

**AGENDA  
SCHOOL DISTRICT OF MANAWA  
CURRICULUM COMMITTEE MEETING**

**Date: October 10, 2017**

**Time: 4:30 p.m.**

Place: Board Room, MES,  
800 Beech Street, Manawa

**Board Committee Members: Scheller (C), Pohl, Hollman**

**In Attendance:**

Timer: \_\_\_\_\_

Recorder: \_\_\_\_\_

1. Proposed Courses: (Information / Action)
  - a. Art Department Changes
  - b. Personal Fitness 101 (Zero Hour)
  - c. World Cultures
  - d. Business Education
  - e. Advanced Robotics
2. Employability Skills Course Recommendation (Information / Action)
3. Course of Study Guide Changes (Information / Action)
4. HS English Curriculum Map Adoption (Information / Action)
5. K-5 Social Studies Curriculum Map Adoption (Information / Action)
6. Next Meeting Date \_\_\_\_\_

1. Proposed Courses Action \_\_\_\_ Table \_\_\_\_
  - a. Art Department Changes
  - b. Personal Fitness 101 (Zero Hour)
  - c. World Cultures
  - d. Business Education
  - e. Advanced Robotics

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2. Employability Skills Course Recommendation Action \_\_\_\_ Table \_\_\_\_

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3. Course of Study Guide Changes Action \_\_\_\_ Table \_\_\_\_

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4. HS English Curriculum Map Adoption Action \_\_\_\_\_ Table \_\_\_\_\_

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5. K-5 Social Studies Curriculum Map Adoption Action \_\_\_\_\_ Table \_\_\_\_\_

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6. Next Meeting Date \_\_\_\_\_

Chair: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_  
Signature

## Art Curriculum - Proposed Changes 2018-19

### Rationale:

With the downsizing of the classroom space of the Art Department, I feel the need to revisit how our classes are set up. Having classes per medium was perfect for Block Scheduling (when we had it). We could really dive “deeply” into each art medium with the extended time and physical space of 2 classrooms. Last year, returning to an 8 hour day, it was a bit more of a challenge but still maintainable to keep classes divided by media because we still had the physical space to have a wide variety of projects going at the same time.

But now that we are back down to one classroom it is much harder to set up 6-7 different media projects with all of their tools/materials needed; we don’t have the physical space anymore. I attempt to keep media divided into stations around the room, for safety reasons and also so “dirty” projects such as clay will not contaminate “clean” projects such as drawing.

Currently offered in HS Art are: (1 semester each, .5 credits each, classes have freshman thru seniors, students sign up by interest in media area, there are no prerequisites.)

Drawing

Painting

Pottery & Sculpture

Traditional Photography (Darkroom)

Graphic Design

Fiber Arts

Jewelry

Glass & Metals

I propose we consider going back to the arrangement of classes we had many years ago - having Art I, II, III, and IV. This method is not as in-depth as the current method of dividing classes by medium, but gives a broad knowledge base to the students, and if they stick with Art throughout their high school career, by the end will get just as much information and practice in each medium as they would have by the current classes. Instead of doing many assignments in each media area, students would do one or two projects in each media. But each year of art builds on the skill from the previous year.

Art I - Mostly freshmen, plus those who have never taken a high school art class before.

Art II - Mostly sophomores, plus those who have had at least one year of HS art.

Art III - Mostly juniors, plus those who have had at least 2 years of HS art.

Art IV - Seniors - Similar to the current Senior Art - prerequisite is that they’ve had 3 years of art prior, or with enough art experience to gain instructor’s approval.

In the past these were year-long, 1 credit classes. Understanding that students may prefer to pick medium area by interest, I would like to modify slightly and offer them as semester classes, by 2-D and 3-D projects. (not all students like to draw and paint, so may not want the 2-D; not all students like to use clay or sculpt, so may not want the 3D - I’m trying to provide options)

I would like to keep the “unique” classes, such as Fiber Arts, Darkroom Photography and Graphics, as I think they give us an edge over other districts who don’t offer them. I would also like to add a 2nd Fiber Arts semester, in “Life Skills Fiber Arts”. As we haven’t had a FACE program here for many years, I see that as an area that is lacking with our students. The Ag department offers some practice in food preparation skills, but our students don’t know how to thread a needle, sew on a button, use a sewing machine, patch clothes, etc. I see these as valuable life skills.

Providing a working outline by quarter, you can hopefully see - the projects are similar to what we already have, just stretched out over 3 years, instead of one semester.

With this curriculum change we can have less piles of tools and materials that need to be out at any one time. Art I, II, and III will be all drawing at the same time, so will only need drawing supplies out. Those 3 classes will be working on clay all at the same time, so only need clay supplies out for those 3 hours. I'm hoping that even though we won't be able to "dive as deeply" into each media area, it will alleviate a space problem, and still provide a broad knowledge base over their four years of high school.

\*\*\*All of these classes also incorporate Art History lessons relevant to the project being taught.

#### 2D Art I (.5 credits)

1st Quarter	2nd Quarter
Beginning Drawing (such as Mandala Oil Pastel and Grid Enlargement drawings with 4 methods of shading) Beginning Painting (using acrylic paint - such as Monochromatic Self Portraits and Master Artist Sectional Paintings with report)	Beginning Printmaking (such as stamps or EZ cut block prints)  Beginning Paper Arts (such as making paper, or paper marbling)

#### 2D Art II (prerequisite= 2D Art I)

1st Quarter	2nd Quarter
Intermediate Drawing (such as Pen and Ink Perspective Drawings, watercolor pencil drawings) Intermediate Painting (using watercolor - such as landscapes and watercolor w/ink)	Intermediate Printmaking (such as Intaglio printing)  Intermediate Paper Arts (such as pop-ups, handmade books)

#### 2D Art III (prerequisite= 2D Art II)

1st Quarter	2nd Quarter
Advanced Drawing (such as portrait drawing, still life drawing) Advanced Painting (using oil or acrylic paint - such as plein air painting, still life painting)	Advanced Printmaking (such as monoprints or collagraphs)  Advanced Paper Arts (such as making paper, or paper marbling)

#### 3D Art I (.5 credits)

3rd Quarter	4th Quarter
Beginning Pottery (such as Pinch Pots plus exposure to Throwing on the Wheel)  Beginning Sculpture (such as Paper Mache or cardboard sculptures)	Beginning Jewelry (such as bead weaving and simple seed bead projects)  Beginning Metals (such as enameling)  Beginning Glass (such as acid etching or watercolor/glass necklace)

#### 3D Art II (prerequisite= 3D Art I)

3rd Quarter	4th Quarter
Intermediate Pottery (such as Coil Pots plus Throwing on	Intermediate Jewelry (such as 2-needle seed bead

the Wheel) Intermediate Sculpture (such as Plaster Gauze Masks)	projects) Intermediate Metals (such as silver lost wax cast rings) Intermediate Glass (such as glass mosaic)
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### 3D Art III (prerequisite= 3D Art II)

3rd Quarter	4th Quarter
Advanced Pottery (Slab Pots plus Throwing on the Wheel) Advanced Sculpture (such as human or animal busts, wire drawings, or soft sculptures)	Advanced Jewelry (Millefiori beads/polymer clay, resin jewelry) Advanced Metals (Cutting copper with jewelers saw) Advanced Glass (copper foil method stained glass)

\*\*It would be best to have all Art IV students in one class hour, but ask they will be working independently on individual contracts, they could schedule into any class hour that fits their schedule.

### Art IV - A (prerequisite= 2D Art III)

1st Quarter	2nd Quarter
Individual contract, based on student's interest, with a goal of improving skill and preparing for school/work beyond HS.	Individual contract, based on student's interest, with a goal of improving skill and preparing for school/work beyond HS.

### Photography (.5 credits)

1st Quarter	2nd Quarter
Pinhole photography, building a rudimentary camera and basic darkroom development, dry-mounting, 3D photographs.	35 mm black and white photography, and more advanced darkroom development techniques, photo montage.

### Graphic Design (.5 credits)

3rd Quarter	4th Quarter
Beginning Photoshop skills, photo editing, photo collage, photo mosaic, layout and lettering, sign painting.	Continuing Photoshop skills, Calligraphy, Font design, package design, poster development.

"Fun Fact" - Knitting, crochet, etc. are considered "wellness" activities, in that they promote calm, focus, concentration, as well as improve eye-hand coordination, math skills, deciphering pattern, problem solving, etc. Useful for more than just "Art". There are many articles - <http://www.cityknits.com/knittingliteracymath.html> , <http://shecanlaugh.blogspot.com/2012/10/the-educational-benefits-to-teaching.html> , <http://www.schoolnewsnetwork.org/index.php/2014-15/knitting-calms-students-emotions-exercises-their-brains/>

### Fiber Arts - A (.5 credits)

1st Quarter	2nd Quarter
Projects may include but not limited to knitting, crocheting, cross-stitch, fabric painting, latch hook, felt pouches.	Projects may include but not limited to felting, embroidery, needlepoint, weaving, quilting.

Fiber Arts - B .5 credits)

3rd Quarter	4th Quarter
Students will learn “life skills” hand sewing skills (buttons, snaps, zippers, hooks, simple seams) thru the creation of an advanced version of a “quiet book”. <a href="http://todayfeltcrafty.blogspot.com/2015/02/harry-potter-quiet-book-pages.html">http://todayfeltcrafty.blogspot.com/2015/02/harry-potter-quiet-book-pages.html</a>	Continuing sewing skills using a sewing machine to create soft sculptures and quilt squares pillows, bags, and pouches.

7th Grade Art

8th Grade Art

1 Quarter? A/B days Semester?	1 Quarter? A/B days Semester?
Basic 2-dimensional and 3-dimensional skill building projects geared toward the elements and principles of design, as well as introduction to masters from Art History.	Intermediate 2-dimensional and 3-dimensional skill building projects geared toward the elements and principles of design, as well as introduction to masters from Art History.

FOR COURSE OF STUDY DESCRIPTIONS BOOKLET:

**ART Course Descriptions**

\*There is a \$10 fee for all art courses. Students who produce more projects over and above the assignments, may have to pay additional fee (for example - more than one sterling silver ring)

**2D Art I** – An introductory course in design, art history, art terminology and related concerns; activities may include (but not limited to) drawing with various media, acrylic painting, reduction (EZ Cut) printmaking and papermaking.

.5 Credit (1 Semester)

Prerequisite: None

**3D Art I** – An introductory course in design, art history, art terminology and related concerns; activities may include (but not limited to) handbuilt pottery, wheel pottery, sculpture, jewelry (beadweaving), metals and glass (etching).

.5 Credit (1 Semester)

Prerequisite: None

**2D Art II** – Accelerated level of study in the areas explored in Art I - 2D. The student will have the opportunity to experience the use of more sophisticated art materials, concepts and techniques. Activities may include (but not limited to) drawing with various media, watercolor painting, intaglio printmaking, and paper arts (bookbinding).

.5 Credit (1 Semester)

Prerequisite: Art I- 2D

**3D Art II** – Accelerated level of study in the areas explored in Art I - 3D. The student will have the opportunity to experience the use of more sophisticated art materials, concepts and techniques. Activities may include (but not limited to) intermediate handbuilt pottery, wheel pottery, sculpture, jewelry, metals (lost wax cast silver rings), and glass (mosaics)

.5 Credit (1 Semester)

Prerequisite: Art I- 3D

**2D Art III** – The activities are a culmination of all previous art experiences in Art I and II, with an emphasis on sophisticated techniques, processes and materials. Activities may include (but not limited to) drawing with various media, oil, watercolor or acrylic painting, printmaking (monoprint or collagraph), paper arts (quilling, manipulated paper)

.5 Credit (1 Semester)

Prerequisite: Art II-2D

**3D Art III** – The activities are a culmination of all previous art experiences in Art I and II, with an emphasis on sophisticated techniques, processes and materials. Activities may include (but not limited to) advanced handbuilt pottery, potters wheel, art metals (fabrication), stained glass (copper foil technique), advanced jewelry.

.5 Credit (1 Semester)

Prerequisite: Art II-3D

**Art IV** – This course is designed for the serious and capable art student. The overall emphasis is to allow self-direction and independent expression through the mediums, techniques, and concepts previously learned, as well as the opportunity to

investigate artistic mediums not yet explored. Students will choose the medium(s) suited to their interest and ability through a contractual agreement with the instructor. It should be emphasized that the Art IV student will be working more independently. Students considering going on into an art or design related field are highly encouraged to continue in the IV class, as they will provide a broad base of artistic knowledge and exploration, and prepare a portfolio for future use. Projected cost is \$10 - \$75 depending on materials used (see above).

.5 Credit (1 Semester)

Prerequisite: Art III

**Photography**– This class is also an introduction to darkroom photography. Projects include (but not limited to) building a rudimentary “pinhole” camera, use a 35mm “point and shoot” camera, develop film and black and white photos in the darkroom, frame and dry mount the finished photographs. Photographic terminology and art history will also be explored, as well as some photo construction projects.

**Graphic Design**– Students will learn graphic design and commercial art techniques thru projects created by hand as well as using Photoshop on the computer. Projects may include (but not limited to) printing, enhancing digital images, manipulating/editing images on the computer, package design, calligraphy, text/font design, creation of print media (posters, flyers, ads, business cards, notepads, stationery, etc).

**Fiber Arts - A**– Students will explore projects and skills that they may use throughout their life as a hobby or a vocation. Students will learn to read instructions and follow patterns, as well as make up their own patterns. Projects may include (but not limited to) knitting, crocheting, needlecrafts, embroidery, latch-hook rugs, basketry, weaving, quilting, fabric painting, basketry, etc. as well as art history of those mediums, and the wellness associated with participating in fiber arts.

**Fiber Arts - B**– Students will explore skills used in everyday life, such as (but not limited to) hand sewing techniques, hemming, sewing on buttons, snaps, zippers, grommets, use a sewing machine, understanding of different types of fabric, etc. Projects will include the creation of a “quiet” book, soft sculptures, quilt squares, bags, etc.

**7th Grade Art**– Basic general art, 2-dimensional and 3-dimensional skill building projects geared toward the elements and principles of design, as well as introduction to master artists from history. Projects may include but not limited to drawing, painting, stitchery, sculpture, handbuilt pottery.

**8th Grade Art**– Intermediate general art, 2-dimensional and 3-dimensional skill building projects geared toward the elements and principles of design, as well as introduction to master artists from history. Projects may include but not limited to color mixing practice (painting of a color wheel), drawing, sculpture, fiber arts, printmaking.

# New Course/Course Revision Proposal

## School District of Manawa

**Title of Course:** Personal Fitness 101 (Zero Hour/Early bird Hour)

**Department or Grade Level:** 9-12th Grade

**Please check:**  Revision  New

If New, does this replace a current class?  No  Yes

If Yes, what class does this replace? [Click here to enter text.](#)

**Course description as it will appear in the Course of Study Guide.** Throughout this course, students will achieve a personal level of fitness through goal setting, participation, and knowledge of weight lifting. This course motivates a student to strive for optimal personal fitness, as well as create a self-awareness of lifetime wellness, with a final outcome of creating their own fitness program. Students will benefit from cardio respiratory endurance activities and wide-ranging weight training exercises. Course includes lecture dealing with proper technique, 5 components of fitness, and the FITT principle, as well as teacher demonstration, weight training, aerobics, yoga, fitness walking, running, and other fitness activities. This is not a freshman course.

**Number of credits:** 1 credit

Required course  Elective course

**Target student population:** All high school students, athletes and non-athletes alike.

**Prerequisites:** None.

**Describe how this new or revised course aligns with the curriculum scope and sequence and/or career pathways. Why should this course be offered?** This course directly aligns with Mr. Murphy's current Personal Fitness 101 class. I believe this new class is a must because it is offered before school. With the high school moving to only 7 hours in the day and the credit number not being decreased I believe it makes it harder for a student to take an elective PE course without sacrificing the required courses or other important electives that will help them to be job or college ready. On top of that, student involvement isn't decreasing. I will look at an example of a non-athletes situation here in Manawa first. We currently have students that are involved in things such as FFA, Student Council, Prom Committee, Leadership Courses and Band/Swing Choir/Jazz Band, etc... These kids have no way to possibly fit in a healthy life styles class into their already busy school day. This means these kids risk not knowing the skills and having the tools to live a healthy lifestyle in our chaotic world. A second example could be a three sport athlete. For instance, Cross Country, basketball, and track. This individual is competing in sports year round to help fill our teams and make our school competitive. With this heavy involvement, his/her parents do not want him/her taking a PE class during the day and 'sacrificing' an



# **New Course/Course Revision Proposal**

## **School District of Manawa**

educational based hour with their already heavy involvement in athletics. But, the basketball and track coach wants said athlete doing a Jump Science Program to increase their vertical and high jump. This student would then have the ability to complete this program daily before school, not sacrifice any educational hours during the day, and not feel pressured to stay after school or late at night to get it in. In essence, this will allow our kids to earn an important life skill, earn a credit without interfering with other classes, and still keep their high involvement.

**Include any data that supports the need for this course (i.e. student survey, ACT Aspire, ACT plus Writing, STAR, Wisconsin Forward Exam, PALS, labor market information, etc.).** Currently looking into doing a student survey and a coach survey but I would like permission to do this from administration.

**List costs associated with offering this course. Include staffing, textbooks and materials, equipment, and staff training.** The only cost would be to staff someone before school for this class period.

