

Tentative 1st Quarter Schedule

<p>Week 1 12-16 August 12: First day for students</p>	<p>UNIT: <i>Into Literature</i>, Unit 2 - Celebrating Human Achievement PRIMARY LESSON: Re-Introduction to Shakespeare's Language and Dramatic Work INSTRUCTIONAL EMPHASIS: (Teacher will select from the following standards and emphases as indicated in the <i>Into Literature</i> teacher's guide for each selection) - Identify themes and analyze the thematic interactions within a text - Analyze and critique plot and character development - Identify and analyze figurative language, to include irony and satire - Analyze conflict and how conflict leads to crisis in plot and character interaction SUPPLEMENTAL LESSONS: (Time permitting; teacher will assess class progress and determine the feasibility of teaching supplemental material.) 1. Shakespeare's unassailable eminence in world/English literature 2. <i>Hamlet</i> in Shakespeare's biographical arc: a play about fathers and sons (Burgess) 3. Grammar: Modifying / Qualifying phrases and clauses 3. Vocabulary: Selection-dependent MATERIALS: 1. <i>Into Literature</i>, pp. 160-164 2. <i>The Tragedy of Hamlet, Act I</i>, <i>Into Literature</i>, pp. 166-286 3. Burgess, A. (1970). <i>Shakespeare</i> 4. Film clips of scenes from <i>Hamlet</i>, <i>Macbeth</i>, <i>Romeo and Juliet</i> 5. Teacher may provide supplemental materials if/as needed. ASSIGNMENTS/ASSESSMENTS: (Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.) 1. Mini-essay: Analysis of character introductions in <i>Hamlet</i>, I.ii.1-159 / I.iii.1-137 2. Grammar: Modifying / Qualifying phrases and clauses 3. Quizzes: Reading accountability; vocabulary</p>
<p>Week 2 19-23 August</p>	<p>UNIT: <i>Into Literature</i>, Unit 2 - Celebrating Human Achievement PRIMARY LESSON: Hamlet's Seven Soliloquies INSTRUCTIONAL EMPHASIS: (Teacher will select from the following standards and emphases as indicated in the <i>Into Literature</i> teacher's guide for each selection) - Identify themes and analyze the thematic interactions within a text - Analyze and critique plot and character development - Identify and analyze figurative language, to include irony and satire - Analyze conflict and how conflict leads to crisis in plot and character interaction - Differentiate between soliloquy and action as elements of plot development SUPPLEMENTAL LESSONS: (Time permitting; teacher will assess class progress and determine the feasibility of teaching supplemental material.) 1. Themes in action vs. themes in the soliloquies 2. Character arcs before and after soliloquy 3. Vocabulary: Selection-dependent MATERIALS: 1. <i>The Tragedy of Hamlet, Act I</i>, <i>Into Literature</i>, pp. 166-286 2. Film clips of scenes from <i>Hamlet</i>, <i>Macbeth</i>, <i>Romeo and Juliet</i> 3. Teacher may provide supplemental materials if/as needed. ASSIGNMENTS/ASSESSMENTS: (Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.) 1. Mini-essay: Hamlet's relationships / Hamlet's language 2. Grammar: None this week 3. Quizzes: Reading accountability; vocabulary</p>
<p>Week 3 26-30 August</p>	<p>UNIT: <i>Into Literature</i>, Unit 2 - Celebrating Human Achievement PRIMARY LESSON: Hamlet and Ophelia INSTRUCTIONAL EMPHASIS: (Teacher will select from the following standards and emphases as indicated in the <i>Into Literature</i> teacher's guide for each selection) - Identify themes and analyze the thematic interactions within a text - Analyze and critique plot and character development - Identify and analyze figurative language, to include irony and satire - Analyze conflict and how conflict leads to crisis in plot and character interaction SUPPLEMENTAL LESSONS: (Time permitting; teacher will assess class progress and determine the feasibility of teaching supplemental material.) 1. Shakespeare's invention of the powerful woman on stage (Bloom) 2. Who's 'mad'....Hamlet or Ophelia?</p>

