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# Objective To secure position teaching junior English at XYZ High School. Education

**Bachelor’s in Secondary Education (English) at Arizona State University**

4.0 GPA

**High school diploma from McClintock High School**

Certification

Certified to teach English Language Arts (7-12) through the Arizona Department of Education.  
  
Experience

**Student Teacher (Jan. 2015 – May 2015)  
XYZ High School**

* Assisted junior English teacher Ms. Miss in managing classroom work and students.
* Developed culturally responsive lesson plans that built on prior student knowledge and drew on their experiences.

**Copy Chief (Aug. 2012 – May 2015)**

**The State Press**

* Led and taught a team of copy editors to edit stories for grammar, spelling, and AP style errors, in addition to checking names and facts for accuracy.
* Worked with editors and reporters to produce clean, understandable stories for a college student audience.

**Teaching Intern (Sept. 2014 – Dec. 2014)**

**Desert Vista High School**

* Assisted junior English teacher Jennifer Bravo in managing classroom work and students.
* Guided students through Daily Grammar Problem, helping students identify parts of sentence and purpose of sentence.
* Helped students workshop thesis statements and identify patterns in their reading to prepare essay outlines.

**Writing Tutor (Jan. 2014 – April 2014)  
South Mountain High School**

* Worked under librarian Susan Janke to assist students with brainstorming, drafting, and editing written assignments for classes of all disciplines and grade levels.

**Teaching Intern (Sept. 2013 – Dec. 2013)**

**AAEC Paradise Valley High School**

* Assisted sophomore English teacher Sheila McQueen in managing classroom work and students.
* Helped develop and deliver a unit for Shakespeare’s “Macbeth” that focused on drawing out literary themes within the play

**Student Grader (Aug. 2013 – Dec. 2013)**

**School of Geographical Sciences & Urban Planning at Arizona State University**

* Assisted ASU professor Ronald Dorn in grading labs for an online Geomorphology class, providing feedback on students’ labs and asking them to engage in critical thinking.

Awards/Honors

* Dean’s List for Mary Lou Fulton College at ASU
* Fall 2011; Spring 2012; Fall 2012; Spring 2013; Fall 2013; Spring 2014
* Regents High Honors Endorsement
* Tempe Diablos Scholar

References

Available upon request.

Philosophy of Education

I believe student learning happens when we, the teachers, build on students’ prior knowledge and connect it to activities or interests that are meaningful to them. Students’ “prior knowledge,” however, is not just what they learned in school yesterday or last year – it is their social and cultural and technological knowledge that they gain outside the classroom. If there is one thing I have learned while working with students, it is that every student in every classroom has a unique knowledge of something no one else in that classroom knows anything about. I recall reading “Into the Wild,” a nonfiction novel set in Alaska, with a group of juniors, and one of the students piped up and informed us he was actually from one the towns described in the book, and he was able to offer insight that no other student, or myself, could give. We need to draw on students’ different funds of knowledge and experiences for the benefit of everyone in the classroom.

I also believe that in the 21st century classroom, we cannot teach the same way we learned ten or even five years ago. With the widespread use of the Internet, teachers and schools are no longer the sole source of information for students. We cannot just be lecturing students with information that they could just as easily find through Google. We need to focus on helping students develop and refine skills that will carry them through higher education and our ever-changing world, and we need to help them use critical thinking to navigate through the sea of information available at the fingertips to decide what is true and what is important.

I have also learned that teachers, students, parents, and other colleagues have important roles in education, and that all parties must work collaboratively to offer students the best possible education. Teachers of both similar and different disciplines should work together to create engaging content that connects with different subject areas. Communication about the expectations, issues, and successes of any individual student should be shared among involved parties. And finally, classroom management should be preventive, not punitive in nature. The immediate solution to problematic behavior should not be to punish or remove students from the classroom, but rather to work with the student, the parents, and administrators to reach a place of understanding without lingering tension.

Professional Growth Plan

My two primary goals for my first year of teaching are simple. First, I want to learn how to effectively manage my classroom as to minimize behavioral issues; I want to strike a balance between being understanding and compassionate toward students but also knowing when to draw the line. Second, I want to learn how to effectively use the time in my classroom in a manner that doesn’t over or underwhelm my students; I want the 55 minutes in each class period to be well-spent, but I don’t want to move so fast or slow that my students do not gain the necessary basic skills they need, and I don’t want them to become overly stressed either. I feel if I solidify my classroom and time management skills during my first year of teaching, I will be able to maximize student learning in later years as I continue to develop professionally.

