4. Poetry 5. Autobiography 6. Biography 7. Essay 8. Drama 9. Folk Tales 10. Myth/Legend 11. The Novel <p><u>Consider:</u></p> <ol style="list-style-type: none"> 1. Why read literature? 2. What is the role of conflict in literature? 3. How do literary concepts apply to every day lives? 4. How do literary devices in poetry work together to 	<ol style="list-style-type: none"> 1. Students will identify, analyze and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding. 2. Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding. 3. Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding. 4. Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding. Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose. 5. Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, 	<p>(used for all units)</p> <p>Pretest</p> <p>Teacher observation and monitoring of skills taught</p> <p>Class participation and discussion</p> <p>Teacher made quizzes and tests</p> <p>Exit cards</p> <p>Cooperative learning activities</p> <p>Self assessments</p> <p>Peer evaluation</p> <p>Unit tests</p> <p>Journal writing</p>	<p>Prentice Hall Literature Silver Level, 2002</p> <p>(Used for all Units)</p> <p>Unit:</p> <ol style="list-style-type: none"> 1. Coming of Age 2. Meeting Challenges 3. Quest for Justice 4. From Sea to Shining Sea 5. Extraordinary Occurrences <p>Warriner’s English Grammar and Composition, 1977</p> <p>Fahrenheit 451, Ray Bradbury</p> <p>Their Eyes Were Watching God, Zora Neale Hurston</p> <p>A Day No Pigs Would Die, Robert Newton Peck</p> <p>Dictionary</p> <p>Thesaurus</p>	<p><u>Reading and Literature</u></p> <p>Nonfiction: 13.18, 13.19, 13.20, 13.21, 13.22, 13.23</p> <p>Fiction: 12.4</p> <p>Poetry: 14.4</p> <p>Drama: 17.5, 17.6</p> <p>Dramatic Reading and Performance: 18.4</p> <p>Myth; 16.7, 16.8</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>elicit emotional responses in readers?</p> <p>5. How do readers support their understanding of the real world through non-fiction texts and documents?</p>	<p>traditional narratives, and classical literature and provide evidence from the text to support their understanding.</p>	<p>MCAS/teacher/student made rubrics</p> <p>Homework</p> <p>Individual conferencing</p>		
Composition	<ul style="list-style-type: none"> • Writing Extended Composition Assignments • Writing on Demand • Informal Writing • Conducting Research • Using New Technologies in Composition and Research • Consideration of audience and purpose • Revising • Standard English Conventions • Organizing ideas in 	<ol style="list-style-type: none"> 1. Students will write with a clear focus, coherent organization, and sufficient detail. 2. Students will write for different audiences and purposes. 3. Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them. 4. Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions. 	<p>See above</p>	<p>See above</p>	<p><u>Composition</u></p> <p>Writing: 19.19, 19.20, 29.21, 19.22, 19.23</p> <p>Consideration of audience and purpose: 20.4</p> <p>Revising: 21.6, 21.7</p> <p>Research: 24.4</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	writing				
Language	<ol style="list-style-type: none"> 1. Use of conventional and proper language in classroom discussions, debates and general speaking. 2. Comfort in orally presenting ideas 3. Continually expand working vocabulary in speaking and writing 4. Discern when formal and informal English are necessary in writing and speaking. 5. Understand and recognize the origins of English words and how this helps to enhance knowledge of words. 	<ol style="list-style-type: none"> 1. Students will use agreed-upon rules for informal and formal discussions in small and large groups. 2. Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge 3. Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed. 4. Students will understand and acquire new vocabulary and use it correctly in reading and writing 5. Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages. 6. Students will describe, analyze, and use appropriately formal and informal English. 	See above	See above	<p>Language Strand</p> <p>Discussion: 1.3, 1.4</p> <p>Questioning, Listening, Contributing: 2.4</p> <p>Oral Presentation: 3.10, 3.11, 3.12, 3.13</p> <p>Vocabulary and Concept Development: 4.17, 4.18, 4.19</p> <p>Structure and Origins of Modern English 5.15, 5.16, 5.17, 5.18</p> <p>Formal and Informal English 6.7</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Media	<p>Like a printed text, a work produced in an electronic medium can be analyzed in terms of the connections among its purpose, audience, and form. In studying a printed text, teachers show students how an author chooses words for particular rhetorical and aesthetic purposes. In studying a film, television or radio program, CD ROM, or website, students become aware that a skilled director or designer also thinks about her message and makes choices to heighten suspense, draw the listener's or viewer's attention to a particular point, or suggest underlying themes. Unlike printed books, electronic media use sound and moving images; therefore, teaching students to pay attention to these dimensions, as well as to words, is crucial.</p>	<ol style="list-style-type: none"> 1. Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding. 2. Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium. 	<p>Student directed and produced films, music.</p>	<p>Fahrenheit 451 (film) Hondo (film) The Raven (audio CD) Beowulf and Grendel (film)</p>	<p>Analysis of Media 26.4 Media Production 27.4</p>