	<p>3. Vocabulary: Selection-dependent 4. Grammar: Hyphens and dashes</p> <p>MATERIALS:</p> <ol style="list-style-type: none"> 1. <i>The Tragedy of Hamlet, Act I</i>, <i>Into Literature</i>, pp. 166-286 2. Film clips of scenes from <i>Hamlet</i>, <i>Macbeth</i>, <i>Romeo and Juliet</i> 3. Teacher may provide supplemental materials if/as needed. <p>ASSIGNMENTS/ASSESSMENTS: <i>(Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.)</i></p> <ol style="list-style-type: none"> 1. Mini-essay: Ophelia and Hamlet's relationship evolution 2. Grammar: Hyphens and dashes 3. Quizzes: Reading accountability; vocabulary; grammar
<p>Week 4 2-6 September</p>	<p>UNIT: <i>Into Literature</i>, Unit 2 - Celebrating Human Achievement PRIMARY LESSON: Poets – Shakespeare, Donne, and Spenser INSTRUCTIONAL EMPHASIS: <i>(Teacher will select from the following standards and emphases as indicated in the <u>Into Literature</u> teacher's guide for each selection)</i></p> <ul style="list-style-type: none"> - Identify themes and analyze the thematic language in a poem - Identify poetic elements and evaluate the effectiveness of their use - Identify, analyze, and interpret figurative language and poetic imagery <p>SUPPLEMENTAL LESSONS: <i>(Time permitting; teacher will assess class progress and determine the feasibility of teaching supplemental material.)</i></p> <ol style="list-style-type: none"> 1. Shakespeare / Spenser and the sonnet form 2. The Dark Lady sonnets (Burgess) 2. John Donne's poetry 3. Vocabulary: Selection-dependent 4. Grammar: Review hyphens and dashes / Formal vs. Colloquial language <p>MATERIALS:</p> <ol style="list-style-type: none"> 1. <i>Into Literature</i>, pp. 312-327 2. Burgess, A. (1970). <i>Shakespeare</i> 3. Teacher may provide supplemental text samples, including short story excerpts and critical analysis. <p>ASSIGNMENTS/ASSESSMENTS: <i>(Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.)</i></p> <ol style="list-style-type: none"> 1. Mini-essay: Responding to/Analyzing Elizabethan poetry 2. Grammar: Formal vs. Colloquial language 3. Quizzes: Reading accountability; vocabulary; grammar
<p>Week 5 9-13 September 9: Mass and VIP induction</p>	<p>UNIT: <i>Into Literature</i>, Unit 2 - Celebrating Human Achievement PRIMARY LESSON: Poets – Shakespeare, Donne, and Spenser INSTRUCTIONAL EMPHASIS: <i>(Teacher will select from the following standards and emphases as indicated in the <u>Into Literature</u> teacher's guide for each selection)</i></p> <ul style="list-style-type: none"> - Identify themes and analyze the thematic language in a poem - Identify poetic elements and evaluate the effectiveness of their use - Identify, analyze, and interpret figurative language and poetic imagery <p>SUPPLEMENTAL LESSONS: <i>(Time permitting; teacher will assess class progress and determine the feasibility of teaching supplemental material.)</i></p> <ol style="list-style-type: none"> 1. Shakespeare / Spenser and the sonnet form 2. The Dark Lady sonnets (Burgess) 2. John Donne's poetry 3. Vocabulary: Selection-dependent 4. Grammar: Review hyphens and dashes / Formal vs. Colloquial language <p>MATERIALS:</p> <ol style="list-style-type: none"> 1. <i>Into Literature</i>, pp. 312-327 2. Burgess, A. (1970). <i>Shakespeare</i> 3. Teacher may provide supplemental text samples, including short story excerpts and critical analysis. <p>ASSIGNMENTS/ASSESSMENTS: <i>(Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.)</i></p> <ol style="list-style-type: none"> 1. Mini-essay: Responding to/Analyzing Elizabethan poetry 2. Grammar: Formal vs. Colloquial language 3. Quizzes: Reading accountability; vocabulary; grammar
<p>Week 6 16-20 September Only 1 day of classes</p>	<p>UNIT: <i>Into Literature</i>, Unit 2 - Celebrating Human Achievement PRIMARY LESSON: Writing Day INSTRUCTIONAL EMPHASIS: <i>(Since this week we meet only one time, students will spend the 90 minutes writing an essay and completing a brief pre-quarter exam test as a</i></p>

