



Laying the Foundation: A Pre-AP Initiative
Grade Ten Curriculum Guide

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**Grade 10 PreAP English Curriculum
Reserved Texts
2005-2006**

*Any full-text plays or novels in the grade-level literature anthology are reserved for use as a full text at that grade level.

*Teachers may use excerpts (up to 10%) of a reserved text for a higher grade level.

Reserved Texts

Novels

A Tale of Two Cities—Dickens

Bless Me Ultima—Anaya

Brave New World—Huxley

Lord of the Flies—Golding

The Once and Future King—White

Their Eyes Were Watching God—Hurston

Things Fall Apart—Achebe

Drama

Antigone—Sophocles

Julius Caesar—Shakespeare

Film

To Kill a Mockingbird (1962)

O Brother, Where Art Thou?

A Midsummer's Night Dream

Poetry

"A Blessing"—Wright

"Le Morte d'Arthur"—Malory

The Aeneid—Virgil

The Ramayana

Non-Fiction

I Know Why the Caged Bird Sings—Angelou

Texts Used But Not Reserved

Poetry

"Courage"—Sexton

Ecclesiastes 3:1-8—King James Bible

"I am not one of those..."—Akhmatova

"Making a Fist"—Nye

"Mother to Son"—Hughes

"Ozymandias"—Shelley

"Senora X No More"—Mora

"Sonnet 116"—Shakespeare

"Sonnet 130"—Shakespeare

Non-Fiction

"Nightwatch" excerpt from *The Pilgrim at Tinker Creek*—Dillard

"Through the Tunnel"—Lessing

SBISD 10th Grade PreAP English Curriculum

1st Six Weeks

Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Annotation Grammar Composition	Course introduction <i>Laying the Foundation (LTF)</i> p. 617 Diagnostic writing: personal definition of a hero	<i>The Once and Future King</i> Alternate text: 2005 summer reading	Review literary elements / terminology specific to selected text. Use skills progression chart on p. 616 as a guide.	Dialectical journal or assessment prepared for <i>The Once and Future King</i> or summer reading	
Grammar Phrases Clauses Sentences	Review phrases, clauses, and sentences in context of <i>The Once and Future King</i> or summer reading <i>LTF</i> p. 617	<i>The Once and Future King</i> or summer reading	Use passages from selected text to review phrases, clauses, and sentences. Model linking the literary device or syntax to the effect created and to the author's purpose. Then, have students write about the connections.	Paragraph(s) created by students	
Close Reading Literary Elements Archetype Character	Review characteristics of a hero and archetypes. Apply to <i>The Once and Future King</i> or alternate text. <i>LTF</i> pp. 617-618	<i>LTF</i> pp. 617-618; 673-674	Good review / overview of character analysis and archetypes. Pages 673-674 detail many specific terms. Use ones that apply to selected text rather than the entire list that appears in bolded italics.		
Composition Type Persuasive	Discuss personal definition of hero written on Day 1. Defend or challenge in writing whether Arthur (or hero of text) fits students' definition of a hero.	<i>LTF</i> p. 618; <i>The Once and Future King</i> or selected text	Good prewriting activity for reflexive essay written later in the six weeks. Gets students to connect their views of a hero to text selection. TAKS essays later in the year expect students to make similar connections.		

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Week 1 (*continued*)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Annotation Figures of Speech	Read first passage of <i>The Aeneid</i> and identify figure of speech <i>LTF</i> p. 618 part of 1 class	<i>The Aeneid</i> or alternate text with heroes to compare, such as “The Sword and the Stone,” <i>Elements of Literature (EOL)</i> p. 950	Review or teach annotation using this or alternate text. Use Foundation Lesson “Annotation” <i>LTF</i> pp. 82-84 to model, review, or introduce skill of annotating a text. Suggestion: select two or three items from p. 84 list for students to use, not the entire list.	Annotated passage	
Close Reading Annotation Figures of Speech	Apply annotation skills to another <i>The Aeneid</i> passage <i>LTF</i> pp. 618 rest of above class period and homework	<i>The Aeneid</i> or alternate text	Use selected passages rather than have students read entire piece. Give each group or pair of students a different passage. If <i>The Aeneid</i> is not available, use passage from <i>Odyssey</i> (gr. 9 text) to model skill.	Annotated passage	
Composition Expository Compare / Contrast Persuasive Use of Technology	Essay project described on <i>LTF</i> p. 618.		This essay could be a mini-research project. Good place to review Foundation Lesson on p. 406: “Using Quotations Effectively.”	Essay due Week 6 and pieces of writing process	

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Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Theme	Discussion and analysis of select portions of <i>The Once and Future King</i> <i>LTF</i> p. 618 portions of multiple days	<i>The Once and Future King</i> Alternate text: 2005 summer reading; selection from <i>EOL</i> pp. 948-977	Focus on theme	Short writings about theme	
Close Reading	Complete reading of <i>The Aeneid</i> <i>LTF</i> p. 618 to be completed at home	<i>The Aeneid</i> Alternate text: <i>Idylls of the King</i> ; selection from <i>EOL</i> pp. 948-977	Students should continue/ finish annotations	Short timed writings as reading checks; seminar discussion on student generated questions	
Composition Comparison/Contrast Essay	Comparison/contrast essay <i>LTF</i> p. 618 1 day	<i>The Once and Future King</i> <i>The Aeneid</i> Alternate text: <i>Idylls of the King</i> ; selection from <i>EOL</i> pp. 948-977	Use as a timed, in-class writing. Students should only be allowed work during class and must turn in what they have when the bell rings to end class.	Using a rubric, grade for content. Do not grade for mechanics because students will not have had time to revise.	

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Week 2 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Connections between Texts	<i>The Ramayana</i> and epic heroes LTF p. 619 part of 1 day	LTF suggests excerpts from <i>The Ramayana</i> Alternate text: other sacred texts; several are contained in EOL pp. 903-944 Epic heroes information EOL p. 948	LTF suggests reading excerpts from <i>The Ramayana</i> and connecting to epic hero information contained, which is available in EOL pp. 904-944. <i>The Ramayana</i> is not in EOL . For resources on <i>The Ramayana</i> , see RAMAYANA.com.	Use dialectical journals	
Grammar Identifying and Using Phrases	Identifying and using phrases LTF p. 619 part of 1 day	<i>The Once and Future King</i> <i>The Aeneid</i> Other teacher-selected excerpts, poems, short stories	Focus on identifying phrases in literature and using them for a specific effect or purpose in writing	Use literature and student-invented phrases to assess	

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Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Inference Summary Generalizations	Compare and contrast characters in terms of motivation and point of view <i>LTF</i> p. 618	“LeMorte Darthur” <i>EOL</i> p. 951; <i>The Once and Future King</i> ; “The Tale of Sir Lancelot du Lake” <i>EOL</i> p. 964	Chart similarities and differences in main characters and their motivations as prewriting strategy. May also use clips from “Star Wars,” “Indiana Jones,” “Spiderman,” or other modern film heroes		
Composition Thesis Topic sentences Use of commentary Use of evidence transitions	Brief, in-class essay comparing/contrasting two characters in readings <i>LTF</i> p. 618	<i>The Once and Future King</i> Student-selected examples from previously read texts	Teacher should model compare/contrast organizational choices and share rubric before writing. Students should have clear idea of types of evidence and commentary expected. While attention should be paid to student process, this essay is similar to a test essay which will be done in class during one class period. Students should be familiar with this type of response so instruction is somewhat review.	Rubric scored essay	

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Week 3 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Editing Mechanics	Peer Revision <i>LTF</i> p. 618 Use rubric to revise compare contrast		Work with a few selected skills such as correctly punctuated sentences, correct verb tenses and minimizing be verbs		
Close Reading Annotation for Tone Diction Imagery Detail Point of View	Continue annotation <i>LTF</i> p. 618	<i>The Aeneid</i> or other teacher-selected materials	Teacher may wish to assign selected readings from Ch. 13 in <i>EOL</i> . Several selections from the <i>Bible</i> , <i>Koran</i> and “The Rubiyat” fit with this unit theme. The selections are suitable for annotation and close reading practice <i>EOL</i> pp. 901-945	Annotation Check	

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Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Theme	Discussion and analysis of select portions of <i>The Once and Future King</i> LTF p. 618 portions of multiple days	<i>The Once and Future King</i> Alternate text: 2005 summer reading; selection from EOL pp. 948-977	Focus on theme	Short writings about theme	
Close Reading	Complete reading of the <i>The Aeneid</i> LTF p. 618 to be completed at home	<i>The Aeneid</i> Alternate text: <i>Idylls of the King</i> ; selection from EOL pp. 948-977	Students should continue/ finish annotations	Short timed writings as reading checks; seminar discussion on student generated questions	
Composition Comparison/Contrast Essay	Comparison/contrast essay LTF p. 618 1 day	<i>The Once and Future King</i> <i>The Aeneid</i> Alternate text: <i>Idylls of the King</i> ; selection from EOL pp. 948-977	Use as a timed, in-class writing. Students should only be allowed work during class and must turn in what they have when the bell rings to end class.	Using a rubric, grade for content. Do not grade for mechanics because students will not have had time to revise.	