**\*Attach a list and sequence of Units. For each unit, appropriate standards should be linked and learning targets established. (Stage I of the UbD template)**

See Personal Fitness 101 course alignment.

# New Course/Course Revision Proposal

## School District of Manawa

Date: 9/29/17

Title of Course: World Cultures and Languages

Teacher: Amy Anaya

Department or Grade Level: Foreign Language, Grade 7

Please check:  Revision  New

If New, does this replace a current class?  No  Yes

If Yes, what class does this replace? **Spanish Grade 7**

Course description as it will appear in the Course of Study Guide. Will not appear in Course of Study Guide

Number of credits: N/A

Required course  Elective course

Target student population: 7th Grade

Prerequisites: N/A

**Describe how this new or revised course aligns with the curriculum scope and sequence and/or career pathways. Why should this course be offered?** Students elect to take Spanish in 7th and 8th grade if they do not take band or choir. This means that an 8th grade student may take 8th grade Spanish without without the background the other students have.

**Include any data that supports the need for this course (i.e. student survey, ACT Aspire, ACT plus Writing, STAR, Wisconsin Forward Exam, PALS, labor market information, etc.).** This course would prevent students from having the same elective 2 years in the row.

**List costs associated with offering this course. Include staffing, textbooks and materials, equipment, and staff training.** No texts, I have already taught this course and have materials: French, Spanish, Greek, Japanese.

**\*Attach a list and sequence of Units. For each unit, appropriate standards should be linked and learning targets established. (Stage I of the curriculum mapping process.)** TBD

# New Course/Course Revision Proposal

## School District of Manawa

Date: 10/5/17

Title of Course: Business and Personal Law

Teacher: Andrea Hraban

Department or Grade Level: 10-12

Please check:  Revision  New

If New, does this replace a current class?  No  Yes

If Yes, what class does this replace?

### Course description as it will appear in the Course of Study Guide.

This course provides the basic law knowledge every citizen should know. Topics covered include contracts, ethics, consumer law, employment, and trial basics.

Number of credits: ½ credit

Required course  Elective course

Target student population: 10-12

Prerequisites: none

**Describe how this new or revised course aligns with the curriculum scope and sequence and/or career pathways. Why should this course be offered?**

This course lets us provide a well rounded curriculum in business and FBLA.

**Include any data that supports the need for this course (i.e. student survey, ACT Aspire, ACT plus Writing, STAR, Wisconsin Forward Exam, PALS, labor market information, etc.).**

UW schools require business law for all business degrees. This course will be an introduction to that topic.

**List costs associated with offering this course. Include staffing, textbooks and materials, equipment, and staff training.**

New textbooks (A curriculum map will be written prior to the budget cycle for 2018-19.)

**\*Attach a list and sequence of Units. For each unit, appropriate standards should be linked and learning targets established. (Stage I of the curriculum mapping process.)**

Business Law

Email:

Phone:

## COURSE OUTLINE

Topics covered in this course:

- 1) What is law?
- 2) Ethics
  - How do we apply the law to our lives?
- 3) Kinds of Law
  - Torts, what are they
  - Crimes, what are they
- 4) Laws for consumers
  - Consumer contracts
    - What kinds are there?
- 5) Offer and acceptance
  - What is mutual acceptance
  - What are the parts of a contract
- 6) Void and voidable agreements
  - Employment contracts
  - Rights of employees
- 7) Mock trial
  - Unions
  - Landlord/tenant
  - What is a lease
- 8) Forms of business organizations
  - Ownership types
- 9) Consumer Laws
  - Warranties/Guarantees
- 10) Employment Laws
  - Employee responsibilities

A combination of case studies and book work will be used in this course. Chapter/Unit tests will also be administered. Be prepared to use your new knowledge to formulate great law ideas!

# New Course/Course Revision Proposal

## School District of Manawa

Date: 10/5/17

Title of Course: Introduction to Computers

Teacher: Andrea Hraban

Department or Grade Level: 9-12

Please check:  Revision  New

If New, does this replace a current class?  No  Yes

If Yes, what class does this replace?

### Course description as it will appear in the Course of Study Guide.

This is a beginner level course with emphasis on basic computer skills. The course consists of an introduction to: basic vocabulary related to computers and word processing, Microsoft Word, the Internet, web searching, maps and email.

Number of credits: ½ credit

Required course  Elective course

Target student population: 9-12

Prerequisites: none

**Describe how this new or revised course aligns with the curriculum scope and sequence and/or career pathways. Why should this course be offered?**

This course will be a prerequisite for other business courses.

**Include any data that supports the need for this course (i.e. student survey, ACT Aspire, ACT plus Writing, STAR, Wisconsin Forward Exam, PALS, labor market information, etc.).**

Based on observations, it is clear that there is a group of students lacking the most basic computer skills.

**List costs associated with offering this course. Include staffing, textbooks and materials, equipment, and staff training.**

All programs needed (Microsoft word either licensed or online) are already used in district.

**\*Attach a list and sequence of Units. For each unit, appropriate standards should be linked and learning targets established. (Stage I of the curriculum mapping process.)**

## Introduction to Computers Outline

1. Introduction to computers
2. Internet Basics
3. Using Email
4. Internet Searches
5. Microsoft Word (focus on typing and speed)
6. Formatting Word
7. Maps
8. Business Applications

# New Course/Course Revision Proposal

## School District of Manawa

Date: 10/5/17

Title of Course: Computer Applications I

Teacher: Andrea Hraban

Department or Grade Level: 9-12

Please check:  Revision  New

If New, does this replace a current class?  No  Yes

If Yes, what class does this replace? **Microsoft Office Applications**

### Course description as it will appear in the Course of Study Guide.

This course will include the use of Word and Excel. Upon completion of this course and Computer Applications II, students will be eligible for Microsoft Office Specialist Certification through Certiport. Certifications is available in both Word and/or Excel.

Number of credits: ½ credit

Required course  Elective course

Target student population: 9-12

Prerequisites: none

### Describe how this new or revised course aligns with the curriculum scope and sequence and/or career pathways. Why should this course be offered?

This course has been modified to include only Word and Excel. PowerPoint will be taught with Access in Computer Applications II. Once both courses are finished with a passing grade the student will be eligible for Microsoft Office Specialist Certification through Certification through Certiport. Certification is available in one or all four areas. The district is eligible to receive \$1000 through an ACT 59 Technical Incentive grant for each student who receives the certification.

### Include any data that supports the need for this course (i.e. student survey, ACT Aspire, ACT plus Writing, STAR, Wisconsin Forward Exam, PALS, labor market information, etc.).

Recent articles describing what skills are wanted by employers.

[www.thebalance.com/top-skills-employers-want-2062481](http://www.thebalance.com/top-skills-employers-want-2062481), [www.kent.ac.ak/careers/sk/top-ten-skills.htm](http://www.kent.ac.ak/careers/sk/top-ten-skills.htm)

### List costs associated with offering this course. Include staffing, textbooks and materials, equipment, and staff training.

All programs needed (Microsoft word either licensed or online) are already used in district.

**\*Attach a list and sequence of Units. For each unit, appropriate standards should be linked and learning targets established. (Stage I of the curriculum mapping process.)**

## COURSE OUTLINE

Topics covered in this course:

### Word

- 1) Microsoft Word Basics
- 2) Basic Editing
- 3) Helpful Word Features
- 4) Formatting Text
- 5) Formatting Paragraphs and Documents
- 6) Working with Graphics
- 7) Working with Documents
- 8) Increasing efficiency using Word
- 9) Enhancing Documents
- 10) Working with Templates and Styles
- 11) Customizing Tables and Creating Charts
- 12) Creating Mail Merge Documents
- 13) Sharing Documents

### Excel

- 1) Excel Basics
- 2) Entering and Editing Data
- 3) Introduction to Formulas
- 4) Working with Functions
- 5) Formatting Data
- 6) Formatting Worksheets
- 7) Adding Charts and Graphics
- 8) Viewing and Printing Workbooks



# New Course/Course Revision Proposal

## School District of Manawa

Date: 10/5/17

Title of Course: Computer Applications II

Teacher: Andrea Hraban

Department or Grade Level: 10-12

Please check:  Revision  New

If New, does this replace a current class?  No  Yes

If Yes, what class does this replace? **Microsoft Office Applications**

### Course description as it will appear in the Course of Study Guide.

This course is a continuation of Computer Apps I and focuses on PowerPoint and Access. Upon completion of this course and Computer Applications I, students will be eligible for Microsoft Office Specialist Certification through Certiport. Certifications are available in both PowerPoint and Access.

Number of credits: ½ credit

Required course  Elective course

Target student population: 9-12

Prerequisites: none

### Describe how this new or revised course aligns with the curriculum scope and sequence and/or career pathways. Why should this course be offered?

This course has been modified to include only PowerPoint and Access. Word and Excel are taught in Comp Apps I. Once both courses are finished with a passing grade the student will be eligible for Microsoft Office Specialist Certification through Certification through Certiport. Certification is available in one or all four areas. The district is eligible to receive \$1000 through an ACT 59 Technical Incentive grant for each student who receives the certification.

### Include any data that supports the need for this course (i.e. student survey, ACT Aspire, ACT plus Writing, STAR, Wisconsin Forward Exam, PALS, labor market information, etc.).

Recent articles describing what skills are wanted by employers.

[www.thebalance.com/top-skills-employers-want-2062481](http://www.thebalance.com/top-skills-employers-want-2062481), [www.kent.ac.ak/careers/sk/top-ten-skills.htm](http://www.kent.ac.ak/careers/sk/top-ten-skills.htm)

### List costs associated with offering this course. Include staffing, textbooks and materials, equipment, and staff training.

All programs needed (Microsoft word either licensed or online) are already used in district.

**\*Attach a list and sequence of Units. For each unit, appropriate standards should be linked and learning targets established. (Stage I of the curriculum mapping process.)**

Course Description: This course will help you use correct features of PowerPoint and Access 2016. You will create, edit, and enhance presentations and slideshows. You will also demonstrate the ability to create and maintain basic Access objects including tables, data entry forms and multi-level reports. Certification may be available for each area and when all areas are completed you may be eligible for Microsoft Office Specialist Certification.

## Course Outline

Topics covered in this course:

### PowerPoint

- 1) Create a Presentation
- 2) Insert and Format Slides
- 3) Modify Slides, Handouts, and Notes
- 4) Order and Group Slides
- 5) Change Presentation Options and Views
- 6) Configure a Presentation for Print
- 7) Present a Slide Show
- 8) Insert and Format Text
- 9) Insert and Format Shapes and Text Boxes
- 10) Order and Group Objects
- 11) Insert and Format Tables and Charts
- 12) Insert and Format SmartArt graphics
- 13) Insert and Manage Media
- 14) Apply slide Transitions
- 15) Animate Slide Content
- 16) Set Timing for Transitions and Animations
- 17) Merge Content from Multiple Presentations
- 18) Finalize Presentations

### Access

- 1) Create and Modify Databases
- 2) Manage Relationships and Keys
- 3) Navigate through a Database
- 4) Protect and Maintain Databases
- 5) Print and Export Data
- 6) Create Tables
- 7) Manage Table
- 8) Manage Records in Tables
- 9) Create and Modify Fields
- 10) Create a Query
- 11) Modify a Query
- 12) Create a form
- 13) Configure Form Controls
- 14) Format a Form
- 15) Create a Report
- 16) Configure Report Controls
- 17) Format a Report

# New Course/Course Revision Proposal

## School District of Manawa

Date: 10/5/17

Title of Course: Entrepreneurship

Teacher: Andrea Hraban

Department or Grade Level: 11-12

Please check:  Revision  New

If New, does this replace a current class?  No  Yes

If Yes, what class does this replace?

### Course description as it will appear in the Course of Study Guide.

Students will learn more about the inside role of leaders and how a business gets started. Students interested in owning their own business is the target audience.

Number of credits: ½ credit

Required course  Elective course

Target student population: 11-12

Prerequisites: Introduction to Business and Introduction to Computers

**Describe how this new or revised course aligns with the curriculum scope and sequence and/or career pathways. Why should this course be offered?**

This will add to the business courses giving students a more robust selection at Manawa. This course also supports FBLA.

**Include any data that supports the need for this course (i.e. student survey, ACT Aspire, ACT plus Writing, STAR, Wisconsin Forward Exam, PALS, labor market information, etc.).**

**List costs associated with offering this course. Include staffing, textbooks and materials, equipment, and staff training.**

New textbooks (This course won't be offered until the 2019-20 school year in order to have enough time to write a curriculum map prior to the budget cycle.)

**\*Attach a list and sequence of Units. For each unit, appropriate standards should be linked and learning targets established. (Stage I of the curriculum mapping process.)**

## COURSE OUTLINE

Topics covered in this course:

- 1) Role of the Entrepreneur
- 2) Entrepreneurship as a Career
- 3) Economic Principles
- 4) Production and Delivery
- 5) Small Business Basics
- 6) Business Ideas and Opportunities
- 7) Defining Your Business
- 8) Business Organization
- 9) Marketing Basics
- 10) Promoting Your Company

# New Course/Course Revision Proposal

## School District of Manawa

**Date:** 10-5-2017

**Title of Course:** Web 2.0

**Teacher:** Andrea Hraban

**Department or Grade Level:** 11-12 only

**Please check:**  **Revision**                       **New**

If New, does this replace a current class?                       **No**                       **Yes**

If Yes, what class does this replace? **This takes one course and makes them two.**

### **Course description as it will appear in the Course of Study Guide.**

This will be a flipped course and all work will be done on a computer. Students will dive deep into the software of the internet and its uses. Many topics and subjects will be covered and explored. Examples of areas covered: blogs, search engines, media sites, distribution, cyber security and technical reporting.

**Number of credits:** ½ credit

**Required course**                       **Elective course**

**Target student population:** 10-12 grade

**Prerequisites:** Introduction to Computers or computer proficiency

**Describe how this new or revised course aligns with the curriculum scope and sequence and/or career pathways. Why should this course be offered?**

This will add to the business courses giving students a more robust selection at Manawa. Part of the focus of this course will be on writing for business uses. This course will reach out to the students who are interested in technology, business and the internet.

**Include any data that supports the need for this course (i.e. student survey, ACT Aspire, ACT plus Writing, STAR, Wisconsin Forward Exam, PALS, labor market information, etc.).**

**List costs associated with offering this course. Include staffing, textbooks and materials, equipment, and staff training.**

This course will not have a textbook, all information will come from the web and some of the latest software used publically. Technology will have to be up-to-date to effectively taught.

# New Course/Course Revision Proposal

## School District of Manawa

**\*Attach a list and sequence of Units. For each unit, appropriate standards should be linked and learning targets established. (Stage I of the curriculum mapping process.)**

Outline of Instruction:

- 1) How to use search engines
  - Research and report on search ability
  - Discussions regarding how everyone can more efficiently find information
- 2) How to communicate with technology
  - Creating Screencast, Prezi and others, create one of your own
  - iPad apps, FaceTime and the Apple presence in the market, research and report
- 3) Learning tools on the web
  - YouTube, Pinterest, How Stuff Works etc. Who is the leader in the teaching market?
- 4) Why businesses use technology
  - Who is using which marketing and communication systems
  - Research and report on a new inventory/distribution system
- 5) Google systems and uses
  - Create and examine how they are used
- 6) Safety and predators
  - Study why these have become big topics in our society
  - Research and report on how you can keep yourself safe
- 7) Cellular devices
  - Study the history of where they came from and where they are going
  - Develop your own prediction through research and reporting
- 8) Timelines and how to use them
  - Why do we need these?
  - Create your own and present to the class
- 9) There will also be many discussions regarding new technology in many types of industry
  - For example: in Southern Wisconsin the medical industry is leading how fast technology changes

# **New Course/Course Revision Proposal**

## **School District of Manawa**

Standards:

DGC1.a Use desktop publishing software to produce a variety of publications.

IT1.d Select and use appropriate features of presentation tools to communicate effectively.

IT1.e Discuss and demonstrate use of emerging technologies as appropriate to a given task.

BC4.a Demonstrate efficient means of using technology to locate print and digital information to aid in research, analysis, decision making and verifying information.

BC4.b Determine authority and validity of sources/resources and demonstrate proper citation of sources.

W 11-12 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

# New Course/Course Revision Proposal

## School District of Manawa

**Date:** 10-5-2017

**Title of Course:** Website Design

**Teacher:** Andrea Hraban

**Department or Grade Level:** 10-12

**Please check:**  **Revision**                       **New**

If New, does this replace a current class?                       **No**                       **Yes**

If Yes, what class does this replace? **This takes one course and makes them two.**

### **Course description as it will appear in the Course of Study Guide.**

This course introduces students to basic web design using HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets). The course does not require any prior knowledge of HTML or web design. Throughout the course students are introduced to planning and designing effective web pages; implementing web pages by writing HTML and CSS code; enhancing web pages with the use of page layout techniques, text formatting, graphics, images, and multimedia; and producing a functional, multi-page website.

### **Number of credits:**

**Required course**                       **Elective course**

**Target student population:** 10-12 grade

**Prerequisites:** Introduction to Computers or computer proficiency

### **Describe how this new or revised course aligns with the curriculum scope and sequence and/or career pathways. Why should this course be offered?**

Upon successful completion of this course, students will have a good foundation in web design using HTML and CSS and will be prepared to study more advanced web design topics at a postsecondary institution. A certain amount of artistic planning goes into making a web site, so many art students will also be interested in taking this course.