SUBJECT MATTER: Basic English Revisited - A quarter course MANDATORY for all Grade 9

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Oral and Written Language	<ol style="list-style-type: none"> 1. How does oral language differ from written language? 2. How important is the speaker's adherence to the rules of spoken and written language? 3. What responsibility lies with the speaker and the writer? 4. Why do rules exist for language? 	<ol style="list-style-type: none"> 1. Students will demonstrate their understanding of the meaning of "standard" when it is applied to language. 2. Students will be able to debate the question: With whom does responsibility for clarity lie- with the speaker or listener, the writer or reader? 	<p>Small and large-group discussions</p> <p>Individual presentations</p> <p>Portfolios</p>	<p>Standardized worksheets</p> <p>AMSCO Grammar Text</p> <p>Teacher-prepared lessons</p> <p>Peter Elbow publications</p> <p>From TV: commercials and congressional debates</p>	<p><u>Language Strand</u> Questioning, Listening, and Contributing: 2.5</p> <p>Oral Presentation: 3.11, 3.14</p> <p>Vocabulary and Concept Development: 4.24, 4.26, 4.27</p>
Grammar and usage	<ol style="list-style-type: none"> 1. What are the parts of speech? 2. Why do the parts of speech exist? 3. What relationship exists between mastery of grammar and mastery of basic writing skills? 	<ol style="list-style-type: none"> 1. Students will indicate their mastery of the basic parts of speech through memorization and recitation. 2. Students will discuss essential grammar questions in groups. 3. Students will become aware of and improve their basic usage by learning to proofread and edit their own work, quietly and aloud. 	<p>Pre/Post Tests</p> <p>Teacher-evaluation of the levels of discussion in individual and group presentation</p>	<p>AMSCO Grammar text</p>	<p><u>Language Strand</u> Structure and Origins of Modern English: 5.23, 5.24, 5.25, 5.26, 5.27, 5.28, 5.29</p>

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	<p>4. What grammar skills are necessary before a reluctant reader can become a proficient or advanced writer?</p> <p>5. How does standard grammar influence good usage?</p>				
<p>Sentence structure: simple, compound, complex, and compound-complex</p>	<p>1. How does a speaker/writer build on a kernel sentence to make it more sophisticated?</p> <p>2. How does a speaker/writer evaluate the audience to determine the required level of sophistication in sentence structure?</p> <p>3. What are the different audiences?</p> <p>4. What role does the level of vocabulary play in creating language?</p>	<p>1. Students will model a variety of published authors.</p> <p>2. Students will investigate the kinds of speaking and writing requirements they may have in the future.</p> <p>3. Students will demonstrate their mastery of the different kinds of sentences.</p> <p>4. Students will work to improve their vocabularies.</p>	<p>Teacher and peer evaluation</p>	<p>Classical literature</p> <p>Modern readings</p> <p>Teacher-prepared and standardized worksheets</p> <p>Teacher-prepared quizzes and tests</p> <p>Vocabulary exercises and prefix, root and suffix work</p>	<p>Composition Writing: 19.26 Consideration of Audience and Purpose: 20.5</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Coherent paragraphs and essays	<ol style="list-style-type: none"> 1. What are the different ways to develop sound paragraphs? 2. How can students learn to organize content? 	<ol style="list-style-type: none"> 1. Students will begin to write short, concise paragraphs to practice open-ended answers for MCAS prompts. 2. Students will learn to peer-edit and self-edit 3. Students will analyze one another's brief essays according to the correction guide used by MCAS correctors. 	Final writing portfolio	<ol style="list-style-type: none"> 1. Teacher-prepared prompts 2. MCAS correction guide/rubric 3. Writer's Inc. stylebook 	<u>Composition</u> Revising: 21.8 Standard English Conventions: 22.9 Organizing Ideas in Writing: 23.13 Evaluating Writing and Presentations: 25.5