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Week 4 (*continued*)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Connections between Texts	<i>The Ramayana</i> and epic heroes LTF p. 619 part of one day	LTF suggests excerpts from <i>The Ramayana</i> Alternate text: other sacred texts; several are contained in EOL pp. 903-944 Epic heroes information EOL p. 948	LTF suggests reading excerpts from <i>The Ramayana</i> and connecting to epic heroes information contained, which is available in EOL pp. 904-944. <i>The Ramayana</i> is not in EOL . For resources on <i>The Ramayana</i> , see RAMAYANA.com.	Use dialectical journals	
Grammar Identifying and Using Phrases	Identifying and using phrases LTF p. 619 part of one day	<i>The Once and Future King</i> <i>The Aeneid</i> Other teacher-selected excerpts, poems, short stories	Focus on identifying phrases in literature and using them for a specific effect or purpose in writing	Use literature and student-invented phrases to assess	

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Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Literary Elements Detail Diction Connotation Denotation Vocabulary Imagery Point of View Perspective Shift (10) Theme Tone Literary Techniques Irony Symbolism	PAT Lesson Theme and Point of View “ <i>Ozymandias</i> ” <i>LTF</i> p. 40 This lesson will take more than one class period to complete	<i>LTF</i> pp. 40-47	This PAT lesson may have been done at prior grade levels after 2005-2006. Another text may need to be substituted.	Lesson	
Grammar Parts of Speech Absolute (10) Appositive Participial Clauses Subordinate Dependent Composition Style/Voice Conscious manipulation of sentence patterns	Subordination Techniques <i>LTF</i> pp. 314-320	Excerpts from <i>Where the Red Fern Grows</i> , <i>LTF</i> ; <i>The Giver</i> ; and “ <i>Lives of a Cell</i> ”	These grammar techniques should be applied to student reading and writing. Students should be encouraged to find and manipulate examples in their own writing. They should also find examples in self-selected reading.	Grade student work for effective sentence combining.	

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Week 5 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading	Major summative test			Major test over <i>The Aeneid, The Once and Future King</i> , and other selected readings from Unit	
Close Reading Theme	Discuss/Define Theme <i>LTF</i> p. 618	<i>The Once and Future King</i>	Discuss these for various selections read during unit. Students may write various themes and a brief justification for each. Students may work in pairs or groups to complete this activity.	Grade theme statements for accuracy and clarity of justifications.	
Close Reading Character's motivation	<i>EOL</i> pp. 276-285 "Through The Tunnel" –Quick Write as a pre-writing strategy	<i>EOL</i> p. 276 <i>LTF</i> p. 530	Read and discuss story. Have students identify theme. Discuss how Lessing uses details, imagery, and pacing to create suspense. Use this story to transition into pre-writing for Personal Odyssey Essay <i>LTF</i> p 530. Prewriting: have students write about a time they or someone they knew took a risk. Students should prewrite on various topics to select one for Odyssey essay. Ex.: A time you or someone you know was afraid; An obstacle you or someone you know overcame; A personal discovery or realization...	Mini writings can be graded for completion for daily grade	

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Week 5 (*continued*)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Writing Process	Continue writing process		Mini writings for prewriting should be followed by large group and small group share. Teachers may wish to discuss narrowing and selecting an appropriate topic with students		
Composition Writing Process Draft Narrative Essay	Personal Odyssey Essay Writing a Narrative	<i>EOL</i> pp. 380-383	After Prewriting and discussing numerous topics, have students choose one to expand into a first draft for a major process piece.	Completed first draft	
Composition Revision Multiple Drafts			As revision occurs, teachers will present mini-lessons, and will model effective writing techniques such as effective leads, show–don’t tell, specificity and word choice. Revision may be done in groups or individually. Revision is on-going.	Paper completed by end of Week 5 graded with rubric	
Close Reading Diction Connotation Denotation Vocabulary Tone Grammar Clauses Phrases Sentence Beginnings Antithesis	Sentence Variation Foundation Lesson	<i>LTF</i> pp. 276-279 <i>EOL</i> p. 385	This should be on-going instruction. Students should practice revising a few sentences and deciding to use them in narrative writing. Teachers should model these sentences and give students opportunities to practice writing models before expecting independent mastery.	Graded models or correctly combined sentences	

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Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
Grammar Parts of Speech Absolute (10) Appositive Participial Clauses Subordinate Dependent Composition Style/Voice Conscious manipulation of sentence patterns	Subordination Techniques <i>LTF</i> pp. 314-320	Excerpts from <i>Where the Red Fern Grows</i> , <i>LTF</i> ; <i>The Giver</i> ; and “Lives of a Cell”	These grammar techniques should be applied to student reading and writing. Students should be encouraged to find and manipulate examples in their own writing. They should also find examples in self-selected reading.	Grade student work for effective sentence combining.	
Close Reading	Major summative test			Major test over <i>The Aeneid</i> , <i>The Once and Future King</i> , and other selected readings from Unit	

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Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Annotation Composition Dialectical Journals	Assign <i>A Tale of Two Cities</i> , Book I, Annotation of Text and Dialectical Journals Laying the Foundation (LTF) pp. 622-623	<i>A Tale of Two Cities LTF</i> pp. 2 (annotation), 388 (dialectical journals)	Establish reading schedule, due dates, and annotation and dialectical journal requirements. (<i>A Tale of Two Cities</i> is dense and lengthy. The bulk of homework during this six weeks is reading, annotation, and dialectical journals.)	Dialectical Journals: character and theme	
Close Reading Research	Research Historical Background: <i>A Tale of Two Cities LTF</i> p. 622 2 days	<i>A Tale of Two Cities</i> , library, Internet	Topics can include émigrés, the 3 Estates, taxes, bonnee rouge, guillotine, etc. Make predictions.	Oral presentation graded with rubric	
Grammar Sentence Construction	Review Sentence Construction <i>LTF</i> p. 622 1 day	Foundation Lessons: “Day 1” and “Day 2” <i>LTF</i> pp. 265-267	Link sentence construction to author’s purpose	Chart <i>LTF</i> p. 327	
Grammar Composition Phrases	Poetry of Phrases <i>LTF</i> p. 622 Foundation Lesson 1 class, complete and type for homework	The Poetry of Phrases <i>LTF</i> p. 291	Group work a possibility. Poems can be “published” or read aloud with students following along with model.	Typed poems	

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Week 1 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Grammar Syntax	Revising Syntax <i>LTF</i> pp. 322-327, 622 Foundation Lesson 1 day	<i>LTF</i> p. 327 <i>A Tale of Two Cities</i> p. 1	This lesson can be customized using <i>A Tale of Two Cities</i> to identify the antithesis, juxtaposition, parallelism, repetition in the passage, and link to author’s purpose	Chart <i>LTF</i> p. 327	
Vocabulary	Create student-generated vocabulary list from reading <i>LTF</i> p. 622	<i>A Tale of Two Cities</i>	Management of various class lists may require some overarching strategy to manage volume of words	Vocabulary quizzes or classroom “Jeopardy”—ultimately a vocabulary test	

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Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Composition Grammar	Essay: Compare/Contrast Syntactical Elements of <i>Ecclesiastes</i> and <i>A Tale of Two Cities</i> <i>LTF</i> pp. 622-623 1 class period	<i>Elements of Literature (EOL)</i> p. 912 To Every Thing There is a Season: Ecclesiastes 3:1-8 <i>A Tale of Two Cities</i> p.1 The Byrds' recording "Turn, Turn, Turn"	Listen to The Byrd's recording of "Turn, Turn, Turn" as you hand out the prompt to compare/contrast the two texts. Essays should avoid grocery list of elements. How does the music of syntax, rhythm, and repetition create meaning and tone? This is a challenge.	In-class timed writing: full class period	
Grammar Passive/Active Voice	Passive and Active Voice <i>LTF</i> pp. 309, 622 Foundation Lesson 1 day	<i>LTF</i> pp. 309-313	Learn to identify, control, and appreciate the effects of passive vs. active voice	Responses to <i>LTF</i> Foundation Lesson	
Composition	Dialectical Journals: Compose a paragraph using dialectical journals <i>LTF</i> pp. 391, 622-623 Foundation Lesson 1 day	<i>LTF</i> p. 391 <i>A Tale of Two Cities</i> Student dialectical journals	This uses the language of Jane Schaffer, which has value in organizing their Dialectical Journal entries for a greater purpose by requiring that students make a claim/thesis, use textual evidence and their own insight/commentary	Draft of one paragraph	

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Week 2 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Revising	<i>LTF</i> p. 623 1 day or as homework	Dialectical journals and drafts of paragraph	Revise paragraphs with attention to embedding quotes. Students check their work against rubric and revise.	Revised paragraph; rubric addresses assertion, evidence, commentary, and elegance of embedded quotations from <i>A Tale of Two Cities</i>	
Close Reading	Check Annotations <i>LTF</i> p. 623	Students' copies of <i>A Tale of Two Cities</i>	Check for progress in reading while students draft and revise their paragraphs	Annotation check	
Close Reading Research	Conduct Allusion research <i>LTF</i> p. 623 2 days	<i>A Tale of Two Cities</i> Library, Internet	Possible partner work. Students research allusions in <i>A Tale of Two Cities</i> . Class takes notes during oral presentation to include information in their allusion notebook.	Oral presentation using rubric	