I also have other long-term goals that I wish to accomplish or begin working toward within the first five years of teaching. For one, I want to get involved in creating curriculum maps for English Language Arts classes; I think after several years of experience in the classroom, I will know how to better respond to the students within the community, and I want to help ensure our curriculum reflects that. I also want to begin working toward a master’s degree. I do not expect to have a master’s within the first five years of teaching, but I at least do want to begin taking graduate-level courses, so that I may become better qualified to help my students learn.

An organization in which I wish to participate as a teacher is the National Council of Teachers of English (NCTE), which hosts annual conferences and publishes articles relevant to my content area. I believe attending its conferences and subscribing to its journal for secondary teachers will help me stay up-to-date on the best methods for teaching reading, writing, and language, which will ultimately benefit my students. However, there are also activities with which I want to become involved within the local school community. In particular, I’m interested in helping with the journalism and yearbook programs at the school. While I love all types of writing, I have a special place in my heart for journalism, having participated in student media throughout high school and college myself, and I would love to advise students in putting together local student publications.

CLASSROOM VISION

* To prepare for futures in higher education and the workplace by developing skills and habits that can be applied to our lives today.
* To refine writing skills through frequent practice of writing in different formats and contexts – essays, letters, blogs, brochures, journals, and more.
* To shape written and visual products for the audiences that will read or see them, whether that audience is our peers, parents, community members, or leaders.
* To seek out the big ideas in the literature we read and discover how these texts are or are not relevant us in the modern era.
* To treat technology as a tool that enhances the 21st century classroom and workplace, and not as a distraction.
* To respectfully discuss the issues that affect our lives while welcoming differences in opinion.
* To recognize and respect diversity and create a safe space to share our experiences.

August 10, 2015

Dear parent(s) and/or guardian(s),

Welcome to the 2015-16 school year! My name is Carly Blodgett; I am a graduate of the Mary Lou Fulton Teachers College at Arizona State University with a bachelor’s degree in secondary education (English), and I am your student’s freshman English teacher this year. The English language has long been a passion of mine, and I hope to instill a similar passion for it into your student.

Your student has an exciting first year of high school ahead, and I am committed to helping develop his or her literacy and writing skills in my class. We will be reading multiple advanced texts throughout the year, including Shakespeare’s *Hamlet* and Homer’s *The Illiad*. Your student will be expected to read portions of these texts at home, and doing so will be integral to their success in the class. Your student will also have the opportunity to read a novel of their own choice and complete an approved book project.

We also will spend much of our in-class time practicing writing skills. Your student will be required to have a composition notebook in which he or she can do some journaling at the beginning of class. Your student will also maintain on online blog through Weebly, a website maker, where he or she will respond to the readings required by the course. Your student will mostly update their Weebly blog in class, so while home access to the Internet is recommended, it is not required.

If you have any questions or concerns, please feel free to email me at carly.blodgett@gmail.com at any of the day. Additionally, you are welcome to call me during my prep period from 9 a.m. to 10 a.m. at (555)-555-5555 (ext. 5555).

Thank you for your time!

Sincerely,



Carly H. Blodgett

September 16, 2015

Dear parent(s) and/or guardian(s),

I am writing to let you know that your daughter, Sara, is struggling with “Great Expectations” reading assignments in her freshman English class, having not turned in several reading-related assignments and having underperformed on a comprehension assessment. I feel this may be because she either has not completed the reading or is struggling to comprehend the reading.

Thus far, Sara has not completed any of the three assigned reading responses blogs on her Weebly for the first three chapters of “Great Expectations.” Additionally, she received only a 20 percent grade on a Chapters 1-3 comprehension quiz for the reading. This has unfortunately impacted her overall grade in the class, as she has fallen from an 81 percent to a 69 percent.