**Include any data that supports the need for this course (i.e. student survey, ACT Aspire, ACT plus Writing, STAR, Wisconsin Forward Exam, PALS, labor market information, etc.).**



# New Course/Course Revision Proposal

## School District of Manawa

List costs associated with offering this course. Include staffing, textbooks and materials, equipment, and staff training.

The budget would only be involved if a specific software program is required by the teacher or IT director.

**\*Attach a list and sequence of Units. For each unit, appropriate standards should be linked and learning targets established. (Stage I of the curriculum mapping process.)**

### OUTLINE OF INSTRUCTION:

#### I. Introduction

- A. Internet features
- B. History
- C. Connecting to the Internet
- D. Internet etiquette
- E. Internet protocols

#### II. World Wide Web

- A. Web browsers
- B. Search engines (Meta Search vs. directories)
- C. Searching the Web
- D. Researching a topic
- E. Using Google and its different powerful features

#### III. The home page

- A. Purpose
- B. Characteristics
- C. HTML and CSS
- D. Developing a home page
- E. Create an entire website for retail use

#### IV. Misc Web uses

Standards:

DGC2.a Design and create dynamic websites

# New Course/Course Revision Proposal

## School District of Manawa

Date: 10/5/17

Title of Course: Advanced Robotics

Teacher: Rita Gipp

Department or Grade Level: Tech Ed

Please check:  Revision  New

If New, does this replace a current class?  No  Yes

If Yes, what class does this replace?

Course description as it will appear in the Course of Study Guide.

Number of credits: 1

Required course  Elective course

Target student population: 10-12th Graders

Prerequisites: Robotics

Describe how this new or revised course aligns with the curriculum scope and sequence and/or career pathways. Why should this course be offered?

This course will be a deeper dive into robotics where students will be able to work on chosen projects.

Include any data that supports the need for this course (i.e. student survey, ACT Aspire, ACT plus Writing, STAR, Wisconsin Forward Exam, PALS, labor market information, etc.).

Currently, there are 6 juniors taking Robotics this year. This course will allow them to expand their knowledge during their senior year.

List costs associated with offering this course. Include staffing, textbooks and materials, equipment, and staff training.

Additional cost includes Robotic supplies only. It is anticipated that technology grants may provide extra funds to absorb this cost, but cannot be assured. If grant monies are not received, the supplies could amount to approximately \$300.

\*Attach a list and sequence of Units. For each unit, appropriate standards should be linked and learning targets established. (Stage I of the curriculum mapping process.)



To: Dr. Melanie J. Oppor, BOE  
From: Danni Brauer  
Date: 10/2/17  
Re: Employability Skills Course Recommendation

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This memo is to recommend that the course Employability Skills be required for all seniors to take starting the 2018-19 school year. This course has been offered for the past several years. It appears in the Course of Study Guide with the following description: Employability Skills – This class provides an opportunity to develop positive attitudes, knowledge, skills and linkages that will empower the successful transition from high school to post-secondary options. Curriculum study units will include: assessment, transition, Covey's 7 Habits of Highly Effective People, core abilities, job writing, college survival, etc. Students may earn a State Employability Skills certificate through this course. It is presently offered in alternating years based on student requests.

With the requirement of Academic and Career Planning (ACP) for 2017-2018, all students must leave high school with career ready skills. This course focuses on the skills needed to become a quality employee, including resume building, how to make successful transitions, job quality writing, and college survival. Students may also earn a State Employability Skills Certificate through this course.

In speaking with today's employers and David Thiel, Executive Director of the Waupaca County Economic Development Corporation, the importance of soft skills in the workplace cannot be stressed enough. Employers are seeking workers that can take directions, work in a team setting, collaborate, and be responsible for their own learning while on the job. With these soft skills, you can excel as a leader. Problem-solving, delegating, motivating, and team building is much easier if you possess good soft skills. Knowing how to get along with people – and displaying a positive attitude – are crucial for success.

Students who possess these skills have the potential of performing well at work while paving the way to good relationships in all areas of their life. When compared to hard skills, soft skills are highly valued by employers because they are hard to find.

American Literature - Sept 2017 - Course Outline

<b>Course Name:</b>	American Literature		
<b>Credits:</b>	1		
<b>Prerequisites:</b>	English 9, World Literature		
<b>Description:</b>	This one credit course is designed to meet the needs of those students who will not be taking AP English coursework. Students will read, analyze, and discuss short stories, essays, poems, and a play from an American Literature anthology, as well as at least two additional novels. Author information, historical connections, literary terms, and vocabulary will also be discussed in context. Writing tasks include a theme based essay, documented author essay, and a detailed character sketch. Individual and group projects and ACT test preparation/practice will also occur throughout the year.		
<b>Academic Standards:</b>	Common Core State Standards for ELA		
<b>Units:</b>	<b>Unit Length:</b>	<b>Unit Standards:</b>	<b>Unit Outcomes:</b>
1-Fear and Persecution in Early American Literature	Quarter 1--September-October	RI 1-10, RL 1-10, W1-10, L4-5, SL1-3	In this unit, students will read and discuss non-fiction works from early American writers and a play about the Salem Witch Trials to analyze and further understand how fear and persecution were dominant forces in this time period. Each student will also write an argumentative essay comparing how Puritan beliefs affected the motivations, decisions, and actions of two characters in the play.
2- Opposing Views of America-- Transcendentalism, Romanticism, and Gothic Literature	Quarter 2--November-mid January	RI1-10, SL1, RL1-10, W4,9, L4-5,	In this unit, students will read and discuss essays from Transcendentalist writers, poems from Romantic writers, and short stories from Gothic writers to analyze and compare the differing views of individuals and their role in a developing American society. Each student will also write an informative documented essay about the life of an important American writer and practice their communication skills by delivering information about the writer in a short presentation.
3-American Struggles-- Realism and Naturalism	Quarter 3--mid January-March	RL1-10, L1-5, SL4-6, W4-10	In this unit, students will read, discuss, and analyze a novel, short stories, and poems displaying Realism, Regionalism, and Naturalism in American writing of the 19th and 20th century. Students will examine and write about characters' external struggles with society and nature as well as internal conflicts. The culminating writing project requires each student to compile what they have learned about Naturalistic writing in an essay response and formulate their reactions and opinions about this style.

American Literature - Sept 2017 - Course Outline

4-The Evolution of the American Experience	Quarter 4--April-early June	RI1-2,5-6, RL1-3,7, SL1, 4,6, W4,9,10	In this unit, students will read and discuss fiction and nonfiction works from female and African American writers to analyze how their experiences in society and literature have evolved from the beginning of America to recent times. This will include an examination of works about voting rights, the Harlem Renaissance, Civil Rights activism, and modern issues. Students will also read and analyze contemporary stories that reflect the American experience in modern time. Culminating experiences include a group project concerning poems from contemporary female writers and a short speech about the importance and similarity of what each student values.
5-ACT Preparation	Mini-units throughout the school year and with more intensity before the ACT Exam	W1,2,10, SL1, L1-3,6	In these mini units, students will examine and practice sample ACT English, reading, and writing questions to be informed, prepared, and successful on the ACT Exam. They will discuss scoring rubrics, results, test strategies, and plans for individual improvement in each area.
6-Writing Workshop	Mini-lessons at the beginning of each class period	L1-4	In this ongoing workshop of mini-lessons at the beginning of each class period, students will collaborate to study, review, and practice elements of grammar, sentencing, usage, writing, ACT vocabulary, and editing.
7-Independent Novel Reading	One novel required per semester	RL1-10, W10, L1-5	Each semester, students will choose a novel of American Literature to read independently, analyze in writing, and create a project which illustrates a literary facet of the novel that they want to explore more deeply.

American Literature - Sept 2017 - Fear and Persecution in Early American Lit

Unit Name: Fear and Persecution in Early American Literature	Length: Quarter 1--September-October
Standards: RI 1-10, RL 1-10, W1-10, L4-5, SL1-3	Outcomes: In this unit, students will read and discuss non-fiction works from early American writers and a play about the Salem Witch Trials to analyze and further understand how fear and persecution were dominant forces in this time period. Each student will also write an argumentative essay comparing how Puritan beliefs affected the motivations, decisions, and actions of two characters in the play.
Essential Questions: -How did fear and the threat of persecution contribute to the writings of early American literature? -How is bias illustrated in certain works of early American literature? -How did origin stories help Native Americans to explain phenomena of the natural world? -How did Puritanism affect beliefs and actions during The Salem Witch Trials? -How did the pressures of Puritanism affect two characters differently in The Crucible?	Learning Targets: Students will be able to: -read early American nonfiction works and a play independently and collaboratively -contribute effectively to large and small group discussion -analyze American nonfiction works and a play for content and literary elements -apply the theme of "fear and persecution" across multiple genres -explain the bias present in certain works of early American literature -analyze how Puritanism affected beliefs and actions during the Salem Witch Trials -write an argumentative essay which effectively compares two characters in a play
Topic 1: Literature from the "New World"	Length: 3 weeks
Standard(s): RI 1-10, W3-5, L4-5, SL1-3	Academic Vocabulary: bias, mythology, creation myth, origin myth, archetype, trickster, diction, imagery, allusion, aphorism
Lesson Frame: Bias about Indians in literature about the "New World"	We will: read pieces that explore bias in the first encounters with Indians. I will: write about bias in the first encounters with Indians on a graphic organizer.
Lesson Frame: Origin stories that explain phenomena in natural world	We will: read and analyze origin stories as a way for Indians to make sense of the natural world. I will: write an origin story that effectively explains a facet of the natural world.
Lesson Frame: Captivity Narratives	We will: read, discuss, and analyze at least two captivity narratives. I will: create a graphic organizer and contribute to class discussion and analysis of captivity narratives.
Performance Tasks: Graphic organizers, portfolio notes, exit tickets, aphorism assignment, group discussions	Notes: "A Spectacle of Great Beauty"--Christopher Columbus Origin Stories "Of Plymouth Plantation"--William Bradford "The Interesting Narrative of the Life of Olaudah Equiano"--Equiano Mary Rowlandson captivity narrative "Poor Richard's Almanac"--Benjamin Franklin and aphorisms
Topic 2: Puritanism and Persecution	Length: 4 weeks
Standard(s): RL1-10, W10, SL1,3, L4-5	Academic Vocabulary: Puritanism, Calvinism, simile, metaphor, personification
Lesson Frame: Calvinism as an extreme form of Puritanism	We will: read, discuss, analyze, and write about a sermon that displays extreme religious beliefs of the time period. I will: find flaws in the arguments of the sermon and delineate between the types of imagery used in the sermon.
Lesson Frame: Reading a play about religious persecution and The Salem Witch Trials	We will: read, discuss, analyze, and write about religious persecution in "The Crucible". I will: contribute to class reading and discussions; write about important concepts in the play.
Lesson Frame: Watching a video of a play about religious persecution	We will: watch a video of "The Crucible" to better understand the characters' decisions related to their Puritan beliefs and religious persecution.

American Literature - Sept 2017 - Fear and Persecution in Early American Lit

	I will: take notes that demonstrate my understanding of two characters' beliefs and decisions in the play.
Performance Tasks: graphic organizers, portfolio notes, group discussions, content and essay test	Notes: "Sinners in the Hands of an Angry God"--Jonathan Edwards (Calvinism) <i>The Crucible</i> --Arthur Miller, play and movie
Topic 3: Writing an Argumentative Character Comparison Essay	Length: 2 weeks
Standard(s): W1-2, 4-9, L1-3	Academic Vocabulary: Argumentation, comparison essay, thesis, attention getter, introduction, body, conclusion
Lesson Frame: Argumentative character comparison essay intro and prewrite	We will: study the format and elements of an argumentative character comparison essay and compile info. I will: complete a prewrite sheet to compile info for my argumentative character comparison essay.
Lesson Frame: Argumentative character comparison essay writing	We will: write essays that compare the Puritan beliefs of two characters. I will: utilize the writing process to create an essay that effectively compares the Puritan beliefs of two characters.
Lesson Frame: Argumentative character comparison essay peer review and revision	We will: collaboratively review and evaluate essays for content, organization, and grammar. I will: revise my essay while considering content, organization, and grammar.
Performance Tasks: prewrite document, essay drafts , peer review sheet	Notes:

American Literature - Sept 2017 - Opposing Views of America

Unit Name: Opposing Views of America--Transcendentalism, Romanticism, and Gothic Literature	Length: Quarter 2--November to early January
Standards: RI1-10, SL1, RL1-10, W4,9, L4-5,	Outcomes: In this unit, students will read and discuss essays from Transcendentalist writers, poems from Romantic writers, and short stories from Gothic writers to analyze and compare the differing views of individuals and their role in a developing American society. Each student will also write an informative documented essay about the life of an important American writer and practice their communication skills by delivering information about the writer in a short presentation.
Essential Questions: -What are the core beliefs of Transcendentalists and how are these beliefs illustrated in their writing? -How are the characteristics of Romantic literature illustrated in the poetry of Whitman, Dickinson, and the Fireside poets? -What are the characteristics of Gothic and Southern Gothic literature and how are these shown in multiple short stories? -How can a writer share important information about an author using valid research, evidence, documentation, writing, and presentation skills?	Learning Targets: Students will be able to: -read Transcendentalist essays, Romantic poems, and Gothic short stories independently and collaboratively -contribute effectively to large and small group discussion -analyze Transcendentalist essays, Romantic poems, and Gothic short stories for content and literary elements -explore the opposing views of individuals and society across multiple genres -explain the characteristics and differences between Transcendentalist, Romantic, and Gothic American literature -write an informative essay that utilizes effective research, writing, and documentation strategies -create and deliver a short powerpoint presentation using effective communication skills
Topic 1: Transcendentalism	Length: 2 weeks
Standard(s): RI1-10, SL1, L4-5	Academic Vocabulary: Transcendentalism
Lesson Frame: Ralph Waldo Emerson	We will: read, discuss, and analyze the essays of Ralph Waldo Emerson. I will: write about the transcendentalist beliefs of Emerson using guided notes and graphic organizers.
Lesson Frame: Henry David Thoreau	We will: read, discuss, and analyze the essays of Henry David Thoreau I will: write about the transcendentalist beliefs of Thoreau using guided notes and graphic organizers.
Lesson Frame: Transcendentalist poster project	We will: explore the facets of transcendentalism in relation to Emerson and Thoreau's works. I will: contribute to a poster project that illustrates a facet of transcendentalism in multiple ways.
Performance Tasks: portfolio notes and graphic organizers, Transcendentalist poster group activity and presentation	Notes: Ralph Waldo Emerson essays Henry David Thoreau essays
Topic 2: Romanticism	Length: 2 weeks
Standard(s): RL1,2,4,6, L4-5	Academic Vocabulary: Romanticism, free verse, stanza, alliteration, assonance, onomatopoeia, rhyme, slant rhyme, rhyme scheme, rhythm, symbol, simile, metaphor, personification, repetition, imagery
Lesson Frame: Walt Whitman	We will: read, discuss, and analyze Whitman's poetry and its connection to Romanticism. I will: explore and write about the content of Whitman's poems on portfolio notes and graphic organizers.
Lesson Frame: Emily Dickinson	We will: read, discuss, and analyze Dickinson's poetry and its connection to Romanticism.