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Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Composition Diction Rhetorical Shifts Tone	20-minute timed writing. Having discussed passage, write brief analysis <i>LTF</i> p. 623 1 day	Applied Practice questions; <i>A Tale of Two Cities</i> , Book the First, Chapter 5, “The Wine-Shop”	Having answered Applied Practice questions for homework over the weekend, discuss answers and formulate written response addressing how diction and rhetorical shifts create tone and foreshadowing	20-minute timed writing	
Close Reading Composition Annotation Written Reading Check	Check Annotation Written Paragraph, Student Response to Text <i>LTF</i> p. 623 1/2 class period	Students’ copies of <i>A Tale of Two Cities</i>	Monitor progress with Annotation Check while students write a paragraph for Reading Check. The goal should be to finish Book the Second by the end of the week	Annotation; Reading Check paragraph. Prompt could be styled as the TAKS open-ended response: Write an essay where you discuss the impact social conditions can have on your life.	
Close Reading Hyperbole Characterization Foreshadowing	Identify Hyperbole in Miss Pross’s Speech <i>LTF</i> p. 622 1/2 class period	<i>A Tale of Two Cities</i> , Book the Second, Chapter 6, “Hundreds of People”	Connect hyperbole and tone to character and foreshadowing		

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Week 3 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Irony Making Inferences	Analyze Irony <i>LTF</i> p. 622 1 day	<i>A Tale of Two Cities</i> Teacher-selected passages	Make inferences from irony in teacher selected passages. Determine author’s purpose and attitude through his use of irony.	Groups are assigned a character to determine how they are developed through irony and figurative language. Oral presentations. Students should take notes to use during Socratic discussion, Week 5	
Close Reading Composition	“Putting It All Together—Style Analysis” <i>LTF</i> p. 623 Foundation Lesson 2-3 class periods	PAT lesson on Style Analysis <i>LTF</i> p. 52	This takes a step-by-step approach to analyzing diction, imagery, figurative language, and syntax in various texts	Short responses, one essay	

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Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Composition	Short Timed Writing as Reading Check <i>LTF</i> p. 623 1/2 class period	<i>A Tale of Two Cities</i> , Book III Students should finish the book this week	Monitor progress and comprehension with a Reading Check paragraph summarizing plot with comments about shifting sympathies. Dickens becomes less sympathetic toward revolutionaries. How do we know this? (Note opening paragraph of Book III) Make predictions about evolving themes.	Reading Check with open-ended question: How does the author’s attitude toward the revolutionaries change over the course of the novel?	
Close Reading Recognizing Rhetorical Shifts Details Point of View	Discussion: Rhetorical Shifts <i>LTF</i> pp. 622-223 Point of View <i>LTF</i> pp. 122-128 Foundation Lesson 1/2 class period	<i>A Tale of Two Cities</i> Student dialectical journals <i>LTF</i> pp. 122-128	Share from dialectical journals. Discuss power of point of view, shifts in attitude through diction and detail. Look back at Book I, Chapter 3, “Night Shadows” for intercalary comments about human nature. What additional themes regarding Choices and Consequences are evolving? Homework possibility: An activity from <i>LTF</i> Point of View Foundation Lesson	Participation in discussion	

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Week 4 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Compare/Contrast	20-minute Essay <i>LTF</i> p. 623 20 minutes	<i>A Tale of Two Cities</i>	Compare/contrast revolutionaries as Dickens presents them around the broken wine cask in Book I and from Mr. Lorry’s window in Book III, Chapter 2, “The Grindstone”	20-minute timed essay	
Grammar Sentence Structure and Purpose	Sentence Modeling <i>LTF</i> p. 622 1/2 class period	<i>A Tale of Two Cities</i>	Choose a “Dickens” sentence for students to model using the subject of their choice	Sentence(s)	
Close Reading Composition	Extended Time Language Analysis Essay Analyzing Dickens’ Style <i>LTF</i> p. 623 3 class periods	<i>A Tale of Two Cities</i> <i>LTF</i> p. 52 Dialectical journals, student notes	Using their experience with <i>LTF Foundation Lesson</i> on Style Analysis, p. 52 Week 3; their notes; discussion; text and dialectical journals, students will write an essay analyzing Dickens’ style in a teacher-selected passage from <i>A Tale of Two Cities</i>	Draft, Revision, Final Essay Using a rubric, grade for content, structure, usage, and mechanics	

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Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
Close Reading Discussion Characterization Character foils Theme	Seminar Discussion <i>LTF</i> p. 622 1-2 days	<i>A Tale of Two Cities</i> Student notes	Seminar-style discussion: how Dickens develops character, motivation, and character foils to develop themes in <i>A Tale of Two Cities</i>	Socratic Discussion	
Close Reading Background	Review the Tragic Hero, <i>Oedipus Rex</i> and Greek Theater, including Aristotle's Rules for Tragedy <i>LTF</i> p. 622 1/2 class period	<i>EOL</i> pp. 685-689, 738-739	Preparation for <i>Antigone</i> . Let them know they will need to argue whether or not there is a tragic hero in the play.		
Close Reading	Read and discuss <i>Antigone</i> aloud in class <i>LTF</i> p. 622 allow 3-4 days	<i>Antigone EOL</i> pp. 690-737	Read <i>Antigone</i> aloud in class. Chorus can move across room during Strophe, Antistrophe. Discuss the fact that dialogue, not action, drives the play.	Answer teacher-generated study questions and students write Level 1, 2, & 3 study questions	

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Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Paraphrase Hyperbole Aristotle’s Rules for Tragedy Character Foils Irony Metaphors Role of the Chorus	Read <i>Antigone</i> aloud and paraphrase in class. Identify and discuss hyperbole, irony, foils, metaphors, chorus <i>LTF</i> p. 622	<i>Antigone EOL</i> pp. 690-737	Finish reading in class. Group topics: How does hyperbole advance the speaker’s purpose? Justify each aspect of <i>Antigone</i> as it relates to Aristotle’s Rules of Tragedy. Identify the purpose of the chorus to the development of the play. Identify selected metaphors, what is being compared, and the effect. See <i>LTF</i> p. 622 for more suggestions.	Group presentations and discussion	
Close Reading Composition Theme	Interpreting Literary Themes <i>LTF</i> p. 623	“Activity One” <i>LTF</i> pp. 221-222	Answer questions in <i>LTF</i> pp. 221-222	Student responses to “Activity One,” <i>LTF</i> pp. 221-222	

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2nd Six Weeks

Week 6 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Persuasive Appeals Ethos Pathos Logos	Ethos, Logos, Pathos <i>LTF</i> p. 622 Foundation Lesson 1 class period	<i>Antigone</i> <i>LTF</i> p. 158 (pathos), p. 152 (logos), p. 164 (ethos)	The Foundation Lessons regarding Persuasive Appeals in <i>LTF</i> are lengthy and may be more useful in their entirety when studying the Act III speeches in <i>Julius Caesar</i> . Group work assigning characters to analyze with regard to their persuasive appeals will be useful in developing the 2 nd Six Weeks theme of Choices and Consequences. The chart <i>LTF</i> p. 167 will be a useful graphic organizer and means of assessment.	Group oral presentation; Persuasive Appeals chart <i>LTF</i> p. 167	
Close Reading Composition	Timed Writing <i>LTF</i> p. 623 1 class period	<i>Antigone</i>	AP-style essay prompt on <i>Antigone</i> regarding the existence of a tragic hero in the play	Timed writing	
Close Reading Composition	Independent Reading and Annotation followed by a Timed Essay <i>LTF</i> p. 623	“ <i>The Censors</i> ” by Luisa Valenzuela www.southerncrossreview.org/3/censorseng.html	After reading independently and annotating this brief text for style and syntax, students will write a timed essay	Timed writing	

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3rd Six Weeks
“Turning Points”—LTF Theme Syllabus pp. 624-625
Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
Close Reading Annotation Inference Allusion Irony Symbolism Composition Process	Novel Assignment <i>Laying the Foundation</i> (LTF) p. 625 Annotation LTF p. 82	Students/teachers may select from, based on time/schedule: <i>Lord of the Flies,</i> <i>Their Eyes Were Watching God,</i> <i>Jane Eyre, Balzac and the Little Chinese Seamstress</i>	Research/present background information on novel(s). Students may read more than one novel. Establish due dates and annotation requirements. Novel will be read outside of class and strategies will be planned each week to check reading and enrich understanding. Most class time will focus on other reading. Any novel not otherwise reserved for an earlier grade that is rich in symbolism and follows the theme “Turning Points” may be used.	Dialectical Journals: Symbolism Students may meet in novel groups or reading circles to discuss and write about their reading—also consider using <i>Blessings</i> or <i>The Secret Life of Bees</i>	
Composition	Allusion Notebook LTF pp. 500-506	selected novel; <i>Julius Caesar;</i> <i>Elements of Literature (EOL)</i> p. 774 printable text online at http://www.enotes.com/jc-text/	Allusion research and compile notebook. Reverse allusion assignments may also be given for <i>Julius Caesar</i> .		