Sara has the opportunity to improve if she finishes her Weebly blogs for half credit and catches up on her reading and completes the rest of reading response blogs on time. If Sara having difficulties understanding the reading, there are several strategies we can employ to help her. Firstly, she could possibly listen to an audiobook of Charles Dickens’s “Great Expectations” while following along; one such audiobook is available for free on YouTube. She may also use resources like Sparknotes to supplement her reading and help her make sense of the plot.

Sara is also free to visit me during lunch or after school if she wants to discuss the reading and ask questions. She may also send me emails at carly.blodgett@gmail.com if she wants some clarification about the text.

Sara is a wonderful presence in class, and I want her to succeed. I know with encouragement from you and with the use of some or all the above strategies, Sara can get back on track in class.

Thank you for your time!

Sincerely,



Carly H. Blodgett

Junior American Literature Syllabus

What does it mean to be an American? Most of us have spent all or nearly all of our lives living in the Unites States, yet we do not necessarily question what being an American means to us and means to others. In this course, we will explore several big questions, such as:

* What does the label “American” entail? Does being a U.S. citizen necessarily make you American?
* What are American values and how do they compare with our personal values? Are our values also American values?
* What is our national identity? What is our personal identity? Does our personal identity align with our national identity?
* Is the “American Dream” still relevant? Is it possible for everyone to achieve the American Dream?

We will be reading various American texts, both historical and creative, by American authors of diverse backgrounds to make sense of these questions. We will also be doing a lot of writing on our own as the young American authors of today.

Grades

**A** 90% – 100%  
**B** 80% – 89%  
**C** 70% – 79%  
**D** 60% – 69%  
**E** 59% and below

Much of our coursework will comprise in-class participation, journal entries, short writing assignments, outside reading, quizzes and tests, essays, and other projects.

Attendance

Attendance is necessary to succeed, as we do a lot of in-class assignments. Assignments, quizzes, and tests missed through unexcused absences cannot be made up. If students have an unexcused absence, they may speak with me either before or after school or during lunch to receive make-up work. Students have as many days as the number of unexcused absences to make up their assignment(s).

Late Work/Homework Passes

We are all human, and sometimes we accidentally leave papers at home on our printer, or forget to do an assignment over the weekend. All students will receive three blue homework passes for the semester. Students can staple a homework pass to a late assignment and turn it into me the day after the assignment was due. If the assignment was due on a Friday, then it can be turned into me with a homework pass the following Monday.

Each unused homework pass will count as five extra credit points at the end of the semester.

If a homework pass is not used when late work is turned in, then the assignment will automatically receive 10 percent off the final grade for each progressive day it is late.

Required Materials

* Plenty of lined notebook paper
* Pens or pencils
* Composition notebook (for journals)
* 3 x 5 index notecards
* Other materials upon request

Class Expectations

* Students should pick up any handouts laid out on the table near the door when coming into class.
* Students should be in their assigned seat at the bell and completing the bellwork or journal entry on the board.
* Students should be prepared with the necessary materials (paper, pencil, etc.) and assignments due at the beginning of class every day.
* Students should be active participants in class discussions, group work, and partner work, but should also respectfully stay quiet and listen when others are speaking.
* Students should remain school appropriate in their dress and language.
* Students should demonstrate integrity when it comes to their assignments, quizzes, and tests (i.e. no cheating or plagiarism).
* Students should be respectful of themselves, their peers, me, and the property at all times.
* Students should adhere to all other rules and policies set forth by the school code of conduct.

Bathroom Policy

Students who wish to use the bathroom must ask and sign out before taking the hall pass. Only one student may use the bathroom at a time. Students will not be allowed to use the bathroom within the first or last 10 minutes of class.

Cell Phone Policy

At the beginning of class every day, students are expected to take out their cell phones and place them on the corner of the desk, where the teacher can see them. Cell phones use is allowed in class for assignments and research when I say so, but remember: Cell phones are a privilege, not a right.

Social Media Policy

I do not add students on any social media profiles (Facebook, Twitter, LinkedIn, etc.) until after they have graduated.