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p>Reading and Literature</p>	<p>Reading and Comprehension</p> <p>Genre</p> <ol style="list-style-type: none"> 1. Nonfiction 2. Fiction 3. Short Story 4. Poetry 5. Autobiography 6. Biography 7. Essay 8. Drama 9. Folk Tales 10. Myth/Legend 11. The Novel <p>Why read literature?</p> <p>What is the role of conflict in literature?</p> <p>How do literary concepts apply to every day lives?</p> <p>How do literary devices in poetry work together to elicit emotional responses in readers?</p> <p>How do readers support their understanding of</p>	<ol style="list-style-type: none"> 1. Students will identify, analyze and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding. 2. Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding. 3. Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding. 4. Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding. Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose. 5. Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, 	<p>(used for all units)</p> <p>Pretest</p> <p>Teacher observation and monitoring of skills taught</p> <p>Class participation and discussion</p> <p>Teacher made quizzes and tests</p> <p>Exit cards</p> <p>Cooperative learning activities</p> <p>Self assessments</p> <p>Peer evaluation</p> <p>Unit tests</p> <p>Journal writing</p> <p>MCAS/Teacher/ Student made rubrics</p>	<p>Dictionary</p> <p>Thesaurus</p>	<p><u>Reading and Literature</u></p> <p>Nonfiction: 13.24, 13.25</p> <p>Fiction: 12.5</p> <p>Poetry: 14.5</p> <p>Dramatic Literature: 17.7</p> <p>Dramatic Reading and Performance: 18.5</p> <p>Myth: 16.11</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	the real world through non-fiction texts and documents?	traditional narratives, and classical literature and provide evidence from the text to support their understanding.	Homework Individual conferencing Portfolios		
Composition	<ul style="list-style-type: none"> • Writing Extended Composition Assignments • Writing on Demand • Informal Writing • Conducting Research • Using New Technologies in Composition and Research • Consideration of audience and purpose • Revising • Standard English Conventions • Organizing ideas in writing 	<ol style="list-style-type: none"> 1. Students will write with a clear focus, coherent organization, and sufficient detail. 2. Students will write for different audiences and purposes. 3. Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them. 4. Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions. 	See above	See above	<p>Composition Writing: 19.24, 19.25, 19.26, 19.27</p> <p>Consideration of Audience and Purpose: 20.5</p> <p>Revising: 21.8</p> <p>Research: 24.5</p>
Language	Use of conventional and proper language in classroom discussions,	1. Students will use agreed-upon rules for informal and formal discussions in	See above	See above	Language Strand Discussion: 1.5

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>debates and general speaking.</p> <p>Comfort in orally presenting ideas</p> <p>Continually expand working vocabulary in speaking and writing</p> <p>Discern when formal and informal English are necessary in writing and speaking.</p> <p>Understand and recognize the origins of English words and how this helps to enhance knowledge of words.</p>	<p>small and large groups.</p> <ol style="list-style-type: none"> a. Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge b. Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed. c. Students will understand and acquire new vocabulary and use it correctly in reading and writing d. Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages. <p>2. Students will describe, analyze, and use appropriately formal and informal English.</p>			<p>Questioning, Listening, Contributing: 2.5</p> <p>Oral Presentation: 3.14, 3.15</p> <p>Vocabulary and Concept Development: 4.23, 4.24, 4.25</p> <p>Structure and Origins of Modern English: 5.23, 5.24, 5.25, 5.26, 5.27, 5.28, 5.29</p> <p>Formal and Informal English: 6.8, 6.9</p>
Media	Like a printed text, a work produced in an electronic medium can be analyzed in terms of	1. Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia	Student directed and produced films, music.		Media Analysis of Media: 26.5