American Literature - Sept 2017 - Opposing Views of America

	I will: contribute to a group poetry project that illustrates the content and literary devices of a Dickinson poem.
Lesson Frame: Fireside poets	We will: read, discuss, and analyze poems of the Fireside poets and their connection to Romanticism. I will: write about the content, literary devices, and Romanticism connection in the Fireside poets' poetry.
Performance Tasks: Dickinson poems group project and presentation	Notes: Walt Whitman poems Emily Dickinson poems Fireside poets and poems
Topic 3: Gothic/Southern Gothic stories	Length: 3 weeks
Standard(s): RL1-10, W4,9, L4-5, SL1,	Academic Vocabulary: gothic, Southern gothic, plot, setting, protagonist, antagonist, theme, symbol, point of view, 1st person, 3rd person limited, 3rd person omniscient, suspense, flashback, foreshadowing, conflict, internal conflict, external conflict,
Lesson Frame: Gothic short stories	We will: read, discuss, and analyze the content and literary elements of gothic short stories. I will: write about the content and literary elements of gothic short stories on portfolio notes, graphic organizers, exit tickets, and essay questions.
Lesson Frame: Southern gothic short stories	We will: read, discuss, and analyze the content and literary elements of Southern gothic short stories. I will: write about the content and literary elements of Southern gothic short stories on portfolio notes, graphic organizers, exit tickets, and essay questions.
Performance Tasks: portfolio notes, graphic organizers, exit tickets, class discussions, quizzes, content and essay tests	Notes: Washington Irving--"The Devil and Tom Walker" Edgar Allan Poe--"The Pit and the Pendulum" and "The Raven" Nathaniel Hawthorne--"Young Goodman Brown", "Dr. Heidegger's Experiment" Herman Melville--"Bartleby the Scrivener" William Faulkner--"A Rose for Emily" and "Barn Burning" Flannery O'Connor--"The Life You Save" Shirley Jackson--"The Lottery"
Topic 4: Informative, Documented Essay and Short Presentation on an American Writer	Length: 2 weeks
Standard(s): W2, 4-9, L1-2, SL1-6	Academic Vocabulary: attention getter, thesis, internal documentation, works cited page, plagiarism
Lesson Frame: Informative Research Essay on an American Author	We will: -research chosen authors -utilize the writing process to create an essay -write notes based on research -write an informative, documented essay based on a the life and works of an American author -study internal documentation and works cited page format -revise essays based on peer and teacher review comments

American Literature - Sept 2017 - Opposing Views of America

	<p>I will:</p> <ul style="list-style-type: none"> <li>-choose an important American writers</li> <li>-write summarized, paraphrased and quoted notes based on research</li> <li>-write my essay using effective organization</li> <li>-internally document my essay using MLA style</li> <li>-create a correctly formatted works cited page</li> <li>-discuss my essay with peers and teacher</li> <li>-revise and edit my essay based on reviewer comments</li> </ul>
<p>Lesson Frame: American Author Presentation</p>	<p>We will:</p> <ul style="list-style-type: none"> <li>-create informative presentations using multiple forms of media</li> <li>-discuss effective delivery techniques for media presentations</li> <li>-deliver informative presentations</li> </ul> <p>I will:</p> <ul style="list-style-type: none"> <li>-utilize powerpoint or other presentation technology</li> <li>-practice effective presentation techniques</li> <li>-deliver my presentation using effective communication techniques</li> </ul>
<p>Performance Tasks: Author essay, author presentation</p>	<p>Notes:</p>

American Literature - Sept 2017 - American Struggles

Unit Name: American Struggles--Realism and Naturalism	Length: Quarter 3--late January-March
Standards: RL1-10, L1-5, SL4-6, W4-10	Outcomes: In this unit, students will read, discuss, and analyze a novel, short stories, and poems displaying Realism, Regionalism, and Naturalism in American writing of the 19th and 20th century. Students will examine and write about characters' external struggles with society and nature as well as internal conflicts. The culminating writing project requires each student to compile what they have learned about Naturalistic writing in an essay response and formulate their reactions and opinions about this style.
Essential Questions: -What are the characteristics of Realistic, Regionalist, and Naturalist American literature? -How are the struggles of 19th and 20th century American society being explored in the American literature of this time period? -How is Realism illustrated across multiple genre? -How is Naturalism illustrated across multiple genre? -Do the ideas of Naturalism fit with my own views of the world?	Learning Targets: Students will be able to: -read Realistic and Naturalistic novels, short stories, and poems independently and collaboratively -contribute effectively to large and small group discussion -analyze Realistic and Naturalistic novels, short stories, and poems for content and literary elements -explore characters' internal conflicts and external struggles with society and nature -explain how American society and struggles influenced the literature of the 19th and 20th century -write an effective literary essay about the works of Naturalism and reactions to/opinions of this style
Topic 1: Realism in a Class Novel	Length: 4 weeks
Standard(s): RL1-10, L1-2, SL4-6, W4-10	Academic Vocabulary: plot, exposition, rising action, climax, falling action, resolution, protagonist, antagonist, point of view, first person POV, third person limited POV, third person omniscient POV, setting, theme, symbol, conflict, foreshadowing, flashback, irony, ambiguity, inference,
Lesson Frame: Read a class novel with a focus on a realistic American struggle	We will: read, discuss, and analyze the content, literary elements, and vocabulary in a novel. I will: write about the content and literary elements of a realistic novel on portfolio notes, graphic organizers, exit tickets, quizzes and essay questions.
Lesson Frame: View a film based on a novel	We will: view a film based on the novel to better understand character interactions and themes. I will: contribute to class discussion about the film and how the characters are displaying realism.
Lesson Frame: Novel project	We will: create a novel project to examine a chosen concept of the novel in more detail. I will: create a novel project to showcase my knowledge and analysis of content and literary elements.
Performance Tasks: Choice novel project, quizzes and test	Notes: Harper Lee--To Kill A Mockingbird (2017-2018 and 2018-2019 only) John Knowles--A Separate Peace (after 2019 school year)
Topic 2: Realism in poetry and short stories	Length: 3 weeks
Standards: RL1-7, W10, L4, SL1	Academic Vocabulary: Realism, Regionalism, stanza, alliteration, assonance, onomatopoeia, rhyme, slant rhyme, rhyme scheme, rhythm, symbol, simile, metaphor, personification, repetition, imagery, plot, exposition, rising action, climax, falling action, resolution, protagonist, antagonist, point of view, first person POV, third person limited POV, third person omniscient POV, setting, theme, symbol, conflict, foreshadowing, flashback, irony, ambiguity, inference,
Lesson Frame: Read poetry with a focus on realism and regionalism	We will: read, discuss, and analyze the content and literary elements of various realist/regionalist poems.

American Literature - Sept 2017 - American Struggles

	I will: write about the content and literary elements of various realist/regionalist poems in portfolio notes, graphic organizers, exit tickets, quizzes and essay questions.
Lesson Frame: Read short stories with a focus on realism and regionalism	We will: read, discuss, and analyze the content and literary elements of various realist/regionalist stories.
	I will: write about the content and literary elements of various realist/regionalist stories in portfolio notes, graphic organizers, exit tickets, quizzes and essay questions.
Performance Tasks: portfolio notes, graphic organizers, exit tickets, class discussions, quizzes, content and essay tests	Notes: Edwin Arlington Robinson poems Edgar Lee Masters poems Imagist poets--Pound, Eliot, Cummings, Williams Robert Frost poems Mark Twain-- Hemingway--"Hills Like White Elephants" and "In Another Country" F. Scott Fitzgerald--"Winter Dreams" Steinbeck-
Topic 3: Naturalism	Length: 2 weeks
Standard(s): RL1-10, W2,4-9, L1-3, SL1	Academic Vocabulary: Naturalism
Lesson Frame: Read short stories and poems with a focus on Naturalism	We will: read, discuss, and analyze the content and literary concepts of multiple short stories and poems displaying Naturalism.
	I will: write about and contribute to class discussion about the content and literary concepts in Naturalistic writing.
Lesson Frame: Naturalism essay	We will: write, edit, and revise an informative essay about the facets of Naturalistic writing.
	I will: write an essay that explores and explains the facets of Naturalism shown in multiple short stories and poems.
Performance Tasks: class discussion, portfolio notes, Naturalism Essay	Notes: Ambrose Bierce--"An Occurrence at Owl Creek Bridge" Bret Harte--"The Outcasts of Poker Flat" Jack London--"To Build a Fire" Stephen Crane--"The Open Boat" and poems

American Literature - Sept 2017 - The Evolution of the American Experience

Unit Name: The Evolution of the American Experience	Length: Quarter 4--April to early June
Standard(s): RI1-2,5-6, RL1-3,7, SL1,4,6, W4,9,10	Outcomes: In this unit, students will read and discuss fiction and nonfiction works from female and African American writers to analyze how their experiences in society and literature have evolved from the beginning of America to recent times. This will include an examination of works about voting rights, the Harlem Renaissance, Civil Rights activism, and modern issues. Students will also read and analyze contemporary stories that reflect the American experience in modern time. Culminating experiences include a group project concerning poems from contemporary female writers and a short speech about the importance and similarity of what each student values.
Essential Questions: -How did the experiences of females in American society and literature evolve over time? -How did the experiences of African Americans in society and literature evolve over time? -What are the similarities and differences between works concerning African American voting rights, the Harlem Renaissance, and Civil Rights Activism? -How can a group of students create effective questions about a poem to help peers understand and analyze the poem? -How can I share my core beliefs and values through a speech about objects that are important to me?	Learning Targets: Students will be able to: -read fiction and nonfiction works from female and African American writers across all time periods of American literature independently and collaboratively -contribute effectively to large and small group discussion -explain how the experiences of females in American society and literature have evolved over time -explain how the experiences of African Americans in society and literature have evolved over time -make connections and comparisons between the literature involving voting rights, the Harlem Renaissance, and Civil Rights activism -explain how contemporary American literature reflects the American experience in current time -work in groups to analyze a modern poem and write effective questions to help peers understand the poem -create and deliver short speeches explaining objects and values that are important to their lives
Topic 1: The Evolution of Women in Society and Literature	Length: 3 weeks
Standard(s): RI1-2,5-6, RL1-3,7, SL1, W10	Academic Vocabulary:
Lesson Frame: Fiction pieces from female writers	We will: read, discuss, and analyze fiction pieces from female writers for content and literary elements. I will: write about the content and literary elements of fiction pieces from female writers on exit tickets, portfolio notes, graphic organizers, and essay quizzes.
Lesson Frame: Non-fiction pieces from female writers	We will: read, discuss, and analyze nonfiction pieces from female writers for content and literary elements. I will: write about the content and literary elements of nonfiction pieces from female writers on exit tickets, portfolio notes, graphic organizers, and essay quizzes.
Lesson Frame: Modern/contemporary group poetry project	We will: explore a modern/contemporary poem from a female writer in more detail with the purpose of helping the rest of the class learn about the poem. I will: contribute to the group project by creating questions about our poem and answering questions about other groups' poems.
Performance Tasks: Group poetry project on modern/contemporary poems from female writers, portfolio notes, class discussions, exit tickets,	Notes: Anne Bradstreet Poems Mary Wilkins Freeman--"The Revolt of Mother" Sojourner Truth--"Ain't I A Woman?" Kate Chopin--"A Pair of Silk Stockings" Modern and Contemporary female poets--Plath ("Mirror"), Angelou ("Phenomenal Woman), etc. . .
Topic 2: The Evolution of African Americans in Society and Literature	Length: 3 weeks
Standard(s): RI1-2,5-6, RL1-3,7, SL1,4,6, W10	Academic Vocabulary:
Lesson Frame: Non-fiction pieces from African American writers	We will: read, discuss, and analyze nonfiction pieces from African American writers for content and literary elements. I will: write about the content and literary elements of nonfiction pieces from African American writers on exit tickets, portfolio notes, graphic organizers, and essay quizzes.

American Literature - Sept 2017 - The Evolution of the American Experience

Lesson Frame: Poems from African American writers	<p>We will: read, discuss, and analyze poetry from African American writers for content and literary elements.</p> <p>I will: write about the content and literary elements of poetry from African American writers on exit tickets, portfolio notes, graphic organizers, and essay quizzes.</p>
Lesson Frame: Bag speech	<p>We will: practice our public speaking skills and share information about what is important as individuals in response to two works in this unit.</p> <p>I will: create and deliver a short speech about objects that are important to me.</p>
Performance Tasks: Bag speech based on Hurston's memoir and Hughes' poem, class discussions, exit tickets, graphic organizers, portfolio notes, quizzes	<p>Notes:            Voting Rights--Frederick Douglass--"What the Black Man Wants"            Harlem Renaissance--Langston Hughes-"Theme for English B", etc. . .            Zora Neale Hurston--"How it Feels to Be Colored Me" and bag speech            Civil Rights Movement--MLK and Malcolm X            Modern and Contemporary African American poems ("Caged Bird")</p>
Topic 3: Modern and Contemporary Short Stories	Length: 3 weeks
Standard(s): RL1-10, W4,9, L4, SL1	Academic Vocabulary: plot, setting, protagonist, antagonist, theme, symbol, point of view, 1st person, 3rd person limited, 3rd person omniscient, suspense, flashback, foreshadowing, conflict, internal conflict, external conflict,
Lesson Frame: Modern short stories	<p>We will: read, discuss, and analyze the content and literary elements of modern short stories.</p> <p>I will: write about the content and literary elements of modern short stories on portfolio notes, graphic organizers, exit tickets, and essay questions.</p>
Lesson Frame: Contemporary short stories	<p>We will: read, discuss, and analyze the content and literary elements of contemporary short stories.</p> <p>I will: write about the content and literary elements of contemporary short stories on portfolio notes, graphic organizers, exit tickets, and essay questions.</p>
Performance Tasks: class discussions, exit tickets, graphic organizers, portfolio	<p>Notes:            Tim O'Brien--"On the Rainy River"            Anne Tyler--"Teenage Wasteland"            Bernard Malamud--"The Magic Barrel"            James Baldwin--"The Rockpile"            John Updike--"A&amp;P"</p>

American Literature - Sept 2017 - ACT Preparation

Unit Name: ACT Preparation	Length: Mini-units throughout the school year and with more intensity before the ACT Exam
Standards: W1,2,10, SL1, L1-3,6	Outcomes: In these mini units, students will examine and practice sample ACT English, reading, and writing questions to be informed, prepared, and successful on the ACT Exam. They will discuss scoring rubrics, results, test strategies, and plans for individual improvement in each area.
Essential Questions: -What is the specific format for the English, reading, and writing portions of the ACT exam? -How can I use sample questions to better prepare for the exam and improve my results? -How are rubrics used to score the writing portion? -How can I assess my own persuasive essay writing skills to plan for improvement? -Which test taking strategies will be effective for me individually to improve my score?	Learning Targets: Students will become comfortable with the format of the ACT exam and prepare for the English, reading, and writing components of the exam through practice questions, discussions, group activities, plans for individual improvement.
Topic 1: ACT Preparation	Length: Mini-units throughout the school year and with more intensity before the ACT Exam
Standard(s): W1,2,10, SL1, L1-3,6	Academic Vocabulary:
Lesson Frame: English Language Preparation	We will: prepare for the English language portion of the ACT by taking sample quizzes and discussing the results, strategies, and plans for improvement. I will: utilize practice quizzes and contribute to class discussion in order to be prepared for the ACT exam.
Lesson Frame: Reading Preparation	We will: prepare for the Reading portion of the ACT by taking sample quizzes and discussing the results, strategies, and plans for improvement. I will: utilize practice quizzes and contribute to class discussion in order to be prepared for the ACT exam.
Lesson Frame: Essay Writing Preparation	We will: prepare for the essay writing portion of the ACT by writing sample essays and discussing scoring rubrics, strategies, and plans for improvement. I will: utilize practice questions and contribute to class discussion in order to be prepared for the ACT exam.
Performance Tasks: sample ACT quizzes, class discussion, reviews of sample essays, self-scoring of essays with rationale	Notes:

American Literature - Sept 2017 - Writing Workshop

Unit Name: Writing Workshop	Length: Mini-lessons at beginning of each class period
Standards: L1-4	Outcomes: In this ongoing workshop of mini-lessons at the beginning of each class period, students will collaborate to study, review, and practice elements of grammar, sentencng, usage, writing, ACT vocabulary, and editing.
<p>Essential Questions:</p> <p>How is punctuation used to organize and clarify writing?</p> <p>How is capitalization used correctly and effectively?</p> <p>What are the differences between commonly mistaken words?</p> <p>How can a writer edit sentences for length, style, clarity, and purpose?</p> <p>Why is it important to be able to locate, identify, and use parts of speech?</p> <p>How can a writer recognize commonly misspelled words and spell them correctly?</p> <p>How does the purpose of a piece of writing affect style, organization, and content?</p> <p>How does collaboration with peers improve the writing and editing process?</p>	<p>Learning Targets:</p> <p>Students will be able to (independently and collaboratively):</p> <ul style="list-style-type: none"> <li>-locate and identify parts of speech</li> <li>-edit sentences for length, style, clarity, and purpose</li> <li>-write for a variety of purposes</li> <li>-identify and use commonly mistaken words (homonyms) correctly</li> <li>-practice spelling commonly misspelled words</li> <li>-punctuate writing effectively</li> <li>-use capitalization effectively</li> <li>-collaborate with peers to address writing errors</li> <li>-use common words from the ACT test effectively in sentences</li> </ul>
Topic 1: Collaborative grammar, writing, and editing practice	Length: Mini-lessons at the beginning of each class period
Standard(s): L1-4	Academic Vocabulary: noun, verb, adjective, adverb, pronoun, conjunction, interjection, coordinating conjunction, gerund, active voice, passive voice, homonym, fragment, run-on, semi-colon, comma, article, preposition, introductory phrase
Lesson Frame: Daily writer's workshop lessons	<p>We will: interactively practice grammar/editing/vocabulary/writing skills on a daily basis to improve our ability to communicate effectively in writing</p> <p>I will: contribute to writer's workshop lessons, notes, activities, and assessments to improve my ability to communicate effectively.</p>
Performance Tasks: Writer's workshop notes, pre-test, workshop quizzes, and post-test	Notes:



American Literature - Sept 2017 - Independent Novel Reading

Unit Name: Independent Novel Reading	Length: One novel required per semester
Standards: RL1-10, W10, L1-5	Outcomes: Each semester, students will choose a novel of American Literature to read independently, analyze in writing, and create a project which illustrates a literary facet of the novel that they want to explore more deeply.
Essential Questions: -Which literary elements are important in this novel? -How do the content and themes of this novel apply to my life? -What is the author's purpose in writing this novel and why is it important? -How can I explore a facet of this novel in more detail? -How does the style of this novel compare to previously read novels? -How can I illustrate my understanding of the concepts of this novel in a creative and interesting way?	Learning Targets: Students will read a novel independently, analyze and evaluate its content and literary terms, and create a project that displays their understanding of at least one concept in the novel in more detail.
Topic 1: Independent Novel Reading	Length: One novel required per semester
Standard(s): RL1-10, W10, L1-5	Academic Vocabulary:
Lesson Frame: Independent novel reading	We will: read and analyze chosen novels of American Literature. I will: examine and analyze the content and literary elements as I read my novel.
Lesson Frame: Independent novel journals	We will: utilize novel journals to explore our novels in more depth. I will: write about the content and literary elements of my novel in journal form.
Lesson Frame: Independent novel project	We will: show analysis of novels thorough chosen independent novel projects. I will: create a novel project which illustrates a literary facet of my novel that I want to explore more deeply.
Performance Tasks: novel journals, novel project, class discussions	Notes:

English 9 - Sept 2017 - Course Outline

Course Name:	English 9		
Credits:	1		
Prerequisites:	None		
Description:	<p>This is a one credit course for all freshmen. Students will read, analyze, and discuss a wide variety of literature and nonfiction. Informative, creative, persuasive, and research writing will be expected and the writing process will be utilized. Vocabulary, speaking, and grammar/editing skills are practiced throughout the semester. Students are heterogeneously grouped and exposed to a broad range of language arts and communication skills. Some material will coincide with 9th grade American History curriculum.</p>		
Academic Standards:	Common Core State Standards for ELA		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
1-Courage	Quarter 1--September-October	RL1-7, SL1, RI1-3 and 7, W2,4-10, L1-3 and 5, SL4-6	In this unit, students will read and discuss short stories, biographies, autobiographies, and an epic poems to analyze and apply the theme of "Courage" across multiple genres. Each student will also read a biography of a historical figure, research this figure, and create and deliver an effective presentation to illustrate how this historical figure has shown the theme of "Courage".
2-Love	Quarter 2--November-early January	RL1-4,7,9, and 10, SL1-2, W2-9, L1-3 and 5	In this unit, students will read and discuss a Shakespearean drama and multiple poems to analyze and apply the theme of "Love" across multiple genres. Each student will also write a definition essay about an emotion in order to explore an abstract concept using multiple strategies.
3-Struggle	Quarter 3--late January-March	RL1-7, SL1, L5, W1,2, 3, 4-6 and 9	In this unit, students will read and analyze two novels with similar themes set during the Great Depression and apply the theme of "Struggle" to each. Students will write literary analysis essays to compare the novels and how they illustrate this theme.
4-Change	Quarter 4--April-early June	SL1-6, RI1-3 and 9, W1 and 4-9	In this unit, students will read, watch, study, and explore media from the decades of 20th century America in order to better understand the modern history of American and make connections to their own lives. In a persuasive documented essay and presentation, students will research a controversial topic from one decade and share their viewpoints using evidence and media.
5-Vocabulary workshop	Alternating weeks for duration of school year	L4 and 6	In this alternating weekly workshop, students will collaboratively study word families with Latin and Greek roots in order to enhance their ability to recognize and use vocabulary effectively.

English 9 - Sept 2017 - Course Outline

6-Article of the week	Alternating weeks for duration of school year	RI 1-6 and 8, W1-2, 9-10	Students will independently and collaboratively read and discuss nonfiction articles about a variety of topics. They will practice reading for content, determining main idea and supporting evidence, summarizing information, utilizing effective quotes, analyzing viewpoints, and writing persuasively.
7-Writing Workshop	Mini Lessons at beginning of each class period	L1-2	In this ongoing workshop of mini-lessons at the beginning of each class period, students will collaborate to study, review, and practice elements of grammar, sentencng, usage, writing, and editing.
8-Independent novel reading	One novel required per semester	RL1-10, W10, L1-5	Each semester, students will choose a novel to read independently, analyze in writing, and create a project which illustrates a literary facet of the novel that they want to explore more deeply.

English 9 - Sept 2017 - Courage

Unit Name: Courage	Length: Quarter 1--September-October
Standards: RL1-7, SL1, RI1-3 and 7, W2,4-10, L1-3 and 5, SL4-6	In this unit, students will read and discuss short stories, biographies, autobiographies, and an epic poems to analyze and apply the theme of "Courage" across multiple genres. Each student will also read a biography of a historical figure, research this figure, and create and deliver an effective presentation to illustrate how this historical figure has shown the theme of "Courage".
Essential Questions: -How does the theme of "Courage" apply to characters in multiple short stories and an epic poem? -What are the characteristics of a short story and how does an author use literary elements in a story? -What are the characteristics of an epic poem and how does it differ from other works? -How has one important American historical figure illustrated the theme of "Courage"?	Learning Targets: Students will be able to: -read short stories, biographies, autobiographies and an epic poem independently and collaboratively -contribute effectively to large and small group discussion -analyze short stories and an epic poem for content and literary elements -apply the theme of "Courage" across multiple genres -research an important figure in American history -create and deliver an effective presentation
Topic 1: Short story reading and analysis	Length: 3 weeks
Standard(s): RL1-7, SL1, L5	Academic Vocabulary: plot, exposition, rising action, climax, falling action, resolution, protagonist, antagonist, point of view, first person POV, third person limited POV, third person omniscient POV, setting, theme, symbol, conflict, foreshadowing, flashback, irony, ambiguity, inference,
Lesson Frame: Read short stories	We will: read, discuss, analyze, and write about content and literary elements in a short story. I will: (examples follow) -analyze and write about how the author uses foreshadowing to help readers anticipate what may happen next in a story -compare the decisions of two characters in a short essay -write an exit ticket explaining how a character has shown the theme of "courage" -create a plot diagram for this story -list and explain one internal and one external conflict -explain how a character show the theme of "courage" differently in the beginning and end of the story
Performance Tasks: Exit ticket, short quiz, concept map, peer discussion, teacher discussion, essay test	Notes: "The Most Dangerous Game", "The Scarlet Ibis", "Sweet Potato Pie", "The Gift of the Magi", "The Lady or the Tiger", "The Bass, the River, and Sheila Mant", "The Necklace",
Topic 2: Epic poem reading and analysis	Length: 3 weeks
Standard(s): RL1-7, SL1, L5	Academic Vocabulary: epic poem, Homer, Greek mythology, Trojan war, epic hero,
Lesson Frame: Read epic poem	We will: read, discuss, analyze, and write about content and literary elements in an epic poem. I will: (examples follow) -write an exit ticket about a character's decisions -discuss and share my views of whether a character is a hero -write a response about whether a character's actions were warranted -write an exit ticket to describe a character's interactions with another character
Lesson Frame: Watch a film based on the epic poem	We will: view a film based on the reading to better understand character interactions and motivations. I will: take notes about character interactions and motivations.
Performance tasks: Exit ticket, short quiz, concept map, peer discussion, teacher discussion, discussion questions, essay test	Notes: <i>The Odyssey</i> reading and film

English 9 - Sept 2017 - Courage

Topic 3: Historical biography reading and research	Length: 3 weeks
Standard(s): RI1-3 and 7, W2,4-10, L1-3, SL4-6	Academic Vocabulary: biography, thesis, introduction, conclusion, body, attention getter,
Lesson Frame: Read and take notes on a historical biography	We will: read a historical biography for content, analysis, and connection to theme of "courage". I will: write effective notes about my historical biography subject.
Lesson Frame: Research biography subject	We will: utilize research techniques to find additional information about biography subject. I will: write notes about the life and courage of my historical biography subject.
Lesson Frame: Create historical biography presentation	We will: utilize technology to create a powerpoint presentation about courage of biography subjects I will: create and deliver a powerpoint that informs my audience and displays the courage of my biography subject.
Performance Tasks: biography notes, teacher discussions, powerpoint and powerpoint delivery	Notes: collaborate with American history teacher and librarian to get additional books about important and courageous figures in American history

English 9 - Sept 2017 - Love

Unit Name: Love	Length: Quarter 2--November to early January
Standards: RL1-4,7,9, and 10, SL1-2, W2-9, L1-3 and 5	In this unit, students will read and discuss a drama and multiple poems to analyze and apply the theme of "Love" across multiple genres. Each student will also write a definition essay about an emotion in order to explore an abstract concept using multiple strategies.
Essential Questions: -How does the theme of "Love" explored in a Shakespearean drama and multiple poems? -How does Shakespeare's language affect the reading of the play? -What are the characteristics of a play and how does Shakespeare use these elements? -What are the characteristics and literary terms specific to poetry and how do poems differ from other works? -How is it possible to portray an abstract concept, such as an emotion, in multiple ways?	Learning Targets: Students will be able to: -read a Shakespearean drama independently and collaboratively -read poems independently and collaboratively -contribute effectively to large and small group discussion -analyze a Shakespearean drama for content and literary elements -analyze poems for content and literary elements -apply the theme of "Love" across multiple genres -compile information to use in a definition essay -write a definition essay that explain an abstract concept (an emotion)
Topic 1: Shakespearean drama reading and analysis	Length: 4 weeks
Standard(s): RL1-4,7,9, and 10, SL1-2, L5	Academic vocabulary: William Shakespeare, The Globe, drama, comedy, tragedy, dramatic monologue, soliloquy, iambic pentameter, meter, stage directions, pun
Lesson Frame: Read a Shakespearean play	We will: read, discuss, analyze, and write about content and literary elements in a Shakespearean drama. I will: (examples follow) -write an exit ticket about a character's decisions -rewrite an important scene from the play in my own words -discuss and share my views of characters and their interactions -write a response about Shakespeare's language and its merit and difficulty -create a concept map about the different ways the theme of "love" is shown in the play
Lesson Frame: View a film based on a Shakespeare play	We will: view a film based on the reading to better understand character interactions and the theme of "love". I will: contribute to class discussion about the film and whether the characters are displaying the theme of "love".
Performance Tasks: notes, exit tickets, class discussions, concept maps, discussion questions, rewriting dialogue assignment, content and essay test	Notes:
Topic 2: Poetry reading and analysis	Length: 3 weeks
Standard(s): RL1-4,7,9, and 10, SL1, L5	Academic Vocabulary: Alliteration, assonance, imagery, simile, metaphor, personification, onomatopoeia, rhyme, rhyme scheme, rhythm, meter, stanza, allusion, speaker, parody
Lesson Frame: Read poems	We will: read, discuss, analyze, and write about content and literary elements in poetry.

English 9 - Sept 2017 - Love

	<p>I will: (examples follow)</p> <ul style="list-style-type: none"> <li>-identify literary terms present in each poem and write short notes about each</li> <li>-discuss the content of the poem with a partner and share ideas with the class</li> <li>-write a parody poem based on a sample</li> <li>-contribute to class discussion about the meaning and literary terms present in a poem</li> <li>-answer group analysis and discussion questions</li> <li>-write an exit ticket about my opinions of the content or style of a poem</li> </ul>
Performance Tasks: exit tickets, discussion questions, notes, group and class discussions, content and essay tests, parody poem	Notes: poems with the theme of "love" or connections to this theme
Topic 3: Definition essay writing and research	Length: 2 weeks
Standard(s): W2-9, L1-3	Academic Vocabulary: definition essay, simile, metaphor, synonym, antonym, introduction, conclusion, body, attention getter,
Lesson Frame: Definition essay intro and prewrite	<p>We will: study the format and elements of a definition essay and compile info.</p> <p>I will: complete a prewrite sheet to compile info for my definition essay.</p>
Lesson Frame: Definition essay writing	<p>We will: write definition essays that explain an abstract concept.</p> <p>I will: utilize the writing process to create an essay that effectively describes an emotion in multiple ways.</p>
Lesson Frame: Definition essay peer review and revision	<p>We will: collaboratively review and evaluate essays for content, organization, and grammar.</p> <p>I will: revise my essay while considering content, organization, and grammar.</p>
Performance Tasks: definition essay pre-write, definition essay, peer review sheet	Notes:

English 9 - Sept 2017 - Struggle

Unit Name: Struggle	Length: Quarter 3--late January-March
Standards: RL1-7, SL1, L5, W1,2, 3, 4-6 and 9	In this unit, students will read and analyze two novels with similar themes set during the Great Depression and apply the theme of "Struggle" to each. Students will write literary analysis essays to compare the novels and how they illustrate this theme.
Essential Questions: -How does the theme of "Struggle" apply to characters in multiple novels set during the same time period? -What are the characteristics of a novel and how does an author use literary elements in a novel? -What are the elements of an effective literary analysis/comparison essay? -How can writers use quotes and examples to prove their opinions in an essay?	Learning Targets: Students will be able to: -read a novel independently and collaboratively -contribute effectively to large and small group discussion -compare how a similar theme, setting, and event in American history is used in two novels -analyze novels for literary elements -write a literary analysis essay to compare two novels
Topic 1: Novel #1 reading and analysis	Length: 2 weeks
Standard(s): RL1-7, SL1, L5	Academic Vocabulary: plot, exposition, rising action, climax, falling action, resolution, protagonist, antagonist, point of view, first person POV, third person limited POV, third person omniscient POV, setting, theme, symbol, conflict, foreshadowing, flashback, irony, ambiguity, inference,
Lesson Frame: Read a novel	We will: read, discuss, analyze, and write about content and literary elements in a novel. I will: (examples follow) -create a concept map about a literary element -compare the decisions of two characters in a short essay -write an exit ticket explaining how a character has shown the theme of "struggle" -complete a quiz covering the content of a chapter -list and explain one internal and one external conflict -explain how a character show the theme of "struggle" differently in the beginning and end of the story -discuss an analysis question with a partner -evaluate the way a literary element is used in the novel
Lesson Frame: View a film based on a novel	We will: view a film based on the novel to better understand character interactions and the theme of "struggle". I will: contribute to class discussion about the film and how the characters are displaying the theme of "struggle".
Performance Tasks: quiz, concept map, exit ticket, discussion notes, discussion questions, group and class discussions, content and essay tests,	Notes: <i>Of Mice and Men</i>
Topic 2: Novel #2 reading and analysis	Length: 5 weeks
Standard(s): RL1-7, SL1, L5	Academic Vocabulary: plot, exposition, rising action, climax, falling action, resolution, protagonist, antagonist, point of view, first person POV, third person limited POV, third person omniscient POV, setting, theme, symbol, conflict, foreshadowing, flashback, irony, ambiguity, inference,
Lesson Frame: Read a novel	We will: read, discuss, analyze, and write about the content and literary elements in a novel



English 9 - Sept 2017 - Struggle

	<p>I will: (examples follow)</p> <ul style="list-style-type: none"> <li>-create a concept map about a literary element</li> <li>-compare the decisions of two characters in a short essay</li> <li>-write an exit ticket explaining how a character has shown the theme of "struggle"</li> <li>-complete a quiz covering the content of a chapter</li> <li>-list and explain one internal and one external conflict</li> <li>-explain how a character show the theme of "struggle" differently in the beginning and end of the story</li> <li>-discuss an analysis question with a partner</li> <li>-evaluate the way a literary element is used in the novel</li> </ul>
Lesson Frame: View a film based on a novel	<p>We will: view a film based on the novel to better understand character interactions and the theme of "struggle".</p> <p>I will: contribute to class discussion about the film and how the characters are displaying the theme of "struggle".</p>
Performance Tasks: quiz, concept map, exit ticket, discussion notes, discussion questions, group and class discussions, content and essay tests	Notes: <i>To Kill a Mockingbird</i>
Topic 3: Literary analysis/comparison essay	Length: 2 weeks
Standard(s): W1,2, 3, 4-6 and 9	Academic Vocabulary: literary analysis, thesis, introduction, conclusion, body, attention getter, quotes, theme
Lesson Frame: Literary analysis/comparison essay intro and prewrite	<p>We will: study the format and elements of a literary analysis/comparison essay and compile info and quotes.</p> <p>I will: complete a prewrite sheet to compile info and quotes for my literary analysis/comparison essay.</p>
Lesson Frame: Literary analysis/comparison essay writing	<p>We will: write literary analysis/comparison essays that analyzes and compares two novels with similar themes.</p> <p>I will: utilize the writing process to create an essay that effectively analyzes and compares two novels with similar themes.</p>
Lesson Frame: Literary analysis/comparison essay peer review and revision	<p>We will: collaboratively review and evaluate essays for content, organization, and grammar.</p> <p>I will: revise my essay while considering content, organization, and grammar.</p>
Performance Tasks: literary analysis/comparison essay, peer review sheet, essay prewrite	Notes:

English 9 - Sept 2017 - Change

Unit Name: Change	Length: Quarter 4--April to early June
Standards: SL1-6, RI1-3 and 9, W1 and 4-9,	In this unit, students will read, watch, study, and explore media from the decades of 20th century America in order to better understand the modern history of American and make connections to their own lives. In a persuasive documented essay and presentation, students will research a controversial topic from one decade and share their viewpoints using evidence and media.
Essential Questions: How do events from 20th century America relate to modern life today? How did American change from the beginning to the end of the 20th century? How can an exploration of various media help us understand the important people and events that contributed to modern society? How can a writer persuasively share viewpoints on a topic using valid research, evidence, and media? What elements are necessary to effectively document research in an essay or presentation?	Learning Targets: Students will be able to: -explain how events from 20th century America relate to modern life today -determine the importance of specific events and people who were portrayed in media of 20th century America -utilize effective research tactics to find information about a chosen topic -discuss and share their viewpoints using tact and evidence -write a persuasive essay using effective internal documentation and works cited page
Topic 1: Study of media--decades of 20th century America	Length: 5 weeks
Standard(s): SL1-6, RI1-3 and 9	Academic Vocabulary: media, controversy
Lesson Frame: Media study from each decade	We will: (examples follow) -read articles about controversial topics, events, and people in 20th century America. -listen to, analyze, and discuss the music of each decade -read poems that are connected to important events, people, and literary movements of each decade -watch, discuss, and analyze videos of historical coverage, movie clips, and news stories about each decade -study and respond to the art of each decade  I will: (examples follow) -share my views and opinions in class discussion -write an exit slip about a facet of the lesson -analyze a poem, piece of art, or song and its connection to history -create a concept map about differences between people or events of multiple decades -actively read an article about a controversial event
Performance Tasks: exit ticket, concept map, notes, class discussion	Notes: -see M. Koshollek's pbworks page for possible people and events to study in each decade: <a href="http://mskskorner.pbworks.com/w/page/44944694/American%20Voices">http://mskskorner.pbworks.com/w/page/44944694/American%20Voices</a>
Topic 2: Persuasive research writing and presentation	Length: 4 weeks
Standard(s): W1 and 4-9, SL2-6	Academic Vocabulary: persuasive, thesis, documentation, internal documentation, works cited page, plagiarism, evidence, tact, media,
Lesson Frame: Persuasive research essay	We will: -research chosen persuasive topics -utilize the writing process to create an essay -write notes based on research -write a persuasive, documented essay based on a controversial person or event -study internal documentation and works cited page format -revise essays based on peer and teacher review comments