<p>17: Moon Festival Holiday 18-20: Teachers' Retreat and Conferences</p>	<p><i>formative assessment of material covered so far in the quarter.)</i> SUPPLEMENTAL LESSONS: <i>None</i> MATERIALS: Test materials provided by the teacher ASSIGNMENTS/ASSESSMENTS: <i>None</i></p>
<p>Week 7 23-27 September 24-26: Pre-Exam Days</p>	<p>UNIT: <i>Into Literature</i>, Unit 2 - Celebrating Human Achievement PRIMARY LESSON: Shakespeare - <i>Hamlet's Dull Revenge</i> (essay) INSTRUCTIONAL EMPHASIS: <i>(Teacher will select from the following standards and emphases as indicated in the Into Literature teacher's guide for each selection)</i> - Cite evidence of what an informational text says explicitly - Apply information in the text to the analysis of a relevant artifact (<i>Hamlet</i>) - Determine an author's purpose and identify relevant, effective rhetoric SUPPLEMENTAL LESSONS: <i>(Time permitting; teacher will assess class progress and determine the feasibility of teaching supplemental material.)</i> 1. Review of <i>Hamlet</i> and scenes relevant to the argument in the essay 2. Compare <i>Hamlet's</i> revenge arc to <i>Romeo's</i> MATERIALS: 1. <i>Hamlet's Dull Revenge</i>, <i>Into Literature</i>, pp. 296-311 2. <i>The Tragedy of Hamlet, Act I</i>, <i>Into Literature</i>, pp. 166-286 3. Film clips of scenes from <i>Hamlet, Romeo and Juliet</i> 3. Teacher may provide supplemental text samples, including short story excerpts and critical analysis. ASSIGNMENTS/ASSESSMENTS: <i>(Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.)</i> 1. Mini-essay: Applying an argument to an artifact 2. Grammar: Review formal vs. colloquial language 3. Quizzes: Reading accountability; vocabulary</p>
<p>Week 8 30 Sep. - 4 Oct.</p>	<p>UNIT: <i>Into Literature</i>, Unit 2 - Celebrating Human Achievement PRIMARY LESSON: Quarter Exam Review INSTRUCTIONAL EMPHASIS: Review of any/all elements of instruction covered in this quarter SUPPLEMENTAL LESSONS: Upon request by students, in the form of review MATERIALS: Any pre-test materials needed for specific review lessons ASSIGNMENTS/ASSESSMENTS: Small class work assignments will be given and assessed, relevant to the subject matter on the quarter exam</p>
<p>Week 9 7-11 October <i>Only 1 day of classes</i> 8-9: Qtr. Exams, half-days 10: 10/10 Holiday 11: Recording Day, no students</p>	<p>UNIT: <i>Into Literature</i>, Unit 2 - Celebrating Human Achievement PRIMARY LESSON: Final Review (Monday) INSTRUCTIONAL EMPHASIS: Review of any/all elements of instruction covered in this quarter SUPPLEMENTAL LESSONS: Upon request by students, in the form of review MATERIALS: Any pre-test materials needed for specific review lessons ASSIGNMENTS/ASSESSMENTS: None QUARTER EXAM: As scheduled, Tues./Wed.</p>

Tentative 2nd Quarter Schedule

<p style="text-align: center;"> Week 1 (10) 14-18 October 14: Begin 2nd Qtr. </p>	<p> PRIMARY UNIT: The Short Story INSTRUCTIONAL EMPHASIS: <i>(Teacher will select from the following standards and emphases as indicated in the <u>Into Literature</u> teacher's guide for each short story)</i> - Structure of the short story (vs. structure of the novel / novella) - Draw inferences in order to differentiate explicit and implied meanings - Identify themes and analyze the thematic interactions within a text - Analyze and critique plot and character development - Analyze word and style choices for their impact on story development and reader interpretation SUPPLEMENTAL LESSONS: <i>(Time permitting; teacher will assess class progress and determine the feasibility of teaching supplemental material.)</i> 1. James Joyce's role in 20th century world/English literature 2. Grammar: Revise bad sentences / Review and use modifying phrases and clauses 3. Vocabulary: Story-dependent MATERIALS: 1. Joyce, J. (1904). Araby [In <u>Dubliners</u>]. <u>Into Literature</u> [online access only] 2. Teacher may provide supplemental text samples, including short story excerpts and critical analysis. ASSIGNMENTS/ASSESSMENTS: <i>(Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.)</i> 1. Mini-essay: Respond to a short story / Analyze story elements/theme development 2. Sentence composition: Combine grammar/vocabulary instruction 3. Quizzes: Reading accountability; vocabulary </p>