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>the connections among its purpose, audience, and form. In studying a printed text, teachers show students how an author chooses words for particular rhetorical and aesthetic purposes. In studying a film, television or radio program, CD ROM, or website, students become aware that a skilled director or designer also thinks about her message and makes choices to heighten suspense, draw the listener's or viewer's attention to a particular point, or suggest underlying themes. Unlike printed books, electronic media use sound and moving images; therefore, teaching students to pay attention to these dimensions, as well as to words, is crucial.</p>	<p>productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.</p> <p>2. Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.</p>			<p>Media Production: 27.7</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Literature	<p>Reading and Comprehension</p> <p>Genre</p> <ul style="list-style-type: none"> • Nonfiction • Fiction • Short Story • Poetry • Essay <p><u>Guiding Questions</u> Consider: Why read literature? What is the role of conflict in literature? How do literary concepts apply to every day lives? How do literary devices work together to elicit emotional responses in readers? How do readers support their understanding of the real world through non-fiction texts, documents, short stories, poems, and drama?</p>	<p><u>Comprehension Skills and Strategies</u></p> <ol style="list-style-type: none"> 1. Identify and analyze patterns of imagery or symbolism. 2. Identify and interpret themes and give supporting evidence from a text. 3. Analyze the logic and use of evidence in an author’s argument. 4. Relate a literary work to primary source documents of its literary period or historical setting. 5. Compare and contrast the presentation of a theme or topic across genres to explain how the selection of genre shapes the message. 6. Apply knowledge of the concept that the theme or meaning of a selection represents a view or comment on life, and provide support from the text for the identified themes. 7. Locate and analyze such elements in fiction as point of view, foreshadowing, and irony. 8. Evaluate how an author’s choice of words advances the theme or purpose of a work. 9. Identify and describe the importance of sentence variety in the overall effectiveness of an imaginary/literary or informational/expository work. 	<p>District Testing ----- Pretest</p> <p>Teacher Observation and Monitoring of skills taught</p> <p>Class Participation and Discussion</p> <p>Teacher Made Quizzes</p> <p>Exit Cards</p> <p>Cooperative Learning Activities</p> <p>Self Assessment</p> <p>Chapter Test</p> <p>Portfolios</p>	<p>TEXT for ALL UNITS Prentice Hall Literature Platinum Edition Timeless Voices, Timeless Themes</p> <p>Prentice Hall ELA site – Additional Questions; Hot Links; Internet Activities; Reading Strategies; Self Tests http://www.phschool.com/language_arts/</p> <p>Unit One: On the Edge Unit Two: Striving for Success Unit Three: Clashing Forces Unit Four: Turning Points Unit Five: Expanding Horizons</p> <p>Novels: <i>The Catcher in the Rye</i> by J.D. Salinger</p> <p><i>To Kill a Mockingbird</i> by Harper Lee</p> <p><i>A Separate Peace</i> by John Knowles</p>	<p><u>Reading and Literature</u> Understanding Text: 8.29, 8.30, 8.31</p> <p>Making Connections: 9.6</p> <p>Genre: 10.5</p> <p>Theme: 11.5</p> <p>Fiction: 12.5</p> <p>Nonfiction: 13.24, 13.25</p> <p>Poetry: 14.25</p> <p>Style and Language: 15.7</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Short Stories	Reading and Comprehension	<u>Comprehension Skills and Strategies</u> 1. To analyze and respond to literary elements. 2. To read, comprehend, analyze, and critique a short story. 3. To develop word analysis skills, fluency, and systematic vocabulary. 4. To understand and apply written and oral language conventions. 5. To understand and apply appropriate writing and research strategies. 6. To understand and apply listening and speaking strategies. 7. To prepare, organize and present literary interpretations. 8. To use recursive writing processes to write in a variety of forms. Recognize forms of Propaganda 10. Distinguish between Fact and Non-fact 11. Use Study Strategies 12. Analyze the connections among setting, characterization, conflict, plot, and/or theme. 13. Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict. 14. Analyze characters' personality traits, motivations, and interactions with others	Class participation Group discussion and presentations Storyboards Writing prompts Reading quizzes Formal writing assignments Teacher-made test Journal writing Homework assignments Self-assessments Creative writing assignments	<u>TEXT for ALL UNITS</u> Prentice Hall Literature Platinum Edition Timeless Voices, Timeless Themes <i>Unit 6: Short Stories</i> “Leiningen vs. the Ants” “The Open Window” “A Problem” “Luck” “The Garden of Stubborn Cats” “The Censors” “The Princess and All the Kingdom” “There Will Come Soft Rains”	<u>Reading and Literature</u> Understanding Text: 8.29, 8.30, 8.31 Making Connections: 9.6 Genre: 10.5 Theme: 11.5 Fiction: 12.5 Style and Language: 15.7 <u>Composition</u> Writing: 19.24, 19.26, 19.27

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		and give supporting evidence from their words, actions, thoughts.			
Nonfiction	Reading and Comprehension	<u>Comprehension Skills and Strategies</u> 1. To read a variety of types of nonfiction. 2. To apply a variety of reading strategies appropriate for reading for nonfiction. 3. To analyze literary elements 4. To use a variety of strategies to build vocabulary. 5. To express and support responses to various works of nonfiction. 6. Analyze the logic and use of evidence in an author’s argument 7. Analyze and explain the structure and elements of nonfiction works.	Autobiography Biography Expository Essay Oral and written speeches Persuasive essays Critical reviews Technical Writing Writing prompts In class, timed essay assignments Problem-and-Solution Essay Newspaper Editorial Newspaper articles	<u>TEXT for ALL UNITS</u> Prentice Hall Literature Platinum Edition Timeless Voices, Timeless Themes <i>Unit 7: Nonfiction</i> From <i>View From the Summit</i> From <i>Into Thin Air</i> <i>Into the Wild</i> by Jon Krakauer From <i>Nobel Lecture</i> By Alexander Solzhenitsyn <i>Hiroshima</i> by John Hersey <i>Night</i> by Elie Wiesel Autobiography “A Child’s Christmas in Wales” by Dylan Thomas	<u>Reading and Literature</u> Nonfiction: 13.24, 13.25 <u>Composition</u> Writing: 19.26, 19.27 Consideration of Audience & Purpose: 20.5, 21.8