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3rd Six Weeks

“Turning Points”—*LTF* Theme Syllabus pp. 624-625

Week 1 (*continued*)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Annotation Author’s Purpose Inference Diction Connotation Denotation Imagery Irony Symbolism Figures of Speech Sound Devices Tone Composition Expository Analytical Grammar Parts of Speech Meaning and Effect	<i>Peeling Back the Layers</i> —“ <i>A Blessing</i> ” (Grade 10) <i>LTF</i> pp. 198-212 From Parts of Speech to Diction Analysis (Grade 10) pp. 344-347 3-4 days Diction Analysis through Grammar Study—“ <i>The Witch</i> ” <i>LTF</i> pp. 280-288 Foundation Lesson	Choice of poems in which a “turning point” is evident; suggested titles included in <i>LTF</i> p. 625 “ <i>A Blessing</i> ” <i>LTF</i> p. 204 “ <i>The Witch</i> ” <i>LTF</i> p. 281	“ <i>A Blessing</i> ”—These two Grade 10 Lessons work together to guide students through poetry analysis to expository writing. This is an excellent activity for grade-level classes. “ <i>The Witch</i> ”—This lesson is intended as preparation for more in-depth literary analysis if necessary; gauge student skills with analysis to determine depth of instruction needed.	AP-style multiple choice questions over poems (<i>LTF</i> pp. 210-212); timed literary analysis essay graded for content and structure. Student Activity created from <i>LTF</i> pp. 204-207	
Close Reading Point of View Allusion Symbolism Composition Expository Personal Grammar Syntax	Fiction and Nonfiction Analysis <i>LTF</i> pp. 232-234 2 days	Passage from selected novel: <i>Lord of the Flies</i> , <i>Their Eyes Were Watching God</i> , <i>Jane Eyre</i> , <i>Balzac and the Little Chinese Seamstress</i>	This Grade 10 Lesson guides students through style analysis, starting with personal writing analysis, working through art and music analysis, and building to prose analysis. The texts suggested in the lesson are intended to help the teacher learn about the process of style analysis; teachers should select a rich passage including use of symbolism, allusion, irony and paradox from current or past reading or selection from <i>LTF</i> for final assessment.	Timed AP-style essay on fiction analysis; possible choice <i>Edward II</i> from <i>LTF</i> p. 654 includes AP-style multiple choice (this may be a good semester exam); suggested scoring rubrics <i>LTF</i> p. 651	

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Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Paraphrase Prediction Discussion Grammar Parallelism Anaphora Inversion Composition Expository Persuasive	Literary Analysis— <i>Julius Caesar, Act I</i> (Grade 10) <i>LTF</i> pp. 238-242 Reading <i>Julius Caesar</i> 3 weeks	<i>Julius Caesar</i>	Research/review necessary background for the play before beginning to read. You can include discussions of leadership, class warfare, history, and structure of Elizabethan speech. Read <i>Julius Caesar</i> aloud in class and conduct a literary analysis review of each act. As a model, AP-style multiple choice questions over figurative language used in Act I is provided in <i>LTF</i> . Practice literary analysis with selected passages. (You may choose to not read the entire play—Acts IV and V can be “read” for plot using a film version).	Suggestions include: a) having students interact as plebians and patricians to learn the structure of Roman society b) holding an ongoing “trial” of Brutus and Cassius for the murder of Caesar c) students present research to the class	
Close Reading Irony Hyperbole Understatement	Literary Terms <i>LTF</i> pp. 685, 687 part of 1 day	<i>Julius Caesar</i> Hyperbole— <i>I.i</i> ; Dramatic Irony— <i>II.ii, II.iii</i>	Identify irony, hyperbole and understatement in the play and link to purpose.	Homework—students find examples of literary devices in news and pop culture	
Close Reading	Literary Terms <i>EOL</i> pp. 799, 815 part of 1 day	<i>Julius Caesar</i> : Soliloquy— <i>Cassius—I.ii</i> , <i>Brutus—II.i</i> ; Aside— <i>Trebonius—I.ii</i>	Examine the purpose of soliloquies, monologues, and asides.	Identify terms and purposes on final test; use terms in expository analysis of text	

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“Turning Points”—LTF Theme Syllabus pp. 624-625
Week 2 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Character Antagonist Protagonist Foil	Literary Terms <i>LTF</i> p. 674 part of 1 day	<i>Julius Caesar: Cassius and Brutus—II.ii; IV.ii; Portia and Calphurnia—II</i>	Identify characters who are foils for one another.	Identify terms and purposes on final test; use terms in expository analysis of text	
Close Reading an/protagonist Grammar Participial Phrases	Weekly Reading Check	<i>Lord of the Flies, Their Eyes Were Watching God, Jane Eyre, Balzac and the Little Chinese Seamstress</i>	Discussion of characters in selected novel—group analysis of descriptive passages. Review sentence purposes and focus on participial phrases. This would be an appropriate time to coordinate a literature circle or novel group discussion.	Annotation check for selected novel. Write a paragraph classifying characters as to type.	

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Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Close Reading Fact and Opinion Author’s Purpose Logical Appeals Grammar Parallelism Repetition Omission Composition Expository Persuasive</p>	<p>Rhetorical Analysis <i>LTF</i> pp. 146-172 Foundation Lesson 3-4 days</p>	<p><i>Julius Caesar, II.ii</i> Practice passages from <i>III.ii</i>; <i>Brutus</i> and <i>Cassius; II.ii, Portia</i> “Letter from a Birmingham Jail” “I Have a Dream” TV commercials Choices from www.americanrhetoric.com</p>	<p>Series of Foundation Lessons to review/introduce persuasive appeals and argumentation; gauge student skills with analysis to determine depth of instruction needed. Work through analysis of speeches focusing on persuasive appeals and rhetorical techniques. Students analyze selected speeches from the play using “Persuasive Appeals” Foundation Lesson <i>LTF</i> pp. 166-167.</p>	<p><i>AP English Language and Composition Exam</i> 2002 Free Response Questions (Form B), question 2 www.apcentral.collegeboard.com</p>	
<p>Grammar Punctuation Parts of Speech Polysyndeton Asyndeton Meaning and Effect</p>	<p>Coordinating Conjunctions—The Power of Polysyndeton and Asyndeton (Grade 10) <i>LTF</i> pp. 338-343 1 day</p>	<p><i>Julius Caesar III.ii; Brutus and Cassius; II.ii, Portia</i></p>	<p>Students can find examples of these strategies in the speeches they analyze after practicing using the lesson.</p>	<p>Identification of rhetorical strategies in expository analytical writing.</p>	

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Week 3 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Grammar Meaning and Effect Rhetorical Analysis Composition Revision Concision Sentence Variety Active/Passive Voice	The Long and the Short of It—Revising Syntax Effectively <i>LTF</i> pp. 322-327 Foundation Lesson <i>(high school)</i> part of 1 day	<i>Lord of the Flies, Their Eyes Were Watching God, Jane Eyre, Balzac and the Little Chinese Seamstress;</i> student writing	The lesson provides short passages for analysis; lesson may be more effective if teacher selects passages with purposeful sentence variety from the selected novel. After noting techniques in a passage from the selected text, students may practice revising their own writing accordingly. NB: Grade-level teachers should modify or omit this difficult lesson	Rubric Response and revision of short essay.	
Composition	Reading Check part of 1 day	Selected novel from week 1: <i>Lord of the Flies, Their Eyes Were Watching God, Jane Eyre, Balzac and the Little Chinese Seamstress</i>	Set goals for students to have read roughly half of the novel at this point. Ask students to respond to a thematic question that checks their understanding at this point in their reading. Example: What events brought [character] to his or her turning point? This would be an appropriate time to coordinate a literature circle or novel group discussion.	Short timed writing as reading check; suggested rubric <i>LTF</i> p. 661 or TAKS short answer rubric Discussion group assessment	

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Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Tragic Hero Composition Persuasive Argumentative	Literary Analysis	<i>Julius Caesar</i>	Revisit ideas of the tragic hero and tragedy as discussed previously with <i>Iliad</i> and <i>Antigone</i> . Students may debate who they believe the tragic hero of <i>Julius Caesar</i> to be, and what elements of the play qualify the story as a tragedy.	In-class persuasive essay to gauge understanding of elements	
Close Reading Diction Style Theme Argumentation Irony Symbolism Allusion Composition Expository Analytical	Literary Criticism Project <i>LTF</i> p. 626 Introduction to Literary Criticism <i>LTF</i> pp. 174-179 Foundation Lesson (high school) extended time	<i>Julius Caesar</i>	Complete a literary criticism project over <i>Julius Caesar</i> . Students should read and annotate critical articles, write abstracts, and a “new insight” response to each article. This lesson can be used if students have not been adequately introduced to literary criticism; gauge student skills to determine depth of instruction needed.	Teachers or students may choose to share results of research through writing a paper, giving an oral presentation, or preparing a multimedia presentation.	
Close Reading Author’s Purpose Fact and Opinion Logical Appeals Diction Literary Techniques Composition Expository Persuasive	Rhetorical Analysis <i>LTF</i> pp. 146-172 3-4 days	Non-fiction selections: suggestions in <i>LTF</i> p. 625; from <i>The History Channel</i> (many of Reagan’s speeches fit with the theme); or from current news that show “turning points”	Review rhetorical analysis in non-fiction. Use Close Reading Foundation Lessons	Socratic Seminar Graded Discussion Standing Debate	

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“Turning Points”—LTF Theme Syllabus pp. 624-625
Week 4 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Author’s Purpose Fact and Opinion Logical Appeals Diction Composition Expository Persuasive	Rhetorical Analysis extended time	Student non-fiction selections; may choose from newspaper, magazine, or television editorial pieces—must fit with “turning points”	Students select a speech from media that they find particularly effective (teachers may want to foster discussion of controversial topics of interest to students). Students analyze the speech using a list of teacher-prepared skill-focused questions and add their own observations.	Write an extended-time language analysis essay over a non-fiction selection. Using a rubric, grade for content, structure, usage, and mechanics.	
Grammar Pronouns Composition Narrative	Personal Narrative Writing 1 day	Selected novel from week 1: <i>Lord of the Flies,</i> <i>Their Eyes Were Watching God,</i> <i>Jane Eyre,</i> <i>Balzac and the Little Chinese Seamstress</i>	Discussion of turning points in selected novel and short works. Mini-lesson review of the use of subjective and objective pronouns. Students write a one-page narrative about a turning point they faced.	TAKS composition rubric Look for correct pronoun usage when assessing the personal narrative	