	<p>I will:</p> <ul style="list-style-type: none"> <li>-choose a persuasive topic from a decade of 20th century America</li> <li>-write effective notes based on research</li> <li>-write my essay using persuasive tactics and avoiding fallacies</li> <li>-internally document my essay using MLA style</li> <li>-create a correctly formatted works cited page</li> <li>-utilize evidence such as quotes, facts, statistics, anecdotes, and media to support my view</li> <li>-discuss my essay with peers and teacher</li> <li>-revise and edit my essay based on reviewer comments</li> </ul>
Lesson Frame: Persuasive research presentation	<p>We will:</p> <ul style="list-style-type: none"> <li>-create persuasive presentations using multiple forms of media</li> <li>-discuss effective delivery techniques for media presentations</li> <li>-deliver persuasive presentations</li> </ul>
	<p>I will:</p> <ul style="list-style-type: none"> <li>-utilize various forms of media to create a persuasive presentation based on my research of a 20th century decade's important event or influential person</li> <li>-practice effective presentation techniques</li> <li>-deliver my presentation using effective communication techniques and multiple forms of media</li> </ul>
Performance Tasks: Persuasive Research Essay and Presentation	Notes:

English 9 - Sept 2017 - Vocabulary Workshop

Unit Name: Vocabulary Workshop	Length: alternating weeks for duration of school year
Standards: L4 and 6	In this alternating weekly workshop, students will collaboratively study word families with Latin and Greek roots in order to enhance their ability to recognize and use vocabulary effectively.
Essential Questions: Why is it important to use Latin and Greek word families/word parts to identify vocabulary? How can a prefix, suffix, or other part of a word help a reader to understand the meaning of a word? How are words from the same Latin or Greek family similar?	Learning Targets: Students will be able to recognize and use grade level vocabulary from word families with Latin and Greek roots.
Topic 1: Vocabulary from Latin and Greek roots	Length: alternating weeks for duration of school year
Standard(s): L4 and 6	Academic Vocabulary: word families, prefix, suffix, word roots
Lesson Frame: Study vocabulary from Latin and Greek roots	We will: collaboratively study word families from Latin and Greek roots. I will: study vocabulary, participate in vocabulary activities, and complete vocabulary sheets and assessments.
Performance Tasks: quizzes, sentence writing, vocabulary sheets done collaboratively	Notes: Vocabulary from Latin and Greek Roots--Level 3

English 9 - Sept 2017 - Nonfictional Articles

Unit Name: Nonfiction articles	Length: alternating weeks for duration of school year
Standards: RI 1-6 and 8, W1-2, 9-10	Students will independently and collaboratively read and discuss nonfiction articles about a variety of topics. They will practice reading for content, determining main idea and supporting evidence, summarizing information, utilizing effective quotes, analyzing viewpoints, and writing persuasively.
Essential Questions: How do nonfiction articles differ from other writing? How are nonfiction articles organized? How can writers verify their viewpoints with evidence from a nonfiction article? How can the meaning of difficult vocabulary be determined using context clues? How are quotes or outside sources used in a nonfiction article? How are persuasive elements used in articles? How can a reader determine the validity of information presented in an article?	Learning Targets: Students will be able to: -independently and collaboratively read nonfiction articles -read for content -determine main idea and supporting evidence -summarize information -determine meaning of difficult vocab using context clues -find and utilize effective quotes -analyze writer's viewpoint -write persuasively
Topic 1: Reading informative and argumentative nonfiction articles	Length: alternating weeks for duration of school year
Standard(s): RI 1-6 and 8	Academic Vocabulary: nonfiction, quotes, main idea, supporting evidence, context clues, persuasion, active reading
Lesson Frame: Read nonfiction articles	We will: read, discuss, and analyze nonfiction articles for content and persuasive elements. I will: independently and collaboratively practice active reading skills on nonfiction articles to determine content, main idea, and supporting evidence, practice effective summarization skills, determine meaning of difficult vocabulary, find and utilize effective quotes, and analyze writer's viewpoint.
Performance Tasks: active reading of articles, class and teacher discussion	Notes: Newsela articles, Reader's Digest articles, Article of the Week articles
Topic 2: Responding to articles in writing	Length: alternating weeks for duration of school year
Standards: W1-2, 9,10	Academic Vocabulary: nonfiction, quotes, main idea, supporting evidence, context clues, persuasion, active reading
Lesson Frame: Article response	We will: respond to articles on an article response sheet or in an short essay. I will: write informatively and/or persuasively to share my viewpoint using evidence from a nonfiction article.
Performance Tasks: article response sheet, short essays in response to articles	Notes: article response sheet

English 9 - Sept 2017 - Writing Workshop

Unit Name: Writing Workshop	Length: Mini-lessons at beginning of each class period
Standards: L1-2	In this ongoing workshop of mini-lessons at the beginning of each class period, students will collaborate to study, review, and practice elements of grammar, sentencing, usage, writing, and editing.
Essential Questions: How is punctuation used to organize and clarify writing? How is capitalization used correctly and effectively? What are the differences between commonly mistaken words? How can a writer edit sentences for length, style, clarity, and purpose? Why is it important to be able to locate, identify, and use parts of speech? How can a writer recognize commonly misspelled words and spell them correctly? How does the purpose of a piece of writing affect style, organization, and content? How does collaboration with peers improve the writing and editing process?	Learning Targets: Students will be able to (independently and collaboratively): -locate and identify parts of speech -edit sentences for length, style, clarity, and purpose -write for a variety of purposes -identify and use commonly mistaken words (homonyms) correctly -practice spelling commonly misspelled words -punctuate writing effectively -use capitalization effectively -collaborate with peers to address writing errors
Topic 1: Collaborative grammar, writing, and editing practice	Length: Mini-lessons at the beginning of each class period
Standard(s): L1-2	Academic Vocabulary: noun, verb, adjective, adverb, pronoun, conjunction, interjection, coordinating conjunction, gerund, active voice, passive voice, homonym, fragment, run-on, semi-colon, comma, article, preposition, introductory phrase
Lesson Frame: Daily writer's workshop lessons	We will: interactively practice grammar/editing/writing skills on a daily basis to improve our ability to communicate effectively in writing I will: contribute to writer's workshop lessons, notes, activities, and assessments to improve my ability to communicate effectively.
Performance Tasks: Writer's workshop notes, pre-test, workshop quizzes, and post-test	Notes:

English 9 - Sept 2017 - Independent Novel Reading

Unit Name: Independent Novel Reading	Length: One novel required per semester
Standards: RL1-10, W10, L1-5	Outcomes: Each semester, students will choose a novel to read independently, analyze in writing, and create a project which illustrates a literary facet of the novel that they want to explore more deeply.
Essential Questions: -Which literary elements are important in this novel? -How do the content and themes of this novel apply to my life? -What is the author's purpose in writing this novel and why is it important? -How can I explore a facet of this novel in more detail? -How does the style of this novel compare to previously read novels? -How can I illustrate my understanding of the concepts of this novel in a creative and interesting way?	Learning Targets: Students will read a novel independently, analyze and evaluate its content and literary terms, and create a project that displays their understanding of at least one concept in the novel in more detail.
Topic 1: Independent Novel Reading	Length: One novel required per semester
Standard(s): RL1-10, W10, L1-5	Academic Vocabulary:
Lesson Frame: Independent novel reading	We will: read and analyze an independent novel. I will: examine and analyze the content and literary elements as I read my novel.
Lesson Frame: Independent novel journals	We will: utilize novel journals to explore our novels in more depth. I will: write about the content and literary elements of my novel in journal form.
Lesson Frame: Independent novel project	We will: show analysis of novels thorough chosen independent novel projects. I will: create a novel project which illustrates a literary facet of my novel that I want to explore more deeply.
Performance Tasks: novel journals, novel project, class discussions	Notes:

English 12 - Sept 2017 - Course Outline

Course Name:	English 12 - Finding Myself Through Literature and Writing		
Credits:	1		
Prerequisites:	American Literature or AP Literature and Composition		
Description:	This is a one credit class available to all seniors. Students will explore fiction and informational text revolving around the theme of finding oneself in preparation for life beyond high school. In addition to literature and textual study, students will be writing personal narratives suitable for submission with college applications, compare and contrast essays, a career based research paper, and a literary analysis. Students will explore who they are, how they influence others, who they aspire to be, and wisdom gained that will be helpful in making appropriate life choices.		
Academic Standards:	Common Core Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Unit One: Identity	Quarter 1	RI 11-12.1-6, 10; W11-12.3, 4-6, 10; SL 11-12.1, 5; L11-12.1-6	Unit one includes a shared focus on text analysis and narrative writing. Students read, discuss, and analyze nonfiction personal narratives, autobiographies, and memoirs, focusing on how the authors use structure, style, and content to craft narratives that develop complex experiences, ideas, and descriptions of individuals. Throughout the unit, students learn, practice, and apply narrative writing skills to produce a complete personal essay suitable for use in the college application process.
Unit Two: Relationships	Quarter 2	RL 11-12.1-7, 10; W11-12.2, 4-6, 10 SL11-12.1 L11-12.1-6	Unit two has students exploring contemporary short fiction, poetry, and drama dealing with relationships with oneself and others. Students will be reviewing and applying literary elements and engaging in classroom discussion concerning theme. The writing focus will be a comparative essay looking at author's style and inclusion of literary elements.



English 12 - Sept 2017 - Course Outline

Unit Three: Goals and Aspirations	Quarter 3	RI 11-12.1-6, 10; W11-12.4-10; SL11-12.1-6; L11-12.1-6	Unit three will focus on career exploration with the inclusion of guest speakers, a written research paper, and a presentation. Students will also be reading and viewing inspirational informational text and film to enhance the them of goals and aspirations. Students will review and apply knowledge of proper research including MLA research format, parenthetical citations, and complete bibliographies and work cited pages.
Unit Four: Wisdom and Life Lessons	Quarter 4	RL11-12.1-10, W11-12.1, 4-10; SL 11-12.1, 5; L11-12.1-6	Unit Four will prepare students for launching into the world as adults. Students will participate in small group or partner reading of a novel of choice. They will also be creating a digital presentation of their book, applying what they learned or were able to take away from the novel in the area of life lessons or wisdom. Students will be writing a literary analysis based on their novel choice.
Unit Five: Who I am	Yearlong	All Writing, Speaking and Listening, and Language Standards	Throughout the year students will be focusing on the broad theme "Finding Myself". This project will consist of students creating a "Chapbook" that records the history of who they were, who they are and who they wish to be in their future. Students will have the option of creating digital or paper scrapbooks that include categories, table of contents, photos, journaling etc. These will be presented the week before graduation to peers. This is an independent, outside of class project.

Unit Name: Identity	Length: Quarter One
Standards:RI 11-12.1-6, 10; W11-12.3, 4-6, 10; SL 11-12.1, 5; L11-12.1-6	Outcomes: Unit one includes a shared focus on text analysis and narrative writing. Students read, discuss, and analyze nonfiction personal narratives, autobiographies, and memoirs, focusing on how the authors use structure, style, and content to craft narratives that develop complex experiences, ideas, and descriptions of individuals. Throughout the unit, students learn, practice, and apply narrative writing skills to produce a complete personal essay suitable for use in the college application process.
Essential Questions: Who am I? Who do I want to become? How can I express these ideas both in spoken and written word?	Learning Targets: By the end of this unit, students will be able to analyze text for author purpose, understand the difference between autobiography, biography, and memoir, and discuss literature with peers. Students will also study other short autobiographical pieces for tone and purpose. Students will write narratively for the purpose of inclusion on college applications. In addition, students will also be writing a book analysis, complete literature journals, and participate in classroom discussion concerning their book choice.
Topic 1: Reading autobiographies/memoirs both independently and as a large group.	Length: 7 Weeks
Standard(s): RI 11-12.1-6, 10; SL 11-12.1, 5	Academic Vocabulary: autobiography, biography, memoir, tone, audience, chronological order in storytelling
Lesson Frame:	We will: read autobiographical pieces. I will: be able to identify author's purpose, tone, audience and word choice for the purpose of engagement in the art of story-telling.
Lesson Frame:	We will: select autobiographies for individual study. I will: read an autobiography of my choice, journal as I read, discuss my book with peers, and present information to a large group.
Lesson Frame:	We will: write for the purpose of informing others of a topic of study. I will: write a book analysis based on my autobiography choice, integrating text evidence to support my ideas.
<b>Performance Tasks:</b> Students will be evaluated on their reading through one-on -one, small and large group discussion. Journals will be evaluated using a rubric. Book analysis will be evaluated using rubric.	Notes:
Topic 2: Narrative Writing	Length: 2 weeks

Standards: W11-12.3, 4-6, 10; SL 11-12; L11-12.1-6	
Lesson Frame:	We will: write narratively for the purpose of telling a personal story.
	I will: choose an event or person that has changed my life and produce a narrative implementing strategies learned while studying autobiographies.
Lesson Frame:	We will: review conventions of narrative writing and the written word.
	I will: use proper grammar and conventions in writing.
Lesson Frame:	We will: understand the writing process.
	I will: pre-write, draft, edit, and revise a formal piece of writing suitable for submission on a college application.
<b>Performance Tasks:</b> Narratives will be evaluated using a rubric.	Notes:

English 12 - Sept 2017 - Relationships

Unit Name: Relationships	Length: Quarter 2
Standards: RL 11-12.1-7, 10; W11-12.2, 4-6, 10 SL11-12.1 L11-12.1-6	Outcomes: Unit two has students exploring contemporary short fiction, poetry, and drama dealing with relationships with oneself and others. Students will be reviewing and applying literary elements and engaging in classroom discussion concerning theme. The writing focus will be a comparative essay looking at author's style and inclusion of literary elements.
Essential Questions: Who is important in my life? How do I influence others? Who has influenced me? How are we all connected?	Learning Targets: At the conclusion of this unit, students will be able to understand and apply knowledge of literary elements. Students will also be able to write for the purpose of informing, analyzing, and comparing two similar works, characters, or elements in literature.
Topic 1: Contemporary Short Fiction	Length: 3 Weeks
Standard(s): RL 11-12.1-7, 10; SL 11-12	Academic Vocabulary: irony, flashback, inference, ambiguity, foreshadowing, allusion, plot structure, internal/external conflict, tone, symbolism, characterization, theme, point of view, mood, tone
Lesson Frame:	We will: read contemporary short fiction for the purpose of identifying literary elements. I will: identify literary elements applied to fiction and understand author choice.
Lesson Frame:	We will: discuss literature in class, employing speaking and listening skills. I will: participate in discussion appropriately and practice listening skills as my peers speak.
<b>Performance Tasks:</b> Students will be evaluated using a formal test on both text comprehension and literary terms. Students will also be evaluated informally on listening and speaking skills through class discussion.	Notes: Short fiction selections TBA. "Taming of the Shrew"
Topic 2: Compare/Contrast Essay	Length: 2 weeks
Standards: W11-12.2, 4-6, 10	
Lesson Frame:	We will: review language relevant for the purpose of writing comparatively. I will: pre-write, draft, revise, and edit a comparative piece using knowledge of style and literary elements.
Lesson Frame:	We will: learn appropriate revising/editing skills. I will: work cooperatively to peer edit peer work.
Lesson Frame:	
<b>Performance Tasks:</b> Student writing will be evaluated using a rubric.	Notes:
Topic 3: Exploring dramatic literature	Length: 4 weeks

Standards: RL 11-12.1-6, 10; SL11-12.1	Academic vocabulary: soliloquy, pun, parody, irony, metaphor, symbolism, sonnet, iambic pentameter, other poetic elements
Lesson Frame:	We will: read and understand classic dramatic literature.
	I will: read and discuss classic dramatic literature.
Lesson Frame:	We will: review poetic elements used in classic dramatic literature.
	I will: be able to identify poetic elements used in classic dramatic literature.
Lesson Frame:	We will: watch contemporary film and compare to classic literature (allusion)
	I will: recognize key elements presented in contemporary film as it relates to classic literature.
<b>Performance Tasks:</b> Student writing will be evaluated using a rubric.	Notes: <i>Taming of the Shrew, 10 Things I Hate About You</i>