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
			Descriptive Writing Reflective Essay		
Drama	Reading and Comprehension Greek Theater The Globe Theater	<u>Comprehension Skills and Strategies</u> 1. Develop, communicate, and sustain consistent characters in improvisational, formal, and informal productions and create scoring guides with categories and criteria for assessment of presentations. 2. Develop, communicate, and sustain consistent characters in improvisational, formal, and informal productions and create scoring guides with categories and criteria for assessment of presentations. 3. Learn the Characteristics of Drama 4. Understand the roots of Greek theatre. 5. Understand the cultural context in which Shakespearean plays were written and performed.	Reading Journals Teacher-made quizzes on theatrical terms Dramatic readings (monologues & soliloquies) Group discussion questions Memorized recitations Comprehension quizzes Comprehension and analysis test Essay Portfolio	<u>TEXT for ALL UNITS</u> Prentice Hall Literature Platinum Edition Timeless Voices, Timeless Themes <i>Unit 8: Drama</i> <i>Antigone</i> by Sophocles <i>A Midsummer Night's Dream</i> by William Shakespeare	<u>Reading and Literature</u> Dramatic Literature: 17.7 Dramatic Reading and Performance: 18.5 <u>Composition</u> Research: 24.5

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Poetry	Reading and Comprehension	<u>Comprehension Skills and Strategies</u> 1. Identify, respond to, and analyze the effects of sound, form, figurative language, graphics, and dramatic structure of poems: <ul style="list-style-type: none"> • sound (<i>alliteration, onomatopoeia, rhyme scheme, consonance, assonance</i>); • form (<i>ballad, sonnet, heroic couplets</i>); • figurative language (<i>personification, metaphor, simile, hyperbole, symbolism</i>) • dramatic structure. 2. Analyze an author’s meaning and style. 3. Learn strategies for the interpretation of poetry. 4. Learn how the different forms of poetry affect a poem’s meaning. 5. Write original poetry.	Pretest Class participation and Discussion Daily writing prompts. Poetry journals. Poetic terms crossword puzzles and word games. Modeling classic poetry. Dramatic Readings. Poet Portfolios Original poetry writing. Unit Test	<u>TEXT for ALL UNITS</u> Prentice Hall Literature Platinum Edition Timeless Voices, Timeless Themes <i>Unit 9: Poetry</i> Modern Music as Poetry Musical Devices Figurative Language Narrative Poetry Dramatic Poetry Lyric Poetry Free Verse Villanelle Tanka Haiku Poetry 180 (online) <i>From Totems to Hip Hop</i>	<u>Language Strand</u> Vocabulary and Concept Development: 4.23 <u>Reading and Literature</u> Understanding a Text: 8.29, 8.30, Making Connections: 9.6 Theme: 11.5 Poetry: 14.5 <u>Composition</u> Writing: 19.25, 19.29
Epics, Myths and Legends	Reading and Comprehension	<u>Comprehension Skills and Strategies</u> 1. Analyze the characters, structure, and themes of classical Greek drama and epic poetry. 2. Read Silently with Comprehension 3. Learn Strategies for Reading Epics & Legends	Journal writing Narrative writing Compare and contrast essay	<u>TEXT for ALL UNITS</u> Prentice Hall Literature Platinum Edition Timeless Voices, Timeless Themes <i>Unit 10: Epics and Legends</i>	<u>Reading and Literature</u> Myth, Traditional Narrative, and Classical Literature: 16.11

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
			<p>Critical analysis</p> <p>Oral persuasive speech</p> <p>Original story-telling</p> <p>Teacher-made quizzes</p> <p>Storyboards</p> <p>Creative projects</p> <p>Portfolios</p>	<p>Antigone: Based on the play, students will discuss the conflicts among characters as reflections of the ultimate struggle between human and divine law; students will also address conflicts of gender in relation to society.</p> <p>“The Legend of King Arthur”</p> <p>“Damon and Pythias”</p> <p>“Morte d’ Arthur” by Alfred Lord Tennyson</p> <p>Excerpt from “The Once and Future King” by T.H. White</p> <p>Excerpt from “Sundiata: An Epic of Old Mali” by D. T. Niane</p>	<p><u>Language Strand</u> Vocabulary: 4.24 Structures, Origins of Modern English: 5.29</p> <p>Formal and Informal English: 6.8</p> <p><u>Reading and Literature</u> Understanding text: 8.29, 8.30</p> <p>Making Connections: 9.6</p> <p>Genre: 10.6</p> <p>Theme: 11.5</p> <p>Fiction: 12.5</p> <p><u>Composition</u> Writing: 19.24, 19.26, 19.27</p>