<p style="text-align: center;"> Week 2 (11) 21-25 October 25: Masquerade Night </p>	<p> PRIMARY UNIT: The Short Story INSTRUCTIONAL EMPHASIS: <i>(Teacher will select from the following standards and emphases as indicated in the <u>Into Literature</u> teacher's guide for each short story)</i> - Structure of the short story (vs. structure of the novel / novella) - Draw inferences in order to differentiate explicit and implied meanings - Identify and analyze the use of irony/satire within a text - Analyze and critique plot and character development - Analyze word and style choices for their impact on story development and reader interpretation SUPPLEMENTAL LESSONS: <i>(Time permitting; teacher will assess class progress and determine the feasibility of teaching supplemental material.)</i> 1. Culturally relevant fiction: Social humiliation / Recovering 'lost face' 2. Grammar: Usage dexterity in parts-of-speech changes ('word families') 3. Vocabulary: Story-dependent MATERIALS: 1. Ishiguro, K. (2001). A Village After Dark [<u>The New Yorker</u>]. <u>Into Literature</u>, Unit 6, pp. 736-755. 2. Teacher may provide supplemental text samples, including short story excerpts and critical analysis. ASSIGNMENTS/ASSESSMENTS: <i>(Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.)</i> 1. Mini-essay: Reacting to the coming-of-age narrative / Personal growth and reflection 2. Sentence composition: Usage dexterity in parts-of-speech changes ('word families') 3. Quizzes: Reading accountability; vocabulary </p>
<p style="text-align: center;"> Week 3 (12) 28 Oct.-1 Nov. 1: All Saint's Day Mass </p>	<p> PRIMARY UNIT: The Short Story INSTRUCTIONAL EMPHASIS: <i>(Teacher will select from the following standards and emphases as indicated in the <u>Into Literature</u> teacher's guide for each short story)</i> - Identify themes and analyze the thematic interactions within a text - Draw inferences in order to differentiate explicit and implied meanings - Analyze and critique plot and character development - Analyze word and style choices for their impact on story development and reader interpretation - Identify and critique the author's stylistic and structural choices SUPPLEMENTAL LESSONS: <i>(Time permitting; teacher will assess class progress and determine the feasibility of teaching supplemental material.)</i> 1. Reading socially/politically controversial fiction; views on censorship 2. Grammar: Revising sentences / Different ways to write the same thing 3. Vocabulary: Story-dependent MATERIALS: 1. Oyeyemi, H. (2011). My Daughter the Racist [In <u>Mr. Fox</u>]. <u>Into Literature</u>, Unit 6, pp. 788-805. 2. Teacher may provide supplemental text samples, including short story excerpts and critical analysis. ASSIGNMENTS/ASSESSMENTS: <i>(Subject to change depending on weekly lesson</i> </p>

	<p><i>progress; all assignments and assessments will be detailed in daily lesson plans.)</i></p> <ol style="list-style-type: none"> 1. Mini-essay: Reacting to the coming-of-age narrative / Personal growth and reflection 2. Sentence composition: Vary style/syntax/word choice 3. Quizzes: Reading accountability; vocabulary