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Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Grammar Sentence variety Anadiplosis Epanalepsis Inversion Composition Manipulation of Sentence Patterns	Learning Advanced Syntax Techniques <i>LTF</i> pp. 328-331; 691 Foundation Lesson 1 day	Selected novel from week 1: <i>Lord of the Flies</i> , <i>Their Eyes Were Watching God</i> , <i>Jane Eyre</i> , <i>Balzac and the Little Chinese Seamstress</i> ; popular advertising media	Introduce anadiplosis and epanalepsis. Practice identifying these techniques in popular advertising then in literature (selected passages from novel), discussing their effect, and writing original sentences with the structures. Choose activities from the Foundation Lesson to help students. NB: Grade-level teachers should modify or omit this difficult lesson	Suggestion: students write advertisements for a product that meets a need of one of the characters from the novel; must use new techniques	
Composition Persuasive Defend Challenge Qualify Process Structural Elements Thesis	Defend, Challenge, Qualify; Using Concession and Counterargument <i>LTF</i> pp. 426-432 Foundation Lesson (high school) 2 days	<i>Julius Caesar II.ii.32-33</i>	Introduce how to qualify an argument. Review/introduce concession and counterargument. Teachers may choose to use this lesson to have students revise their “under pressure” writing. *NB: “Defend, Challenge, Qualify” questions are no longer asked on the AP Language Exam. Students must now argue <i>both</i> sides of a controversial issue without revealing bias. Though the “qualify” exercises are still useful as an intermediary step and closely parallel the structure of the SAT writing assignment, Pre-AP teachers should make certain the final assessment parallels the structure of the <i>current exam</i> .	Grade writing for structure (Nestorian order), persuasion, and inclusion of concession and counterargument. Grade level teachers may choose to use TAKS Applied Practice Assessment questions for <i>Julius Caesar</i> http://ap.springbranchisd.com/TAKS%20Reading%20Teacher%20PDFs/	

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Week 5 (*continued*)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Persuasive Appeals Emotional Ethical Logical Process Structural Elements Style/Voice	Using Logical, Emotional, and Ethical Appeals <i>LTF</i> pp. 434-437 Foundation Lesson (high school) extended time		Write an extended time persuasive speech that argues one side of an issue well and uses concession and counterargument.	Use a modified AP rubric to score writing	

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Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Detail Imagery Characterization Symbolism	The Post Mortem of a Protagonist <i>LTF</i> pp. 94-95 Foundation Lesson several days	Selected novel from week 1: <i>Lord of the Flies</i> , <i>Their Eyes Were Watching God</i> , <i>Jane Eyre</i> , <i>Balzac and the Little Chinese Seamstress</i>	Students create a full-size schematic of a character from the novel; the lesson provides opportunity for analysis of character and symbol and will serve as a “study guide” for the final test over the novel.	Students should present final work; teacher may choose to have students grade each other using a rubric	
Composition		Selected novel from week 1: <i>Lord of the Flies</i> , <i>Their Eyes Were Watching God</i> , <i>Jane Eyre</i> , <i>Balzac and the Little Chinese Seamstress</i>	Final assessment should use AP-style multiple choice and writing to test students over literary analysis skills addressed during the six weeks; if teacher permits, students may use dialectical journals and previous writing in addition to text to support writing on test. Consult <i>Applied Practice</i> for resources (<i>Lord of the Flies</i>). http://ap.springbranchisd.com/TAKS%20Reading%20Teacher%20PDFs/	Open-book literary analysis test over selected novel; students should be graded for knowledge of content. Include non-fiction selections linked thematically to the content of the novel to create TAKS style open-ended responses.	
Grammar Sentence Variety Syntax Techniques Composition Persuasive Style/Voice	Writing the argumentative essay <i>LTF</i> pp. 438-441 Foundation Lesson (high school)		Students should revise the persuasive speech they wrote last week using this Foundation Lesson ; teachers may find peer editing an effective tool in soliciting response.	Using a rubric, grade for content, structure, usage, mechanics and delivery.	

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Week 6 (*continued*)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Persuasive Process Structural Elements Organization	Writing an argument under pressure (Grade 10) <i>LTF</i> pp. 534-536 1 day	Teachers may choose several passages for students to prepare, then select one for the timed writing, ex. <i>Julius Caesar II.ii.32-3</i> or other choices from <i>LTF</i> p. 535	This assignment is intended to be used close to the end of the year. Here, use it to introduce students to structuring and writing an essay under limited time; then help students revise their work using the following lessons as preparation for their extended-time writing. *This assignment can be used as an alternate assessment, test review, or a semester exam.	If this is the first timed writing students complete, it may prove effective for teachers to grade only after revision to reduce anxiety.	

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4th Six Weeks

“Overcoming Obstacles”—*LTF* Theme Syllabus pp. 628-631

Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Personal Mode Revision	Personal Narrative Writing 3 days		Write a personal essay about overcoming obstacles. It would be useful to couch the assignment in a TAKS-style question such as: “Write an essay explaining why it is important to overcome obstacles.” Have students plan and write the essay in a single class period, then evaluate their own or peers’ writing using the TAKS rubric to aid revision.	TAKS Writing Rubric—Writing Process	
Close Reading Annotation Inference Theme Composition Process	Non-fiction Book Assignment <i>Laying the Foundation (LTF)</i> p. 630 Annotation <i>LTF</i> p. 82 4 weeks	<i>I Know Why the Caged Bird Sings</i> or alternate text	Assign reading of <i>I Know Why the Caged Bird Sings</i> . Establish due dates and annotation requirements. Any long non-fiction work not otherwise reserved for an earlier grade that follows the theme “Overcoming Obstacles” may be used. Suggestions: <i>Autobiography of a Face</i> by Grealy, <i>We Wish to Inform You That Tomorrow We Will be Killed With Our Families: Stories from Rwanda</i> by Gourevitch, <i>No Excuses</i> by Maynard, <i>The Chocolate War</i> by Cormier, <i>The Autobiography of Malcom X</i> .	Dialectical Journals– Theme Weekly Annotation checks over assigned portions	
Close Reading Figures of Speech	Literary Terms <i>LTF</i> pp. 681, 679	Use with poetry or long selections	Introduce Synecdoche and Metonymy and review figurative language.	Identify devices in studied works	

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4th Six Weeks

“Overcoming Obstacles”—*LTF* Theme Syllabus pp. 628-631

Week 1 (*continued*)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Literary Elements Figures of Speech Sound Devices Symbolism Grammar Analysis of a Text	Strategies for Interpreting Poetry <i>LTF</i> pp. 142-145	“Success is counted sweetest,” “I dwell in Possibility,” “Mowing,” “Africa” http://web.uflib.ufl.edu/cm/africana/diop.htm ,	Study poems together in class. Use either a focused TP-CASTT format or the lesson as a model for analysis; <i>Elements of Literature (EOL)</i> p. 503 offers a poetry analysis strategy for grade-level students. Encourage students to find layers of meaning in the text to discover theme (see under “Theme” on p. 99 of <i>LTF</i>). The poems listed are suggested by <i>LTF</i> ; consider also “Senora X No More” (<i>EOL</i> p. 317), “Mother to Son” (<i>EOL</i> p. 508), “Courage” (<i>EOL</i> p. 512), “I am not one of those...” (<i>EOL</i> p. 740), or others. Any poem not otherwise reserved for an earlier grade that follows the theme “Overcoming Obstacles” may be used.	Student analysis as part of poetry project; students prepare a choral reading or vignettes of poem designed to articulate theme; “found art” to articulate theme; poetry analysis essay; AP-style multiple choice questions	
Composition Allusion	Allusion Notebook <i>LTF</i> pp. 500-506	<i>I Know Why the Caged Bird Sings</i> or alternate text	Allusion research and compile notebook.		
Close Reading Grammar Phrases	Grammar Study <i>LTF</i> p. 630	<i>Sentence Composing for High School</i>	Continue working with <i>Sentence Composing for High School</i> , focusing on the absolute phrase. While reading, identify sentences that use the phrase effectively, and discuss with students how and why the construct works.	Check for use of phrases in students’ narrative writing	

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4th Six Weeks

“Overcoming Obstacles”—*LTF* Theme Syllabus pp. 628-631

Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Elements of Research Composition Research-based Use of Technology	Research 1 week	<i>I Know Why the Caged Bird Sings</i> or alternate text; <i>Things Fall Apart</i> <i>EOL</i> pp. 1011-1017	Research background for texts and link to content and theme. Students may research traditional topics such as authors and history, but they may also enrich their learning by researching current developments of topics: current conditions in Nigeria and other African nations and the influence of colonial practices on those conditions, prominent Americans such as Alberto Gonzalez and Barack Obama and their struggle to overcome obstacles.	Powerpoint or multimedia presentations of research; formal research paper; National Geographic-style expose	
Composition Personal Process	Poetry Writing	<i>EOL</i> pp. 541-545	Students create several original poems focused around the theme and incorporating figures of speech, syntax, and literary techniques	Have students publish completed poetry on the Internet; organize a “coffeehouse” poetry reading	
Close Reading Character Satire Composition Analytical	Literary Analysis	Selections from <i>Don Quixote</i>	Read, discuss, and analyze selected passages from <i>Don Quixote</i> . <i>EOL</i> offers one on p. 577; consider using selection from a complete online text: http://www.donquixote.com/english.html . NB: Because the original was written in 1605 (in Spanish), many translations use “Shakespearean” English. In either language, the writing may be difficult for students to understand. (<i>continued</i>)	Timed writing analysis of a passage (pre-AP); performance of a modern-day “Don”	