SUBJECT MATTER: American Literature

Grade: 11

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p>Reading and Literature</p>	<p>Reading and Comprehension</p> <p>Understanding an American Literature text</p> <ul style="list-style-type: none"> • Making connections • Genre • Theme • Fiction <p>Why read literature?</p> <p>What conflicts cross national boundaries?</p> <p>America’s Diversity: What are the challenges we see in our literature?</p>	<ol style="list-style-type: none"> 1. Identify the basic facts and main ideas in a text and use them as the basis for interpretation. 2. Deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background. 3. Identify, analyze and apply knowledge of the characteristics of different genres. 4. Identify, analyze and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding. 5. Identify, analyze and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding. 	<p>Pre/Post Tests</p> <p>Teacher Observation and monitoring</p> <p>Class Participation and Discussion</p> <p>Teacher-Made Quizzes</p> <p>Exit Exercises</p> <p>Self-Assessment</p> <p>Chapter Tests</p> <p>Student-Written short stories</p> <p>Selected Novels</p> <p>Portfolios</p>	<p>Adventures in American Literature: Pegasus Edition Harcourt Brace Jovanovich, Publishers</p> <p>Prentice Hall Literature American Literature Silver Edition</p> <p>Hot Links; Internet Activities; Reading Strategies</p> <p>Novels <i>Reservation Blues</i> by Sherman Alexie</p> <p><i>The Scarlet Letter</i> by Nathaniel Hawthorne</p> <p><i>O Pioneers</i> by Willa Cather</p> <p><i>The Color Purple</i> by Alice Walker</p> <p>Selected short stories</p>	<p><u>Reading and Literature</u></p> <p>Understanding Text: 8.32, 8.33</p> <p>Making Connections: 9.7</p> <p>Genre: 10.6</p> <p>Theme: 11.6, 11.7</p> <p>Fiction: 12.6</p>

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	Nonfiction	1. Identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support understanding.	Student prepared articles for newspapers	Essays from the Text Newspaper articles	<u>Reading and Literature</u> Nonfiction: 13.27
	Poetry	1. Identify, analyze, and apply knowledge of the themes, structures, and elements of poetry and provide evidence from the text to support understanding.	Student submitted poems – Teen Ink Poem Analyses	Poetic Selections from Text Students’ Original Poetry Teen Ink Poetry 180 website by Billy Collins	<u>Reading and Literature</u> Poetry: 14.6
	Dramatic Literature	1. Identify, analyze, and apply knowledge of the themes, structures, and elements of drama and provide evidence from the text to support understanding.	Student-Judged Role Playing	<i>Our Town</i> by Thornton Wilder “Hamlet” (Shakespearean Play/year)	<u>Reading and Literature</u> Drama: 17.8, 17.9
	Dramatic Reading and Performance	1. Plan and present dramatic readings, recitations, and performances considering audience and purpose.			<u>Reading and Literature</u> Dramatic Reading and Performance: 18.6
Composition	Definition Narration Description Comparison/Contrast Cause/Effect	1. Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form. 2. Write coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well developed paragraphs, and logical argumentation. 3. Revise writing to improve style, word choice, sentence variety, and subtlety of	Peer Editing Group Consensus Reading Aloud to a Group Self Critiques Teacher	Peter Elbow Western Massachusetts Writing Project English Journal Professional Texts Portfolio	<u>Composition</u> Writing: 19.30 Consideration of Audience and Purpose: 20.6 Revising: 21.9 Organizing Ideas in

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	Persuasion Argument Inquiry Report/Research Paper	meaning. 4. Organize ideas for a critical essay about literature or a research report. 5. Formulate original open-ended questions to explore a topic of interest, design and carry out research, and evaluate the quality of the research paper. 6. Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources.	Corrected Essays		Writing: 23.13 Research: 24.6 Evaluating Writing and Presentations: 25.6

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Literature	<p>Reading and Comprehension</p> <p>Genre:</p> <ul style="list-style-type: none"> • Oral Literature • Poetry • Epic • Nonfiction • Fiction • Speech • Scripture • Drama • Song • Philosophy <p>Why study literature?</p> <p>What influence did British writers have on American philosophy and literature?</p> <p>How do literary devices contribute to the strength of literary selections?</p> <p>What connection exists between literature and real world activities?</p>	<ol style="list-style-type: none"> 1. Students will identify and analyze the influence of the Oral Tradition on later literature. 2. Students will deepen their understanding of a literary or non-literary work by relating to its contemporary context or historical background. 3. Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding. 4. Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding. 5. Students will identify the elements of ‘the classic’ as illustrated in the King James version of <u>The Bible</u>. 6. Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding. 	<p>Teacher-made pretests</p> <p>Class and individual oral reading</p> <p>Class participation</p> <p>Teacher-made quizzes and tests</p> <p>Student self-critiques</p> <p>Peer Evaluation</p> <p>Individual conferencing</p> <p>Exit projects</p> <p>Unit tests</p> <p>Cooperative-learning exercises</p> <p>Oral reports</p> <p>Research projects</p>	<p>Required text for all units: Prentice Hall Literature: Timeless Voices, Timeless Themes -The British Tradition</p> <p>Prentice Hall ELA Site Hot Links: Internet Activities; Reading Strategies; Self-Tests found on: http://www.phschool.com/language_arts/</p> <p>Selected films Clips from “Braveheart” “Macbeth” or “Othello” or “The Tempest” “Jane Eyre” “Great Expectations” “The Straight Story”</p> <p>Novels <i>Things Fall Apart</i> <i>Animal Farm</i></p> <p>Independent reading</p> <p>Modern drama “A Separate Peace” by Tom Stoppard</p>	<p>Reading and Literature Understanding Text: 8.32; 8.33 8.34</p> <p>Making Connections: 9.7</p> <p>Genres: 10.6</p> <p>Theme: 11.6, 11.7</p> <p>Fiction: 12.6</p> <p>Nonfiction: 13.26, 13.27</p> <p>Poetry: 14.6</p> <p>Style/ Language: 15.9, 15.10</p> <p>Classical Literature: 16.12</p> <p>Dramatic Reading and Performance 18.6</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	How does actively reading literature contribute to our understanding of our roles as human beings?	<p>7. Students will see the connection between modern songs and speeches to those of other times.</p> <p>8. Analyze and evaluate the appropriateness of diction and imagery in poetry.</p> <p>9. Students will work to understand how political, ethical and social philosophies shape world literature.</p>	<p>Role playing</p> <p>Portfolio</p>	<p>Modern <i>avant-garde</i> drama:</p> <p>“Waiting for Godot”</p>	