Unit Name: Goals and Aspirations	Length: Quarter 3
Standards:RI 11-12.1-6, 10; W11-12.4-10; SL11-12.1-6; L11-12.1-6	Outcomes:Unit three will focus on career exploration with the inclusion of guest speakers, a written research paper, and a presentation. Students will also be reading and viewing inspirational informational text and film to enhance the them of goals and aspirations. Students will review and apply knowledge of proper research including MLA research format, parenthetical citations, and complete bibliographies and work cited pages.
Essential Questions: Who do I want to be? How can I get there? How do I plan for my future? How can I learn from others to be successful?	Learning Targets: At the end of this unit, students will be able to analyze, draw conclusions, and develop an opinion based on informational text read regarding influential individuals. Students will focus on career development and will practice listening skills as guest speakers present career information. Students will also employ research skills in order to research a career of interest and will present this information to the class.
Topic 1: Exploring those who inspire/Informational text.	Length: 3 weeks
Standard(s): RI11-12.1-10, SL11-12.1, 5	
Lesson Frame:	We will: read analytically, practicing close reading skills. I will: read informational text and discuss knowledge gained in relationship to my own experiences.
Lesson Frame:	We will: participate in large group discussion. I will: practice good listening skills as well as public speaking skills to participate effectively in small and large group discussion.
Lesson Frame:	We will: explore different types of media and understand how each serves a unique purpose. I will: compare different types of media: literature, film, music and understand the appeal of each type.
<b>Performance Tasks:</b> Students will be evaluated informally on classroom discussion and through exit slips.	Notes:
Topic 2: Career Research Project	Length: 6 weeks
Standards: W11-12.4-10; SL11-12.1, 5; L11-12.1-6	Academic Vocabulary: MLA, source evaluation, parenthetical citation, bibliography, works cited, plagerism

Lesson Frame:	We will: use information literacy skills to select and research a topic. I will: choose a career to research and locate materials to support a research paper.
Lesson Frame:	We will: review proper research techniques. I will: use research skills to write a paper on a chosen career without plagerizing and using researched information to support my ideas.
Lesson Frame:	We will: understand how to create a multi-media presentation. I will: present my career research to my peers using a multi-media presentation.
<b>Performance Tasks:</b> Student papers and presentations will be evaluated using rubrics.	Notes: Career Speakers - find in each career cluster

Unit Name: Wisdom	Length: Quarter Four
Standards: RL11-12.1-10, W11-12.1, 4-10; SL 11-12.1, 5; L11-12.1-6	Outcomes: Unit Four will prepare students for launching into the world as adults. Students will participate in small group or partner reading of a novel of choice. They will also be creating a digital presentation of their book, applying what they learned or were able to take away from the novel in the area of life lessons or wisdom. Students will be writing a literary analysis based on their novel choice.
Essential Questions: What can I learn from others? What can I teach others? What can I take with me?	Learning Targets: At the conclusion of this unit, students will be able to apply all ELA standards 11-12 in preparation for graduation. They will be analyzing literature, film, media, informational text, writing analytically, participating in valuable discussion and presenting a final project to their peers.
Topic 1: Exploring fiction for life lessons	Length: 4 weeks
Standard(s): RL 11-12.1-10, SL 11-12	
Lesson Frame:	We will: choose a partner and select a book to read and discuss cooperatively. I will: work cooperatively to read and discuss thematic literature.
Lesson Frame:	We will: look for themes and messages in novels and film. I will: be able to identify theme and author's message.
Lesson Frame:	We will: analyze film for wisdom/ main idea/theme. I will: be able to recognize author's main idea as presented in film.
<b>Performance Tasks:</b> Students will be evaluated using exit slips, classroom discussion, a rubric for journal entries, and a multi-media booktrailer	Notes: <i>The 5 People You Meet in Heaven</i> , Various novels with wisdom to share.
Topic 2: Writing to analyze literature	Length 2 weeks
Lesson Frame:	We will: review literary elements. I will: analyze the author's use of literary elements in fiction writing.
Lesson Frame:	We will: write a formal paper using the writing process. I will: pre-write, draft, edit and revise a formal essay.
Lesson Frame:	We will: master using textual evidence to support ideas in writing. I will: use text evidence appropriately in my writing.
<b>Performance Tasks:</b> Student essays will be evaluated using a rubric.	Notes:
Topic 3: Chapbook Presentations	Length: 1 week
Lesson Frame:	We will use listening and speaking skills to evaluate student projects.



I will present my yearlong Chapbook project to my peers and listen as others present their projects.

**Performance Tasks:**

Student chapbooks will be evaluated using the rubric assigned in Quarter 1 with the yearlong project. Students will present these just prior to graduation.

World Literature - Sept 2017 - Course Outline

Course Name:	World Literature		
Credits:	1		
Prerequisites:	English 9		
Description:	This one credit course is for all sophomores. Students will engage in the reading of works from a variety of places and perspectives to understand how universal themes span culture and time periods. Informative, persuasive, analytical and research writing will be expected and the writing process will be utilized. Vocabulary, speaking, and grammar/editing skills are practiced throughout the semester. Students are heterogeneously grouped and exposed to a broad range of language arts and communication skills. Some material will coincide with 10th grade World History curriculum.		
Academic Standards:	Common Core State Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Unit 1: Imprints of the Past	Quarter 1	Standards: RL 1-10, W3-W6, W10, L1-L3, L4-5, SL1, SL 4-5	Outcomes: In this unit, students will be introduced to world literature using early stories including folktales, myths, and a classic greek play. Focusing primarily on reading stadards RL1-10, students will be learning to draw conclusions and make inferences about stories, as well as analze content for other literary elements. They will also make connections between early Greek and Roman gods and goddesses as presented in World History. In addition, students will write creatively, using the knowledge gained from the mentor texts presented in class.
Unit 2: Dreams Lost and Found	Quarter 2	Standards: RL 1-10, L1-3, L5, W2, W4-7, W9-10, SL1-2	Outcomes: In this unit, students will continue working with poetic elements through the exploration of poetry from around the world. Students will also be introduced to new poetic terms including meter (iambic pentameter, etc.) that they have not learned in previous ELA classes. In addition, students will read and analyze a classic Shakepearean comedy. Lastly, students will write a character analysis using a character selected from the play.

World Literature - Sept 2017 - Course Outline

Unit 3: Finding Wisdom and Heroes	Quarter 3	Standards: RL 1-10, RI 1-10, W2, W4-W10, SL1-6 L1-5	Outcomes: In this unit, students will study the components of romantic literature: the hero and heroines journey, chivalry, courtly love, etc. Students will also apply knowledge of both fiction and non-fiction reading skills and apply that knowledge thorough both discussion and writing. In addition, students will continue work with the five major religions in the world as presented in World History and present their research information to the class. Through writing, students will learn the proper way to research, evaluate sources, cite sources, and create appropriate MLA formatted bibliography and work cited pages.
Unit 4: Moral Courage and Strength	Quarter 4	Standards: RL1-10, RI 1-10 W3-W6, W10, SL1-2 L1-5	Outcomes: At the end of this unit, students will be able to apply knowledge of literary elements in relationship to novels chosen for the purpose of literature circles surrounding common themes. In addition, students will read a whole-class memoir and apply knowledge of informational text in comparison to fiction. Students will also learn components of narrative writing and apply that knowledge to create a reflective narrative in response to the unit theme. By this time, the students will be expected to have mastered the writing process.
Independent Reading	Semesters 1 and 2	Standards: RL1-10, W2, 4-6, 9, L1-2, 5, SL1-SL6	Outcomes: Throughout the year, English 10 students will select two novels of their choice to read and analyze. Students will write one book analysis and present one book presentation in the format of a booktalk.
Vocabulary Study	Yearlong A/B Weeks	Standards: L4 and 6	In this alternating weekly workshop, students will collaboratively study word families with Latin and Greek roots in order to enhance their ability to recognize and use vocabulary effectively.
Informational Article Study	Yearlong A/B Weeks	Standards: RI 1-6 and 8, W1-2, 9-10	Students will independently and collaboratively read and discuss nonfiction articles about a variety of topics. They will practice reading for content, determining main idea and supporting evidence, summarizing information, utilizing effective quotes, analyzing viewpoints, and writing persuasively.
Writing Grammar Workshop	Yearlong Mini-Lessons	Standards: L1-2	In this ongoing workshop of mini-lessons at the beginning of each class period, students will collaborate to study, review, and practice elements of grammar, sentencing, usage, writing, and editing.

World Literature - Sept 2017 - Imprints of the Past

Unit Name: Imprints of the Past	Length: Quarter 1 - 9 Weeks
Standards: RL 1-10, W3-W6, W10, L1-L3, L4-5, SL1, SL 4-5	Outcomes: In this unit, students will be introduced to world literature using early stories including folktales, myths, and a classic greek play. Focusing primarily on reading standards RL1-10, students will be learning to draw conclusions and make inferences about stories, as well as analyze content for other literary elements. They will also make connections between early Greek and Roman gods and goddesses as presented in World History. In addition, students will write creatively, using the knowledge gained from the mentor texts presented in class.
Academic Vocabulary: exposition, climax, conclusion, inference, irony, ambiguity, foreshadowing, flashback, allusion, internal/external conflict, tone, symbol, antagonist, protagonist, static and dynamic character, parable, theme, POV, mood, thesis statement, parallel structure.	
Essential Questions: What literary elements can be identified through reading folklore, myths, and dramatic literature? What elements are important when writing creatively? When considering oral tradition, how do stories change or develop?	Learning Targets: Students will be able to identify specified literary elements in fiction selections. Students will understand and use writing techniques appropriate for creative fiction using mentor texts as a guide. Students will be able to work cooperatively to share ideas about both reading and writing.
Topic 1: Exploration of folktales and fables from around the world.	Length: 3 weeks
Standard(s): RL 1-10, SL1, L4-5	Academic Vocabulary:
Lesson Frame:	We will: learn how to identify specified literary elements from fictional writing. I will: apply knowledge of literary elements both individually and cooperatively through both formative and summative assessment.
Lesson Frame:	We will: read and discuss folktales and fables from a variety of countries and cultures. I will: be able to recognize the elements of a folktale and understand oral tradition.
Lesson Frame:	We will: I will:
Performance Tasks: Students will be evaluated through formal assessment on literary elements specific to content.	Notes:
Topic 2: Introduction to Greek and Roman myths.	Length: 4 Weeks
Standard(s): RL 1-10, SL1, L4-5	Academic Vocabulary:
Lesson Frame:	We will: continue to practice recognizing literary elements in fictional writing. I will: apply knowledge of literary elements both individually and cooperatively through both formative and summative assessment.
Lesson Frame:	We will: read and discuss stories from ancient Greek and Roman mythology. I will: be able to analyze and make inferences relating to Greek and Roman myths.
Lesson Frame:	We will: I will:

World Literature - Sept 2017 - Imprints of the Past

Performance Tasks: Students will be evaluated through formal assessment on literary elements specific to content.	Notes:
Topic 3: Creative Writing Workshop	Length: 2 Weeks
Standard(s): W3-6, W10, L1-3, SL4-5	Academic Vocabulary:
Lesson Frame:	We will: write detailed and organized narratives in the form of a folktale or myth, using mentor texts as examples. I will: write to create an original folktale of myth.
Lesson Frame:	We will: review elements of good writing. I will: use knowledge of the mechanics of good writing and apply it to my own story.
Lesson Frame:	We will: use technology to create a presentation of written work. I will: create a digital presentation to share my story with my peers.
Performance Tasks: Students will write a myth or folktale which will be evaluated using a rubric. Students will also be evaluated on a digital presentation of their creation using a rubric.	Notes:

World Literature - Sept 2017 - Dreams Lost and Found

Unit Name: Dreams Lost and Found	Length: Quarter 2 - 9 Weeks
Standards: RL 1-10, L1-3, L5, W2, W4-7, W9-10, SL1-2	Outcomes: In this unit, students will continue working with poetic elements through the exploration of poetry from around the world. Students will also be introduced to new poetic terms including meter (iambic pentameter, etc.) that they have not learned in previous ELA classes. In addition, students will read and analyze a classic Shakespearean comedy. Lastly, students will write a character analysis using a character selected from the play.
Academic Vocabulary: soliloquy, pun, metaphor, simile, onomatopoeia, personification, internal and external rhyme, scan, meter, rhyme scheme, iambic pentameter, spondee, trochee, consonance, assonance, alliteration, hyperbole, dynamic and static character, protagonist, antagonist.	
Essential Questions: What common and new elements of poetry can be identified when reading selected poems? How can higher level analytical skills be applied to the reading of poetry? What elements of writing are important when writing a character analysis (the five ways in which we analyze a character)? When reading classic Shakespeare, what skills can be used in order to understand the storyline and how does this connect to poetry?	Learning Targets: Students will learn and apply poetic elements to selected poems. Students will analyze and understand poems. Students will be able to identify poetic elements. Students will read and understand Shakespearean dramatic literature and be able to identify the style of writing.
Topic 1: Exploration of world poetry	Length: 2 weeks
Standard(s): RL 1-3, 4, 6, 10, L5	Academic Vocabulary:
Lesson Frame:	We will: read and analyze poetry for both poetic elements and content. I will: identify poetic elements in selected poems.
Lesson Frame:	We will: use mentor texts as guides in order to create original poems I will: create original poetry.
Lesson Frame:	We will: use discussion skills to work cooperatively in order to analyze poetry. I will: work in a group to discuss poetry.
Performance Tasks: Students will be evaluated using both formative and summative assessments - exit slips, quick response, and formal exam.	Notes:
Topic 2: Classic Shakespeare Play	Length: 3 Weeks
Standard(s): RL1-10, L4-L5, SL1-2, SL6	Academic Vocabulary:
Lesson Frame:	We will: read and analyze classic Shakespeare. I will: read, understand and discuss a Shakespeare play.
Lesson Frame:	We will: learn the structure of iambic pentameter.

World Literature - Sept 2017 - Dreams Lost and Found

	I will: recognize and scan iambic pentameter in dramatic literature.
Lesson Frame:	We will: practice oral communication skills through engaged whole-group reading.
	I will: read aloud from an assigned part.
Performance Tasks: Students will be assessed periodically throughout the play for understanding. Students will take a cumulative formal assessment regarding content and structure at the conclusion of reading the play.	Notes: "A Midsummer Night's Dream"
Topic 3: Character Analysis Writer's Workshop	Length: 2 Weeks
Standard(s): W2, W4-7, W9-10, L1-3	Academic Vocabulary:
Lesson Frame:	We will: learn the ways in which a character is analyzed: What he or she looks like, says and does, thoughts and feelings and what others say about him or her.
	I will: apply knowledge of characterization to write a formal essay.
Lesson Frame:	We will: practice editing and revising techniques.
	I will: edit a formal piece of writing.
Lesson Frame:	We will:
	I will:
Performance Tasks: Students will write, edit, and revise a character analysis that will be scored using a rubric.	Notes:

Unit Name: Finding Wisdom and Heroes	Length: Quarter 3 - 9 weeks
Standards: RL 1-10, RI 1-10, W2, W4-W10, SL1-6 L1-5	Outcomes: In this unit, students will study the components of romantic literature: the hero and heroines journey, chivalry, courtly love, etc. Students will also apply knowledge of both fiction and non-fiction reading skills and apply that knowledge thorough both discussion and writing. In addition, students will continue work with the five major religions in the world as presented in World History and present their research information to the class. Through writing, students will learn the proper way to research, evaluate sources, cite sources, and create appropriate MLA formatted bibliography and work cited pages.
Academic Vocabulary: allusion, symbol, theme, inference, thesis statement, MLA citation, parenthetical citations, work cited, bibliography	
Essential Questions: What are the main components of romantic literature? How does background knowledge become important in understanding readings in world religion? How do I effectively research and write a paper without plagerizing?	Learning Targets: Students will be able to apply concepts of romantic literature to mentor texts. Students will use cooperative learning skills to work in groups to create a presentation. Students will be able to identify the five world religions and understand literature from these religions based on their specific belief systems. Students will be able to write a formal research paper complete with parenthetical citations, without plagerizing.
Topic 1: Reading selections from medieval romantic literature	Length: 2 Weeks
Standards:RL 1-10, L4-5, SL1-SL2	Academic Vocabulary:
Lesson Frame:	We will: learn components of romantic literature. I will: I will read romantic literature and apply and discuss elements presented.
Lesson Frame:	We will: use cooperative learning skills to discuss and analyze romantic literature. I will: participate effectively in group discussion.
Lesson Frame:	We will: compare romantic literature to film. I will: complete a venn diagram outlining the differences between literature and film.
Performance Tasks: Students will be assessed with a formal exam, exit slips, small group discussion, and grahic organizers.	Notes:
Topic 2: The study of World Religions	Length: 3 weeks