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4th Six Weeks

“Overcoming Obstacles”—*LTF* Theme Syllabus pp. 628-631

Week 2 (*continued*)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
	Literary Analysis <i>(continued)</i>		Consider using live or recorded performances of the adapted drama to allow students to understand the story, then use small passages of text for analysis. Also, all students may require significant support to understand <i>satire</i> (686).		
Close Reading Tone Parts of Speech Clauses Phrases Sentences Analysis of a Text Composition Style/Voice	<i>Parts of Speech, Clauses and Sentences</i> <i>LTF</i> pp. 302-306 Reading Check	<i>I Know Why the Caged Bird Sings</i> or alternate text	Use the lesson as a model for a lesson over a passage from the text. Select a short passage from the text and guide students through an analysis of the effect of the author’s choices in parts of speech, kinds of phrases, kinds of clauses, and types of sentences. This activity also provides an opportunity to do an annotation check and to discuss students’ annotation strategies to prepare for their dialectical journals about theme.	Students can revise their personal narratives from Week 1 to use grammar strategies for effect to emulate the author. Annotation Check	

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4th Six Weeks

“Overcoming Obstacles”—*LTF* Theme Syllabus pp. 628-631

Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Annotation Inference Theme	Novel Assignment <i>LTF</i> p. 630 1 week	<i>Things Fall Apart</i>	Assign reading of <i>Things Fall Apart</i> . Literary analysis and essay questions focused on this novel will be used throughout the six weeks. NB: Though the book is short and easy to understand (Level 7–Fry Readability Scale), students are often confused by unfamiliar words used. Consider guiding them through making a translation “bookmark” to remind them of character names, Igbo phrases, and food and drink.	Because students are keeping journals for <i>Caged Bird</i> , consider a single reading quiz or other assessment to check reading	
Composition	Language Analysis <i>LTF</i> pp. 631, 686	“Body Ritual Among the Nacirema” by Horace Miner or other satirical non-fiction selection	Write a timed language analysis essay. After scoring, debrief strengths and weaknesses of writing with students, either individually or as a class, using student samples when possible.	Grade for content and structure only; suggested scoring rubrics <i>LTF</i> p. 651. Students scoring 4 or below must rewrite.	
Close Reading Diction Connotation Denotation Symbolism Figures of Speech Sound Devices Tone Composition Expository	<i>Peeling Back the Layers: Nightwatch</i> <i>LTF</i> pp. 180-190 Grade 10 Lesson <i>Multiple Choice: Nightwatch</i> <i>LTF</i> pp. 192-197 Grade 10 Lesson	“Nightwatch” <i>LTF</i> p. 187	These two Grade 10 Lessons work together to guide students through analysis to expository writing. This is an excellent activity for grade-level classes.	AP-style multiple choice questions over poems <i>LTF</i> pp. 194-197 Student Activity created from <i>LTF</i> pp. 189-190	

(continued)

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4th Six Weeks

“Overcoming Obstacles”—*LTF* Theme Syllabus pp. 628-631

Week 3 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition	Reading Check	<i>I Know Why the Caged Bird Sings</i> or alternate text	Set goals for students to have read roughly half of the novel at this point. Ask students to respond to a thematic question that checks their understanding at this point in their reading. Example: How has Maya Angelou overcome the obstacles she has faced in her life?	Short timed writing as reading check; suggested rubric <i>LTF</i> p. 661 or TAKS short answer rubric	

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4th Six Weeks

“Overcoming Obstacles”—*LTF* Theme Syllabus pp. 628-631

Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Antithesis Theme	Literary Analysis <i>LTF</i> pp. 682, 686	<i>Things Fall Apart</i>	Discussion of theme in the novel. Make certain to note the use of antithesis and symbolism and link to theme.	Socratic Seminar; small group discussion; inside-outside circle	
Close Reading	Literary Terms <i>LTF</i> p. 675	<i>I Know Why the Caged Bird Sings</i> or alternate text; or <i>Things Fall Apart</i>	Identify use of dialect, idiom, and euphemism within works and analyze for effect. You can introduce these terms while doing the next activity if you prefer.		
Close Reading Reading Strategies Literary Elements Figures of Speech Grammar Usage Analysis of a Text	<i>Uncovering Layers of Meaning LTF</i> pp. 96-103 Foundation Lesson	<i>I Know Why the Caged Bird Sings</i> or alternate text; or <i>Things Fall Apart</i>	Select a passage from one of the long selections that uses detail to reveal a theme (Suggestions: the end of the “Graduation” chapter in Angelou, the end of chapter 19 in Achebe). Use the lesson as a model to guide students through close reading of the passage to look for at least three levels of meaning (see under “Theme” on p. 99 of <i>LTF</i>). This activity helps prepare students for the next close reading lessons and for the literary analysis essay.	Student activity in <i>LTF</i> p. 103 Close reading lessons; literary analysis essay	
Grammar	Mini-lesson		Mini-lesson review of the use of direct and indirect objects.		

(continued)

SBISD 10th Grade PreAP English Curriculum

4th Six Weeks

“Overcoming Obstacles”—*LTF* Theme Syllabus pp. 628-631

Week 4 (*continued*)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Author’s Purpose Detail Point of View Tone Shift Composition Analytical	Essay Prompt, Rubrics and Rangefinders for “Nightwatch” <i>LTF</i> pp. 484-499 Grade 10 Lesson	“Nightwatch” <i>LTF</i> pp. 187, 499	This lesson gives a timed writing style analysis prompt using the same passage from “Nightwatch” analyzed for theme last week. Students individually write the timed analysis, then as a class study the rangefinders given (<i>LTF</i> pp. 489-498) and score student essays. Students must justify their score either orally or in writing. This lesson is designed to prepare Pre-AP students for the AP Exam.	Class scoring of timed essays using rangefinders, grade students for essay and for written justification of score	

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4th Six Weeks

“Overcoming Obstacles”—*LTF* Theme Syllabus pp. 628-631

Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Grammar Antimetabole Inversion	Syntax Analysis <i>LTF</i> pp. 688, 691	<i>Things Fall Apart</i>	Study the syntax of the novel. Discuss how sentence structure contributes to the overall effect of the novel. Use this study to introduce the antithetical sentence structure and introduce antimetabole. Students should be able to identify these in reading, discuss the effect of purpose structure, and write using the structure.	Timed rhetorical analysis essay; syntax devices “scavenger hunt,” small group rhetorical analysis presentations.	
			Write an extended time literary analysis essay.	Suggested rubric <i>LTF</i> p. 661	
Literary Elements Character	Literary Terms <i>LTF</i> p. 673	<i>I Know Why the Caged Bird Sings</i> or alternate text	Identify Maya Angelou’s motivation and epiphanies.	Identify terms and purposes on final test	
Close Reading Literary Elements Figures of Speech Sound Devices Literary Techniques Grammar Usage Parts of Speech Sentences	Research <i>LTF</i> p. 631 <i>Putting It All Together: Style Analysis LTF</i> pp. 50-58 Foundation Lesson		In small groups students research an assigned poet; read, discuss, and analyze his/her poetry; make observations about style; read literary criticism; create AP-style multiple choice questions; and present their poet to the class. This lesson can be used to prepare students for style analysis if they have not been previously prepared.	Students are evaluated using a very specific rubric (?) —Final assignment—in-class timed writing.	

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4th Six Weeks

“Overcoming Obstacles”—*LTF* Theme Syllabus pp. 628-631

Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition	Novel Assessment	<i>I Know Why the Caged Bird Sings</i> or alternate text; <i>Things Fall Apart</i>	Open Book Literary Analysis Test		
Composition	Theme Assessment		Timed open-ended essay requiring students to link theme and works to works studied in the past—model essay assignment after AP Language Test open-ended question.	Suggested rubric <i>LTF</i> p. 661	

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5th Six Weeks

“The World Around Us”

Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Annotation Literary Elements	Determine annotation requirement and other assessments <i>Laying the Foundation (LTF)</i> p. 634 Annotation Lesson <i>LTF</i> p. 82	<i>LTF</i> p. 634 <i>Bless Me Ultima</i> Rudolph Anaya <i>All The Pretty Horses</i> Cormack McCarthy <i>The Beantrees</i> Barbara Kingsolver	Students may read one or more than one novel. Give students overview of novel(s) by providing brief synopsis, author’s background, setting, etc. Students may read more than one novel if they wish. Determine due dates and annotation requirements. Student may use book club / literature circle format with this assignment.	Annotation check Quick writes Reactions on various literary elements as novel progresses	
Close Reading Determine Author’s Purpose Generalization Literary Elements Detail Diction Imagery	Read interview as class <i>LTF</i> p. 634 Close Reading Lesson on Author’s Purpose <i>LTF</i> p. 148 Foundation Lesson	“Cormack McCarthy’s Venomous Fiction” <i>New York Times</i> 1992 http://www.cormackmccarthy.com	Read interview as a class. Discuss how author’s background, interests and experiences can impact point of view and purpose. Students should find another nonfiction selection by an author commenting on his/her writing This article may be used to analyze syntax for Grammar Lesson next week.	Articles may be presented in large group or small group setting. Students may write a brief reaction to the author and his/her message. Continue reading novels outside of class. Reactions / brief comprehension checks may be given to help students manage time effectively.	

(continued)

SBISD 10th Grade PreAP English Curriculum

5th Six Weeks

“The World Around Us”

Week 1 (*continued*)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Summarizing	<i>LTF</i> p. 634	Provide a list of places, beliefs, culture, stereotypes, history, geography, environment based on the novels. Students will conduct mini research.	Students will research specific topics and present information in a brief written format. Researched information should contain correctly written bibliographic information and MLA-style citations.	This can be presented in a variety of formats. Students reading one book may work in cooperative groups to compile researched information to aid in study of the novel. Students could share information in a variety of products including bulletin board, power point, class book or oral presentation.	