SUBJECT MATTER: English Language Arts/British Literature: Composition Grade: 12

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Composition	<p>Why do students need to write in a variety of forms and for a variety of purposes?</p> <p>What strategies do students need to learn for organizing, revising and editing?</p> <p>What relationship exists between grammar, spelling, mechanics, and writing skills?</p> <p>How does peer evaluation help students discover how composing differs from conversing?</p> <p>How does composing become an art?</p>	<ol style="list-style-type: none"> 1. Use rubrics to write with a clear focus, coherent organization, and sufficient detail. 2. Write for different audiences and purposes. 3. Demonstrate improvement in revising skills. 4. Indicate their knowledge of Standard English conventions. 5. Connect the organization of their ideas to their purpose for writing. 6. In doing research, master the use of a variety of sources. 7. Recognize the differences and similarities between standard American and British composition 	<p>Teacher evaluation and conferencing</p> <p>MCAS-style five-paragraph essays</p> <p>Self-critiques</p> <p>Peer evaluation: group and individual</p> <p>Journal writing</p> <p>Writing notebooks</p> <p>Selections from modern British and American Literature</p> <p>Portfolio</p>	<p>Text: Prentice Hall Literature- Platinum Edition The British Experience</p> <p>Prentice Hall ELA site</p> <p>Western Massachusetts Writing Project/UMass Writers' Group</p> <p>Peter Elbow publications</p> <p>Assorted rubrics for assignments</p> <p>Dictionary</p> <p>Thesaurus</p> <p>Websites and sources that publish student work</p>	<p><u>Composition</u> Writing: 19.28, 19.29 Consideration of Audience and Purpose: 20.6 Revising: 21.9 Standard English Conventions: 22.10 Organizing Ideas in Writing: 23.15 Research: 24.6</p>
Language	<p>What is the connection between speaking and listening?</p> <p>What is the connection between oral language and the vocabulary and structure of English?</p>	<ol style="list-style-type: none"> 1. Students will indicate their awareness of the difference between informal and formal language, and use the rules that have become norms. 2. Students will learn to question, listen and contribute when in groups for discussion and be able to analyze 	<p>Teacher Evaluation</p> <p>Peer Evaluation</p> <p>Panel discussions</p> <p>Debate</p>	<p><u>Text: Prentice Hall The British Tradition</u></p> <p><u>Sharing and Responding</u>, by Peter Elbow</p> <p><u>Vocabulary</u>: AMSCO series</p>	<p><u>Language Strand</u> Formal and Informal English: 6.10, 6.11</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>What do students need to know about the origins of English?</p> <p>How and why does English change as a language?</p> <p>How does adherence to the conventions of language enhance students' command of the language?</p>	<p>differences in responses.</p> <p>3. Students will present orally and consider audience, purpose and information to be conveyed.</p> <p>4. Students will deliver formal presentations.</p> <p>5. Students will create a scoring guide to evaluate final presentations.</p> <p>6. Students will recognize and use new vocabulary correctly.</p> <p>7. Students will master the use of reference books.</p> <p>8. Students will understand the connection between Standard English grammar and usage and how they have been influenced by other languages.</p>	<p>Rubrics Critiques</p> <p>Pre/Post Tests</p> <p>Portfolios</p>	<p><u>Writers' Inc.</u></p> <p><u>Strunk and White</u></p>	<p>Discussion: 1.6</p> <p>Questioning, Listening, and Contributing: 2.6</p> <p>Oral Presentation: 3.17, 3.18</p> <p>Vocabulary and Concept Development: 4.26, 4.27</p> <p>Structure and Origins of Modern English: 5.30, 5.31, 5.32, 5.33</p>
Media	<p>What are the various forms of media?</p> <p>What do students need to know about each form?</p> <p>How do the various forms interact?</p> <p>In what ways does the media strand build</p>	<p>1. Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies, and provide evidence from the works to support their understanding.</p> <p>2. Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail and appropriate</p>	<p>Oral presentations</p> <p>Teacher observation</p> <p>Cooperative learning activities</p> <p>School-wide presentations</p>	<p>Text: Prentice Hall Timeless Voices Timeless Themes <u>The British Tradition</u></p> <p>British Films/Comedy</p> <p>Local access TV</p> <p>Local newspapers</p>	<p><u>Media</u></p> <p>Analysis of Media: 26.6</p> <p>Media Production: 27.8</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>upon the other strands in the Massachusetts Frameworks?</p> <p>How do the British use media?</p>	<p>consideration of audience, purpose, and medium.</p>	<p>Community members judge productions</p>		