Standard(s): RL 1-10, RI 1-10, L4-5, SL1, SL4-6	Academic Vocabulary:
Lesson Frame:	We will: learn the basics of the five major world religions through a Webquest
	I will: Participate in a group setting to research, compile information, and create a presentation for my peers regarding the five major world religions.
Lesson Frame:	We will: read literature from each of the world religions and identify literature components as well as discuss the selections from the eye of informational text.
	I will: read and analyze selections from world religions.
Lesson Frame:	We will: learn appropriate presentation skills.
	I will: work in a group setting to present information learned to my peer group as well as take notes on other presentations.
Performance Tasks:	Notes:
Topic 3: Research Paper Writing Workshop (Argument)	Length: Quarter 3 - 4 weeks
Standard(s): W2, W4 -W10, L1-3	Academic Vocabulary:
Lesson Frame:	We will: learn the 12 steps of writing research.
	I will: use knowledge gained in class to research a chosen topic.
Lesson Frame:	We will: write a research paper complete with parenthetical citations, works cited, and a bibliography
	I will: use appropriate MLA technique to compile and create a formal research paper.
Lesson Frame:	We will: review the writing process.
	I will: all steps of the writing process to complete a polished formal research paper.
Performance Tasks: Students will write an extensive research paper that will be evaluated using a rubric.	Notes:

World Literature - Sept 2017 - Moral Courage and Strength

Unit Name: Moral Courage and Strength	Length: Quarter 4 - 9 weeks
Standards: RL1-10, RI 1-10 W3-W6, W10, SL1-2 L1-5	Outcomes: At the end of this unit, students will be able to apply knowledge of literary elements in relationship to novels chosen for the purpose of literature circles surrounding common themes. In addition, students will read a whole-class memoir and apply knowledge of informational text in comparison to fiction. Students will also learn components of narrative writing and apply that knowledge to create a reflective narrative in response to the unit theme. By this time, the students will be expected to have mastered the writing process.
Academic vocabulary: inference, symbol, style, tone, irony, flashback, theme, voice, plot structure, protagonist, antagonist, point of view, allegory, memoir, auto-biography, biography	
Essential Questions: What comparisons can you make between reading fiction vs. informational text? What components are important when writing narratively for the purpose of telling a personal story? How does the literature presented directly apply to World History and culture? What connections can you make between literature and real life?	Learning Targets: Students will read and analyze short fiction and non-fiction regarding war in our history. Students will be able to identify both elements of fiction and informational text in their reading practices. Students will utilize knowledge of narrative writing and the writing process to write a reflective narrative paper.
Topic 1: Literature Circles	Length:4 Weeks
Standard(s): RL1-10, RI 1-10, L4-L5, S1-2	Academic Vocabulary: See above
Lesson Frame:	We will: read selections both fiction and informational from world history and cultures. I will: read, analyze and discuss readings presented in class.
Lesson Frame:	We will: compare readings to media representation of historical and cultural events I will: use a graphic organizer to effectively compare literature and informational text to media sources.
Lesson Frame:	We will: work cooperatively with a partner or small group to read, analyze, and discuss text(s). I will: complete discussions and journals pertaining to the shared reading selection.
Performance Tasks: Students will be evaluated through discussion, exit slips, and informal questioning, and written assignments.	Notes: Book Choices: The Kite Runner, A Thousand Splendid Suns, The Alchemist, I am Malala, Between Shades of Gray, Life of Pi, The Boy in the Striped Pajamas, Maus I and II, A Long Way Gone: Memoirs of A Boy Soldier.
Topic 2: Reading of a Memoir	Length 3 Weeks
Standard(s): RI 1-10, L4	Academic Vocabulary: see above
Lesson Frame:	We will: read a memoir of a Holocaust survivor I will: read, analyze, and discuss content presented through class memoir reading.
Lesson Frame:	We will: make connections between historical events and the content in the book. I will: apply background knowledge to better understand information presented in memoir.

World Literature - Sept 2017 - Moral Courage and Strength

Lesson Frame:	We will: work cooperatively to share ideas both orally and through written word. I will: share with my classmates in whole group and small group discussion.
Performance Tasks: Students will be evaluated formal assessment at the conclusion of the the novel. Students will also be assessed using quick responses and small group discussion.	Notes: <i>Night</i> by Elie Wiesel
Topic 2: Reflective Narrative Writer's Workshop	Length: 2 weeks
Standard(s):W3-W6, W10, L1-3	Academic Vocabulary: see above
Lesson Frame:	We will: learn components of effective narrative writing. I will: use knowledge about narrative writing to produce a theme related narrative.
Lesson Frame:	We will: use the writing process to create a personal, reflective narrative. I will: write using effective revising and editing skills.
Lesson Frame:	We will: I will:
Performance Tasks: Students will be evaluated on their completed narrative writiing piece using a rubric.	Notes:

Unit Name: Independent Reading	Length: Yearlong (2 book requirements)
Standards: RL1-10, W2, 4-6, 9, L1-2, 5, SL1-SL6	Outcomes: Throughout the year, English 10 students will select two novels of their choice to read and analyze. Students will write one book analysis and present one book presentation in the format of a booktalk.
Essential Questions: What literary elements stand out in the book chosen for independent reading? How can reading professional reviews of literature aide in strenghtening written analysis of literature? How can a book be effectively presented to classmates in such a way that students are drawn to the content and persuaded to choose to read the book for themselves?	Learning Targets: At the end of this unit, students will be able to read and analyze literature for author's purpose and literary elements. Students will also be able to create an effective presentation that entertains and informs their peers regarding the content of their chosen book.
Topic 1: Independent Novel #1 - Book Analysis	Length: Semester 1 - 18 Weeks
Standard(s): RL 1-10, W2, 4-6, 9, L1-2 5	Academic Vocabulary:
Lesson Frame:	We will: select book of interest to read and analyze.
	I will: read and analyze a book of choice for the purpose of writing an analytical essay.
Lesson Frame:	We will:
	I will:
Lesson Frame:	We will:
	I will:
Performance Tasks: Students will be evaluated using a Book Analysis Rubric.	Notes:
Topic 2: Independent Novel #2 - Booktalk	Length: Semester 2 - 18 Weeks
Standard(s): RL 1-10 SL1-6	Academic Vocabulary:
Lesson Frame:	We will: select a book of interest to read and analyze.
	I will: read and analyze a book of choice for the purpose of an oral booktalk presentation.
Lesson Frame:	We will: practice oral speaking skills.
	I will: use appropriate oral speaking skills to present my book of choice to my peers.
Lesson Frame:	We will:
	I will:

Performance Tasks: Students will be evaluated using a Booktalk Rubric.	Notes:

World Literature - Sept 2017 - Vocabulary Study

Unit Name: Vocabulary Study	Length: Yearlong - Alternating Weeks
Standards: L4 and 6	In this alternating weekly workshop, students will collaboratively study word families with Latin and Greek roots in order to enhance their ability to recognize and use vocabulary effectively.
Essential Questions: Why is it important to use Latin and Greek word families/word parts to identify vocabulary? How can a prefix, suffix, or other part of a word help a reader to understand the meaning of a word? How are words from the same Latin or Greek family similar?	Learning Targets: Students will be able to recognize and use grade level vocabulary from word families with Latin and Greek roots.
Topic 1: Vocabulary from Latin and Greek roots	Length: alternating weeks for duration of school year
Standard(s): L4 and 6	Academic Vocabulary: word families, prefix, suffix, word roots
Lesson Frame: Study vocabulary from Latin and Greek roots	We will: collaboratively study word families from Latin and Greek roots.
	I will: study vocabulary, participate in vocabulary activities, and complete vocabulary sheets and assessments.
Performance Tasks: Students will be evaluated periodically using formal assessment and also through application of word acquisition.	Notes: Vocabulary from Latin and Greek Roots--Level 4

World Literature - Sept 2017 - Informational Article Study

Unit Name: Informational Article Study	Length: alternating weeks for duration of school year
Standards: RI 1-6 and 8, W1-2, 9-10	Students will independently and collaboratively read and discuss nonfiction articles about a variety of topics. They will practice reading for content, determining main idea and supporting evidence, summarizing information, utilizing effective quotes, analyzing viewpoints, and writing persuasively.
Essential Questions: How do nonfiction articles differ from other writing? How are nonfiction articles organized? How can writers verify their viewpoints with evidence from a nonfiction article? How can the meaning of difficult vocabulary be determined using context clues? How are quotes or outside sources used in a nonfiction article? How are persuasive elements used in articles? How can a reader determine the validity of information presented in an article?	Learning Targets: Students will be able to: -independently and collaboratively read nonfiction articles -read for content -determine main idea and supporting evidence -summarize information -determine meaning of difficult vocab using context clues -find and utilize effective quotes -analyze writer's viewpoint -write persuasively
Topic 1: Reading informative and argumentative nonfiction articles	Length: alternating weeks for duration of school year
Standard(s): RI 1-6 and 8	Academic Vocabulary: nonfiction, quotes, main idea, supporting evidence, context clues, persuasion, active reading
Lesson Frame: Read nonfiction articles	We will: read, discuss, and analyze nonfiction articles for content and persuasive elements.
	I will: independently and collaboratively practice active reading skills on nonfiction articles to determine content, main idea, and supporting evidence, practice effective summarization skills, determine meaning of difficult vocabulary, find and utilize effective quotes, and analyze writer's viewpoint.
Performance Tasks: active and close reading of articles, class and teacher discussion	Notes: Newsela articles, Reader's Digest articles, Article of the Week articles Kelly Gallagher theory: Article of the Week
Topic 2: Responding to articles in writing	Length: alternating weeks for duration of school year
Standards: W1-2, 9,10	Academic Vocabulary: nonfiction, quotes, main idea, supporting evidence, context clues, persuasion, active reading
Lesson Frame: Article response	We will: respond to articles on an article response sheet or in an short essay.
	I will: write informatively and/or persuasively to share my viewpoint using evidence from a nonfiction article.

Performance Tasks: article response sheet, short essays in response to articles

Notes: One page article response using text support.



World Literature - Sept 2017 - Grammar Study

Unit Name: Grammar Study	Length: Mini-lessons at beginning of three class periods per week yearlong
Standards: L1-2	In this ongoing workshop of mini-lessons at the beginning of each class period, students will collaborate to study, review, and practice elements of grammar, sentencing, usage, writing, and editing.
Essential Questions: How is punctuation used to organize and clarify writing? How is capitalization used correctly and effectively? What are the differences between commonly mistaken words? How can a writer edit sentences for length, style, clarity, and purpose? Why is it important to be able to locate, identify, and use parts of speech? How can a writer recognize commonly misspelled words and spell them correctly? How does the purpose of a piece of writing affect style, organization, and content? How does collaboration with peers improve the writing and editing process?	Learning Targets: Students will be able to (independently and collaboratively): -locate and identify parts of speech -edit sentences for length, style, clarity, and purpose -write for a variety of purposes -identify and use commonly mistaken words (homonyms) correctly -practice spelling commonly misspelled words -punctuate writing effectively -use capitalization effectively -collaborate with peers to address writing errors
Topic 1: Collaborative grammar, writing, and editing practice	Length: Mini-lessons at the beginning of each class period
Standard(s): L1-2	Academic Vocabulary: noun, verb, adjective, adverb, pronoun, conjunction, interjection, coordinating conjunction, gerund, active voice, passive voice, homonym, fragment, run-on, semi-colon, comma, article, preposition, introductory phrase
Lesson Frame: 3 times weekly writer's workshop lessons	We will: interactively practice grammar/editing/writing skills on a daily basis to improve our ability to communicate effectively in writing I will: contribute to writer's workshop lessons, notes, activities, and assessments to improve my ability to communicate effectively.
Performance Tasks: Writer's workshop notes, pre-test, workshop quizzes, and post-test	Notes:

		G.P.A.						
		4.0	3.9	3.8	3.7	3.6	3.5	3.4
Honors Points	21	100	97.5	95	92.5	90	87.5	85
	20	96	93.6	91.2	88.8	86.4	84	81.6
	19	92	89.7	87.4	85.1	82.8	80.5	78.2
	18	88	85.8	83.6	81.4	79.2	77	74.8
	17	84	81.9	79.8	77.7	75.6	73.5	71.4
	16	80	78	76	74	72	70	68
	15	76	74.1	72.2	70.3	68.4	66.5	64.6
	14	72	70.2	68.4	66.6	64.8	63	61.2
	13	68	66.3	64.6	62.9	61.2	59.5	57.8
	12	64	62.4	60.8	59.2	57.6	56	54.4
	11	60	58.5	57	55.5	54	52.5	51
	10	56	54.6	53.2	51.8	50.4	49	47.6
	9	52	50.7	49.4	48.1	46.8	45.5	44.2
	8	48	46.8	45.6	44.4	43.2	42	40.8
	7	44	42.9	41.8	40.7	39.6	38.5	37.4
	6	40	39	38	37	36	35	34
5	36	35.1	34.2	33.3	32.4	31.5	30.6	
4	32	31.2	30.4	29.6	28.8	28	27.2	
3	28	27.3	26.6	25.9	25.2	24.5	23.8	
2	24	23.4	22.8	22.2	21.6	21	20.4	
1	20							

How Do I Calculate my Laude Score?

### What courses can I take to earn Honors Points?

- Youth Options Course(s)..... 0.5
- AP Courses.....1.5
- Economics.....0.5
- Physics/ Advanced Physics..... 1
- Human Biology ..... 1
- Biology 2..... 1
- Chemistry/ Chemistry 2.....1
- Pre Calc/Trigonometry ..... 1
- Statistics..... 1
- Animal Science TC ..... 1
- Computer Applications 1 and 2 with certificate.....1
- Accounting 1 ..... 1
- Accounting 2 ..... 1
- Spanish 3 ..... 1
- Spanish 4 ..... 1
- Senior Art (3+ Art credits & 2+ years Art Team) ..... 1
- Music (Band and/or Chorus/Jazz Band—3+years and 1st on Class A Solo & Ensemble)..... 1
- Business and Personal Law.....0.5
- Robotics/Advanced Robotics.....1

### Why Laude?

The purpose of the Laude System is to recognize students for the rigor of their academic program as well as their success in that program.

### Will Colleges Accept This System?

**Yes.** Without the indicator of rank, admissions officers will need to look closer at applicants and consider the following:

- Rigor of Curriculum
- Test Scores
- Recommendations
- High School Record
- Talents & Activities
- Personal Essays
- Other Qualifying Factors

### Ways this helps students:

The Laude System allows students to be evaluated based on the above factors. Many schools who use Laude report higher college acceptance rates.

### CONCLUSION

“High schools must find a way to make colleges look beyond a student’s class rank and make them more aware of student achievements and future potential.” (advice from College Board) This system gives colleges a clearer picture of a student’s academic rigor/achievement.

The shortcomings of high school class rank are enough to make its statistical use questionable. Through the Laude system, we can provide post secondary schools with documented information regarding students’ academic standing without jeopardizing their chance of admission.

# Little Wolf High School

*“Home of the Wolves”*



## The Laude System 2018-2019

*Little Wolf Jr./Sr. High  
515 E. Fourth Street  
Manawa, WI 54949  
(920) 596-5802*

## Laude Facts

### Fact:

The Laude System is being used by most high schools as an alternative to class rank. Laude allows students to be evaluated on their rigor of course work, grades, participation in extra curricular activities and test scores. Students can receive points based upon their courses and do not compete against other students.

### Fact:

The Laude System allows students to take a variety of classes from a variety of instructors. Students are then examined by their individual performance and assigned points based on their GPA. Students can attain Laude placement based on their performance and the rigor of their courses.

### Fact:

Cumulative GPA may include courses from other educational organizations/high schools whose grading policies are not in alignment with ours. The Laude System is being used more universally and for students who transfer in from other systems, appropriate points can be assigned to their courses. Since this is a system that benefits the individual student, all students are eligible to earn Laude points.

## Laude Facts

### Fact:

Without reporting rank, college admissions offices are forced to review more important factors, e.g., curriculum rigor, test scores, student activities and accomplishments, etc.



Little Wolf High School is using Laude to have a more equitable system in line with preparing students for the rigor of college.

### Fact:

Many schools that have changed to the Laude System are reporting higher standardized test scores.

### Nationally/Statewide Change

According to a recent report by the National Association for College Admission Counseling, 55% of high schools nationally do not report rank; this percentage is growing yearly. Most small private and competitive high schools have done away with it because they feel it penalizes many excellent students who are squeezed out of the top 10 percent of the class and then overlooked by elite colleges.

### Fact:

Although admission offices frequently use rank as a marker for admission, rank is never entirely reliable. Grade changes for one student affect the entire class and the number of students in the class is fluid. Both of these factors make rank less than reliable. By moving away from rank, we are causing admissions offices to take a closer look.

## The Laude System

### Our Laude System Policy

This system replaces the class rank system. Class rank will not be routinely provided to colleges for admissions purposes. The transcript will report the student's cumulative GPA with an accompanying Laude point score/distinction. A cover letter will be provided to the colleges explaining our Laude System. This point-based system is combined with the cumulative GPA. It rewards students for **completing** designated rigorous courses by enabling students to earn points for certain classes.

**Cum Laude or Higher Placement:** Students must meet two criteria to earn Laude distinction:

1. Cumulative GPA of 3.4 or higher.
2. Laude Score of 20 or higher.

**Cum Laude (With honor/distinction):** Laude Score of 20 - 34.99

**Magna Cum Laude (With great honor/distinction):** Laude Score of 35 - 49.99

**Summa Cum Laude (With highest honor/distinction):** Laude Score of 50 +

### Academic Excellence Scholarship:

Refer to language spelled out in Board Policy 5451.01

### Graduation Speakers:

Three seniors will be allowed to speak during the graduation ceremony:

- The senior class president.
- The senior with the greatest Laude Score.
- A senior from the highest Laude Score group selected by the faculty based on scholarship, leadership, service & character