SBISD 10th Grade PreAP English Curriculum

5th Six Weeks

“The World Around Us”

Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Generalization Inference Literary Techniques Symbolism Elements of Research Evaluation of Sources Use of Print Sources Use of the Internet	Symbol of an Author’s Life—A Three-Dimensional Research Project <i>LTF</i> pp. 528-529 Grade 10 Lesson	Novel studied or list compiled by class of famous or favorite authors, poets, or playwrights	Brainstorm and create a list of potential research subjects based on articles, reports and discussions from Week 1. Discuss project assignment and parameters. Set schedule for research and due dates. This can be a long-term project due much later in the six weeks. Some class time will need to be given for actual library/computer lab research, but students can do most of the work at home. This may also be done in partners.	Periodic research checks and other assessment using a rubric created specifically for the research project. Class may wish to write the rubric cooperatively to maximize involvement and student ownership of the project.	
Composition Expository Research-based Documentation Using the Writing Process	Research Time: Allow students a few days to research author in computer lab or library.	Symbols of an Author’s Life <i>LTF</i> pp. 528-529	Teacher should model creation of symbols, explanation and models of correct documentation procedure and correct format.	Extend use of rubric Separate formative grade may be given for research skills, documentation, format and effective use of resources and time.	
Grammar Predicate Adjectives Predicate Nominatives	Review correct usage of predicate adjectives and predicate nominatives; find examples in articles	Text(s) studied	Students could have a contest to see who can find the most of examples of these structures used incorrectly in songs, newspapers, magazines on television or in real life. Students should go back to their own writing and find examples of these structures and correct errors.	Corrected sentences, examples of errors from “real life,” original sentences or examples from articles or novels which demonstrate correct usage of predicate adjectives and predicate nominatives.	

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5th Six Weeks

“The World Around Us”

Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Allusion	Allusion Notebook <i>LTF</i> p. 500 on-going	Choice novel from six weeks	While continuing to read novels, students should add one or two entries into their Allusion Notebooks based on characters, settings, or situations in their choice novels. This is an on-going assignment.	Rubric <i>LTF</i> p. 502	
Close Reading Literary Elements Motif Tone Imagery Details	Introduce motif. As a class trace a motif in a previously studied work. Discuss. Make individual motif assignment <i>LTF</i> p. 634		This assignment may take a variety of forms determined by the teacher. Students should trace selected motifs in the novels they are reading. All three contain journey motifs and coming of age motifs. Students should practice using specific text support to provide evidence of the motif.	To be determined by teacher based on focus and requirements of assignment.	
Close Reading Generalization Inference		Choice novels	Continue reading novels. Students may work on AP-style questions for each novel as part of group work. Group discussions may focus on individual literary elements and how they interact with setting.	Questions/responses may be graded. Students may produce varied written responses based on group discussions for a grade. These may include character reactions, development of theme, importance of setting to the impact of the novel.	

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5th Six Weeks

“The World Around Us”

Week 3 (*continued*)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Revision of Drafts Presentation of Researched Materials		Author’s Research Project presentations	Students will present research on authors to class to meet TEKS for viewing and representing. This should follow the assignment guidelines. An oral grade and a written grade will be given for each research project.	Rubric for oral presentation Rubric for written portion of presentation	

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5th Six Weeks

“The World Around Us”

Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Literary Elements Tone Grammar Syntax Techniques Rhetorical Question Rhetorical Fragment	Review Syntactical Patterns <i>LTF</i> pp. 54-55	Choice novel(s) from the six weeks and nonfiction articles	Model selected paragraphs from novels and from nonfiction articles where syntax creates tone. Have students find examples in both fiction and non-fiction. Be prepared to share individually or in small or large group setting as deemed by teacher. Students may work in cooperative groups sharing samples of syntactical structures, including rhetorical questions, rhetorical fragments and balanced sentences.	Grade quality of examples and brief explanation of how syntax contributes to tone. Students should gather a variety of examples with a brief explanation to be used as a quiz or formative assessment.	
Close Reading Literary Elements Tone Style Grammar Syntax Techniques	Compare and contrast author’s style in a work	“ <i>Nightwatch</i> ” <i>LTF</i> p. 57 “ <i>Flood</i> ” chapter 9 in <i>Pilgrim at Tinker’s Creek</i>	Students should analyze Annie Dillard’s style in these two chapters of her book. Some good analysis questions can be found at http://www.teachersfirst.com/lessons/pilgrim/pilgrim9.htm	Timed writing or short reaction piece after class discussion	
Close Reading Analyze Style, Syntax, Tone	Syntax <i>LTF</i> p. 326	selected text	Students should select a text from newspaper, magazine, book or essay to analyze for syntax. They may wish to review the syntax lesson in <i>LTF</i> p. 326.	This may be an essay, but teachers may choose to give students a grade by making comments on a copied text of an editorial or newspaper article.	

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5th Six Weeks

“The World Around Us”

Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Reading Strategies Inference Paraphrase Literary Elements Diction Figures of Speech Metaphor Literary Techniques Irony Literary Forms Verse	<i>Understanding Shakespeare</i> “Sonnet 116” and “Sonnet 130” <i>LTF</i> pp. 244-249	Various sources for teacher and student selected sonnets	Teacher may begin discussion of sonnets by sharing some with the class. Sonnets should be read orally and students should have a written copy to read so they may appreciate the sound and form of the sonnet. This Close Reading Lesson may be used as an introductory lesson or after students have worked with some sonnets.	Questions, activities and analysis based on questions from <i>LTF</i> Close Reading Lesson .	
Close Reading Analysis		Various sources / suggested websites	Students may find examples of sonnets which strike them in some way and present orally to class. This will reinforce the structure and style of sonnet. Some good examples may be found at http://www.sonnets.org or http://absolute-shakespeare.com/sonnets/sonnets.htm	Use a rubric depending on focus and depth of assignment	
Theme Project	<i>Putting It All Together</i> <i>LTF</i> p. 635		The presentation may take many forms but should include research focused on some aspect of nature. Must include documented research, an original sonnet, an original descriptive essay and photographs.	Rubric based on specifics of assignment	

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5th Six Weeks

“The World Around Us”

Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Generate Thesis Provide Support Use Writing Process	Extended time Literary Analysis essay <i>LTF</i> p. 635	Novel(s) read throughout six weeks	Students will write an extended time literary analysis essay of the novel they have been reading throughout the six weeks.	Use rubric to grade for content, structure, usage and mechanics	
Close Reading Research			Finish research projects from the six weeks		
		Novel(s) read throughout six weeks		Teacher may wish to give a summative exam on literary elements, syntactical structures and grammatical concepts studied throughout the six weeks.	

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6th Six Weeks
“Legacies for the Future”
Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Annotation Inference Irony Motif Symbols Theme Composition Process	Novel Assignment	<i>Brave New World</i>	Assign novel. Review overview and present background information. Discuss archetypes. Establish due dates and annotation requirements which should include noting the archetypal elements of the novel.	Dialectical Journals: motifs, symbols, theme, irony and archetypes.	
Composition Research	Allusion Notebook <i>Laying the Foundation (LTF)</i> p. 500 Grade 10 Lesson	<i>Brave New World LTF</i> p. 500	Beginning with the title, note and research allusions to lines from Shakespeare’s plays and the Bible.	Allusion Notebook	
Grammar Syntax	A Syntax Lesson Based on Killgallon’s Sentence Composing for High School— <i>Dandelion Wine LTF</i> pp. 360-370 Grade 10 Lesson	<i>LTF</i> pp. 360-370	This will require a mini-lesson/ review of participial phrases, absolute phrases, dependent clauses, appositives, and prepositional phrases.	Activity in Syntax Lesson	

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6th Six Weeks
“Legacies for the Future”
Week 1 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Diction Mood Theme Tone Allusion	Literary and Rhetorical Analysis, <i>Brave New World</i> <i>LTF</i> pp. 228-231 Grade 10 Lesson	<i>Brave New World</i> <i>LTF</i> pp. 228-331	27 Close Reading questions over Chapter Three of <i>Brave New World</i> that could be answered individually in Pre-AP classrooms or with a partner or in small groups for grade-level students. These questions provide fodder for classroom discussion to follow.	Written responses to questions; discussion participation	
Composition	40-minute timed writing <i>LTF</i> p. 639	<i>Brave New World</i>	Having analyzed Chapter Three in the above lesson for literary elements listed in the focus column, the prompt should invite them to critically analyze the way the author uses them to convey meaning. They could be allowed to use their notes/answers.	Timed Writing	

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6th Six Weeks

“Legacies for the Future”

Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Annotation Composition	Reading Check	<i>Brave New World</i>	Ongoing reading checks and discussion to assess progress and comprehension	Dialectical Journals, reading checks, annotation checks, allusion journal	
Grammar Sentence Combining	Sentence Combining <i>LTF</i> p. 638	Sentence Composing for High School, <i>Brave New World</i>	Using passages from the novel, student writing, Killgallon’s exercises, <i>Language Network</i> , Barron’s <i>The Art of Styling Sentences</i> , or other available source, practice sentence combining.	Students compose complex sentences concentrating on sentence combining summarizing assigned chapters of <i>Brave New World</i> as a reading check.	
Close Reading Theme Composition Timed Writing Analytical Compare/Contrast	Identify the Message, <i>LTF</i> p. 638 30-minute Timed Writing	<i>There will Come Soft Rains</i> , Ray Bradbury; <i>There will Come Soft Rains</i> , Sara Teasdale	Bradbury’s story is from <i>The Martian Chronicles</i> . An AP project online includes text and analysis @ http://home.earthlink.net/~hiflyer/APbradbury/twcsr.htm . Follow discussion with a 30-minute timed writing to identify the theme that unifies the two.	30-minute Timed Writing	