SUBJECT MATTER: Journalism I**Grade(s): 10-12**

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
News Writing	<p>What does news consist of?</p> <p>What makes news?</p> <p>How do reporters make news relevant to specific groups of people?</p> <p>Why are deadlines important?</p>	<ol style="list-style-type: none"> 1. The Five W's 2. Inverted Pyramid 3. Lead Paragraph 4. News Focus 5. News Writing Mechanics 6. Student news 7. Writing Headlines 8. Writing by-lines 	<p>(For entire course)</p> <p>Folders</p> <p>Notebooks</p> <p>Chapter Outlines</p> <p>Class oral presentations</p> <p>Creative projects</p> <p>Participation in class newspaper</p> <p>Teacher-made quizzes</p> <p>Final exam</p> <p>Interviews with people outside classroom environment</p> <p>News articles</p> <p>Sports articles</p> <p>Features</p>	<p>(For entire course)</p> <p>Selected videos on fundamentals of Journalism</p> <p>Television news shows</p> <p>Selected features, interviews, and sports stories</p> <p>Past editions of <i>The Green Scene</i></p> <p>Editions of other, nearby high school newspapers</p> <p>Selected news magazines and other periodicals:</p> <p><i>The Republican</i></p> <p><i>Ware River News</i></p> <p><i>Boston Globe</i></p> <p><i>New York Times</i></p> <p>ASNE High School Journalism website: www.highschooljournalism.org</p>	<p>Discussion: 1.6</p> <p>Questioning, Listening, and Contributing: 2.5, 2.6</p> <p>Vocabulary and Concept Development: 4.27</p> <p>Formal and Informal English: 6.8, 6.9, 6.10, 6.11</p> <p>Understanding Text: 8.31, 8.34</p> <p>Making Connections: 9.6, 9.7</p> <p>Nonfiction: 13.24, 13.25, 13.26, 13.27</p> <p>Style and Language: 15.8, 15.9, 15.10</p> <p>Writing: 19.26,</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
			Editorials Group discussions Writing prompts News video production Portfolios		19.27, 19.30 Consideration of Audience and Purpose: 20.5, 20.6 Revising: 21.8, 21.9 Standard English Conventions: 22.9, 22.10 Organizing Ideas in Writing: 23.12, 23.14, 23.15 Research: 24.5, 24.6 Analysis of Media: 26.5, 26.6 Media Production: 27.6, 27.7, 27.8
Interviewing	Why is interviewing important to a news story? How does one formulate questions to elicit meaningful responses during an interview?	1. Types of Interviews 2. Fundamentals of interview story. 3. The Do's and Don'ts of interviewing. 4. Steps in writing the interview story.	Student Interview Writing Assignment		

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Covering Speeches, Public Meetings, Reports	<p>Why are public meetings and reports and speeches important to the public?</p> <p>How do you find a public meeting or speech?</p>	<ol style="list-style-type: none"> 1. Fundamentals and elements of the speech story. 2. Elements of public meeting reports. 3. Elements of the published report. 	Student writing assignment on a speech or public meeting.		
Feature Writing	<p>Why does news contain features?</p> <p>What are the benefits of features?</p>	<ol style="list-style-type: none"> 1. Structure of the feature story. 2. Types of leads 3. Features from broadcast media. 	Student Feature Writing Assignment		
Reporting Sports Events	How are sports events covered?	<ol style="list-style-type: none"> 1. Trends in sports writing. 2. Types of sports stories. 3. Sports features. 	Student Sports Writing Assignment		
Editorials	<p>What are some topics of editorials?</p> <p>How have editorials stirred controversies?</p> <p>What is the difference</p>	<ol style="list-style-type: none"> 1. Purpose of editorials 2. Types of editorials 3. Libel considerations 	Student Editorial Writing Assignment		

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	between an editorial and a news story?				
Ethics of Journalism	What rules do Journalists live by?	<ol style="list-style-type: none"> 1. Responsibilities of a journalist. 2. Journalism as guardian of public interest. 3. Journalism & The Constitution 4. Discussion & Study of First Amendment Rights 5. Journalist as Ally of Consumer 6. Guidelines for Journalists 	<p>Class Discussions</p> <p>In-class writing assignments.</p>		