<p>Week 4 (13) 4-8 November</p>	<p>PRIMARY UNIT: The Short Story INSTRUCTIONAL EMPHASIS: <i>(Teacher will select from the following standards and emphases as indicated in the <u>Into Literature</u> teacher's guide for each short story)</i></p> <ul style="list-style-type: none"> - Identify and critique the author's use of dialogue to develop character and plot - Identify themes and analyze the thematic interactions within a text - Draw inferences in order to differentiate explicit and implied meanings - Analyze and critique plot and character development - Analyze word and style choices for their impact on story development and reader interpretation <p>SUPPLEMENTAL LESSONS: <i>(Time permitting; teacher will assess class progress and determine the feasibility of teaching supplemental material.)</i></p> <ol style="list-style-type: none"> 1. Culturally relevant fiction: Resisting/Conforming to Social Expectation/Tradition 2. Grammar: Introduction to diagramming (Reviewing parts of speech) 3. Vocabulary: Story-dependent <p>MATERIALS:</p> <ol style="list-style-type: none"> 1. Achebe, C. (1952). <i>Marriage is a Private Affair</i>. <u>Into Literature</u> [online access only] 2. Hemingway, E. (1927). <i>Hills Like White Elephants</i> [supplied by teacher] 3. Teacher may provide supplemental text samples, including short story excerpts and critical analysis. <p>ASSIGNMENTS/ASSESSMENTS: <i>(Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.)</i></p> <ol style="list-style-type: none"> 1. Original Composition: Write a dialogue-only narrative 2. Sentence composition: Introduction to diagramming (Reviewing parts of speech) 3. Quizzes: Reading accountability; vocabulary
<p>Week 5 (14) 11-15 November</p>	<p>PRIMARY UNIT: The Short Story Visual Project <i>(Concludes on Mon., 18 Nov.)</i> INSTRUCTIONAL EMPHASIS: Adapting a text for Performance* * - All classes this week will be held in the B1 Auditorium</p> <p>MATERIALS:</p> <ol style="list-style-type: none"> 1. Chopin, K. (1894). <i>The Story of an Hour</i> [supplied by teacher] 2. Garcia Marquez, G. (1962). <i>One of These Days</i> [supplied by teacher] 2. Any other short story we've read so far this quarter 3. Performance/Presentation material will be supplied by students <p>ASSIGNMENTS/ASSESSMENTS: Students will adapt a short story (or scene) into a brief (6-8 mins.) stage production, and present a slide deck with explanation of which literature/language standards and skills they chose to emphasize in their scripts and in their performances. Performances be presented on Mon., 18 Nov., in the B1 Auditorium.</p>
<p>Week 6 (15) 18-22 November 22: G12 Qtr. Exams 22: YSC, no afternoon classes</p>	<p>PRIMARY UNIT: The Short Story Visual Project / Quarter Exam Review INSTRUCTIONAL EMPHASIS:</p> <ol style="list-style-type: none"> 1. Project performances: Monday, 18 Nov. (Tues., if needed) 2. Quarter Exam Review: Tues-Fri., 19-22 Nov. <p>MATERIALS:</p> <ol style="list-style-type: none"> 1. Students will provide all materials for their project presentations. 2. Teacher will supply review materials and assignments <p>ASSIGNMENTS/ASSESSMENTS: Various review assignments will be conducted as class work formative assessments.</p>
<p>Week 7 (16) 25-29 November 25: G12 Qtr. Exams 26-28: Pre-Exam Days</p>	<p>UNIT: The Short Story INSTRUCTIONAL EMPHASIS: Quarter Exam MATERIALS: Exam papers ASSIGNMENTS/ASSESSMENTS: Quarter Exam</p> <p><i>**See Week 8(17) below for weekly lesson material, which will be introduced after the Monday 2nd Qtr. exam, beginning Tues., 26 November**</i></p>
<p>Week 8 (17) 2-6 December 6: Foundation Day Mass and</p>	<p>UNIT: Preparation for 3rd Quarter: The Personal Essay/Narrative Nonfiction INSTRUCTIONAL EMPHASIS: Introduction to the memoir MATERIALS: Kingston, M.H. (1975). <i>No Name Woman</i> [personal essay]. In <u>No Name Woman</u> [outside reading selection]</p>

<i>Christmas celebration, half-day</i>	ASSIGNMENTS/ASSESSMENTS: <i>Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.</i>
<p>Week 9 (18) 9-13 December <i>12-13: Qtr. Exams, Half-Days</i></p>	<p>UNIT: Preparation for 3rd Quarter: The Personal Essay/Narrative Nonfiction INSTRUCTIONAL EMPHASIS: Memoir vs. Narrative nonfiction MATERIALS: Kingston, M.H. (1975). <i>No Name Woman</i> [personal essay]. In <i>No Name Woman</i> [outside reading selection] ASSIGNMENTS/ASSESSMENTS: <i>Subject to change depending on weekly lesson progress; all assignments and assessments will be detailed in daily lesson plans.</i></p>
CHRISTMAS BREAK (14 Dec.-6 Jan.)	