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6th Six Weeks

“Legacies for the Future”

Week 2 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading	AP-style questions <i>LTF</i> p. 638	<i>Applied Practice: Brave New World</i> (www.appliedpractice.com)	Applied Practice Questions are useful in discussion of the text, learning and recognizing literary terms, practice for close reading, and improving vocabulary, but they are very difficult and can be daunting. As group or partner work, students can brainstorm to find both the distracter and the best answer and prepare to defend their answers with text.	These questions are not without error and it is questionable whether they should be taken as a significant grade. The AP rule of thumb that they can miss 30% and still get an A might be helpful.	
Close Reading	<i>Peeling Back the Layers</i> <i>LTF</i> p. 198 Grade 10 Lesson	“ <i>The Guitar</i> ” by Federico Garcia Lorca “ <i>Making a Fist</i> ” by Naomi Shihab Nye	This lesson was used in the 4 th six weeks, but time permitting you can adapt the lesson to fit the poem(s) chosen. “The Guitar” can be found at <cat.middlebury.edu/~nereview/Lorca.html>. For poems relevant to the theme for this six weeks, you might consider Elizabeth Barrett Browning’s <i>Past and Future</i> or Edwin Muir’s <i>The Horses</i> .	Brief analytical written response to the poet’s techniques and/or strategies prompted by the activities on pages 199-202 and adapted here from this lesson which was first introduced during the 4 th six weeks.	

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6th Six Weeks

“Legacies for the Future”

Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Multiple Draft Essay	Multiple Draft Essay <i>LTF</i> p. 638 3 days	<i>Brave New World</i>	1989 AP Literature Exam free response question: “In questioning the value of literary realism, Flannery O’Connor has written, “I am interested in making a good case for distortion because I am coming to believe that it is the only way to make people see.” Write an essay in which you “make a good case for distortion,” as distinct from literary realism. Analyze how important elements in the novel are “distorted” and explain how these distortions contribute to the effectiveness of the work. Avoid plot summary.” This is a process rather than a timed essay and students can use information from their journals.	Essay graded for content, structure and usage and mechanics.	
Grammar Punctuation Syntax	Adding to your Punctuation Repertoire <i>LTF</i> p. 332 Grade 10 Lesson	<i>LTF</i> p. 332	This discussion on the appropriate use of the dash, semi-colon, parenthesis and colon will need support from the analysis of text. See(final) Chapter 18 in <i>Brave New World</i> for application		

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6th Six Weeks

“Legacies for the Future”

Week 3 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Discussion	Socratic Discussion	<i>Brave New World</i>	Note Internet addresses for discussion strategies <i>LTF</i> p. 704. Students have completed the novel by this time and discussion can include, but is not limited to, motif, theme, symbols, irony and allusions using their dialectical journals.	Discussion participation	
Close Reading	Open Book Literary Analysis	<i>Brave New World</i>	There are no guidelines or examples in <i>LTF</i> for this test. It might include a careful selection of modified Applied Practice Questions.	Open Book Literary Analysis Test	
Research	<i>LTF</i> p. 639 Theme Project	<i>LTF</i> p. 639	Assign this project which may take many forms but should include research focused on some aspect of the future of interest to the students. Project must include documented research illustrating trends toward their vision, three original pieces of writing, and a “future world” (multi-media) presentation.	Students can choose writing samples from those assigned this six weeks (that have already received a grade). Written research should be MLA format. Presentation and written portion can be weighted equally for a final grade. Presentations can be scheduled during Weeks 5 and 6.	

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6th Six Weeks
“Legacies for the Future”

Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Point of View	Point of View <i>LTF</i> p. 121 Foundation Lesson	<i>Motel of the Mysteries</i> by David Macauley <i>LTF</i> p. 121	Students read and study the illustrations in David Macaulay’s <i>Motel of the Mysteries</i> . Complete the additional activities listed in the Close Reading Lesson : “Point of View” to accompany this book.	Presentation of common object with illustration as described in <i>LTF</i> p. 121. This may be considered part of the Theme Project described in Week 5.	
Close Reading Satire	<i>LTF</i> p. 638	<i>Motel of the Mysteries</i> by David Macauley	Introduce satire. Discuss whether or not <i>Motel of the Mysteries</i> is satirical. Identify elements of society that are being satirized.		
Composition	<i>LTF</i> p. 639	<i>LTF</i> p. 639	Write a one-page satirical paper about an element of modern society. Create an illustration to accompany the paper. Present it to class. May be included in the Theme Project (<i>LTF</i> p. 639) described in Week 5.	Rubric response to essay	

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6th Six Weeks

“Legacies for the Future”

Week 4 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close reading Figurative Language Grammar Syntax Composition	<i>LTF</i> p. 638	<i>By the Waters of Babylon</i> by Stephen Vincent Benet <i>Elements of Literature (EOL)</i> p. 264	Examine the figurative language and syntax throughout the story. Simple syntax and figures of speech are used and figurative language relates to nature. What inferences can be made?	One paragraph response: What inferences can be made to link the syntax and figurative language to the author’s purpose and the meaning of the story? The use of textual evidence is required.	
Close Reading Archetype Allusion Symbols	<i>LTF</i> p. 638	<i>By the Waters of Babylon</i> by Stephen Vincent Benet <i>EOL</i> p. 264	Identify how the setting and John’s journal are archetypal. Identify allusions to “our world” and Bible.		
Close Reading Mood Tone Figurative Language	Putting It All Together— <i>From Awareness of Mood to Analysis of Tone LTF</i> pp. 32-39 Foundation Lesson	<i>By the Waters of Babylon</i> by Stephen Vincent Benet <i>EOL</i> p. 264	This lesson takes several days, and can begin this week and continue into Week 5.	The activities and responses by the students	

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6th Six Weeks

“Legacies for the Future”

Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Mood Tone Figurative Language Grammar Syntax Periodic/Cumulative	Putting It All Together— <i>From Awareness of Mood to Analysis of Tone</i> <i>LTF</i> pp. 32-39 Foundation Lesson	<i>By the Waters of Babylon</i> by Stephen Vincent Benet <i>EOL</i> p. 264	This lesson requires that the student compose from their personal experience a paragraph that creates the mood of foreboding. They revise it, adding more elements during the course of the lesson. Their improvements can be highlighted and labeled for grading purposes and read aloud to the class.	The activities and responses by the students; the foreboding paragraph. This paragraph may be included in the Theme Project described below.	
Literary Criticism Research	“Introduction to Literary Criticism” <i>LTF</i> p. 174 Foundation Lesson	<i>Masterplots II</i> <i>LTF</i> pp. 174-179	Adapt the questions and assignments on <i>LTF</i> pp. 178-179 to apply to <i>By the Waters of Babylon</i> . <i>Masterplots</i> is a reference book that analyzes literary works. This lesson allows students to “ease into” the reading of professional literary criticism.	“You Be the Critic,” Question #10, <i>LTF</i> p. 179 Adapted to <i>By the Waters of Babylon</i> . According to the critique, the story is designed to ... Does the story effectively accomplish this? Justify your answer.	
Composition Persuasive Essay	Timed persuasive essay <i>LTF</i> p. 639	A quote from one of the texts read this six weeks	Students will write a timed persuasive essay over a selected quote. <i>Brave New World</i> should provide a rich mine, as would the advice John’s father gives him in <i>Babylon</i> : “Truth is a hard deer to hunt” (<i>EOL</i> p. 272)	Graded for content and structure using a simple rubric. Students scoring 4 or below must conference with instructor and rewrite.	

(continued)

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6th Six Weeks
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Week 5 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Research	Theme Research Project <i>LTF</i> p. 639		Presentations of Theme Research project scheduled when possible		
Composition	<i>LTF</i> p. 659	<i>LTF</i> p. 659	This could be the essay portion of the 10 th grade final exam, assigned here rather than in the 6 th six weeks for the practical purposes of grading in advance of the year end.	Graded in combination with the multiple choice questions for the 10 th grade final exam In addition, Portfolio Assessment could occur anywhere in the last 3 weeks of school to allow students to focus metacognitively on their writing progress.	

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Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Research	<i>LTF</i> p. 639 Theme Research Project	<i>LTF</i> p. 639	Presentations scheduled		
Assessment	<i>LTF</i> pp. 643-658 Multiple Choice Tenth Grade Assessment Exam	<i>LTF</i> pp. 643-658	10 th grade final exam, multiple choice items, Test Day One	Multiple choice (60 minutes) and essay response (50 minutes) can be given as a two-hour final exam as scheduled by the school, rather than over the course of two days as suggested by <i>LTF</i> . If the essay is written in the 5 th six weeks for purposes of grading time, the second hour of the exam can be used to answer multiple choice or short open-ended questions written by the teacher and covering material read and/or skills learned during the course of the six weeks or semester (vocabulary, punctuation, literary terms, etc.).	
Assessment	<i>LTF</i> p. 659 Essay Prompts to Accompany the Tenth Grade Assessment Exam	<i>LTF</i> p. 659	Students choose one of three prompts for a multi-paragraph response of 50 minutes. (This is in the event the essay was not written in the 5 th six weeks.)	See above.	