Contact

It is more difficult to reach me by phone, so please email me if you have any questions or concerns at: carly.blodgett@gmail.com

Freshman Lesson: Using Rich, Active Verbs

Standard:

* Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (9-10.W.5)

Objective:

* To edit first two pages of draft for autobiography project for voice and rich verb usage

Sub-Objectives:

* To change passive to active voice and vice versa in group activity
* To underline at least three instances of passive voice in draft and change it to active
* To circle at least three dull verbs in draft and replace them with richer, more active verbs

Step-by-Step Plan:

1. Require students to bring the first two pages of their autobiography project to class.
2. Present PPT on difference between active voice & passive voice. Using whiteboards in groups of two, students will show changes between passive & active voice during interactive portion of PPT. Ask pairs with the correct answer to share their changes with the class.
3. Ask students to go through own two pages of autobiography and try to find at least three instances of passive voice and change it to active. They should number each example (1), (2), and (3).
4. Pass out handout about using rich verbs instead of dull, flat ones. Go over handout with students.
5. Ask students to circle at least five dull verbs in their essay and change it to a rich one.
6. Walk around classroom, helping students as needed. When students have finished, look over their drafts to ensure they met the requirements (three passive -> active sentences and five dull -> vivid verbs) and stamp the draft.

Reading Reference:

From “The Writer as Artist: Basic Brush Strokes”:

“Painting with action verbs gives the writer another effective image tool. By eliminating passive voice and reducing being verbs, writers can energize action images. Verbs of passive voice communicate no action. The image is like a still photograph frozen with the prepositions by or with” (Noden, 9-10).

Directions:

|  |
| --- |
| “Please find a partner, and one of you come up and get a whiteboard, dry erase marker, and eraser. For every sentence I show, I want you to change it from passive to active voice if it’s a passive sentence or from active voice to passive voice if it’s an active sentence, and show me your changes.” |

|  |
| --- |
| “Thank you! Please clean your boards and bring all those materials back up to the front of the class. I now want you to pull out the first two pages of in your autobiography. Working individually, try to find at least three instances where you use passive voice and change it to active voice.” |

|  |
| --- |
| “Would anyone be willing to share some of the changes they made? [Call on several students]. Thank you, excellent work. I’m now passing out a handout that’s going to help us take the quality of our papers one step further: I don’t want you to just use active verbs, I want you to use vivid, rich ones.” |

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| --- |
| “Now, I would like for you to return to your autobiography and circle five dull verbs and replace them with a richer verb that paints a more vivid picture. You may use a classroom thesaurus or look up an online thesaurus on your phone to help.” |

Handout (Next Page):

Using Vivid Verbs Instead of Dull Ones

We want our writing to do more than just tell what happened; we want it to paint a picture in the reader’s mind, to breathe life into the actions we or our characters do. As such, our goal should be to use more active, vivid verbs that show what happened rather than dull, flat verbs.

What’s the difference between a vivid verb and a flat verb, though? Well…

Example A

He walked toward the store, looking forward to picking up a copy of the new video game he pre-ordered.

*Instead, try…*

He trotted toward the store, looking forward to picking up a copy of the new video game he pre-ordered.

Example B

She ate the delicious meal, enjoying every bite.

*Instead, try…*

She devoured the delicious meal, savoring every bite.

Example C

She tripped and fell down the stairs, reaching the bottom with a loud *thump*!

*Instead, try…*

She tripped and tumbled down the stairs, reaching the bottom with a loud *thump*!

Now go through your draft for your autobiography a second time, circling at least five dull verbs and replacing them with more active, vivid ones. Feel free to use a class thesaurus or look up an online thesaurus in your phone.

Sophomore Lesson Plan: Themes in ACT II, Scene I of Macbeth

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| --- | --- | --- | --- |
| Teacher:Carly H. Blodgett | | Subject/Grade: Sophomore English | |
| Standard:   * “Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.” *(9-10.RL.2)* | | | |
| Objective:  To create a short written response explaining whether the dagger Macbeth sees in the Act II, Scene I soliloquy is fate showing him he is meant to kill King Duncan or if it is an invention of his murderous mind. | | | |
| Sub-objectives:   * To explain the meaning of “soliloquy” and its significance in Shakespearian plays * To apply the themes of Macbeth – ambition and fate – to the soliloquy in Act II, Scene I | | | |
| Evidence of Mastery:  Ask several students questions to make sure they understand what is happening within the soliloquy:   * What does Macbeth see? *A dagger.* * What are the possible reasons as to why he is seeing the dagger? *He thinks it could be an apparition showing him he is meant to murder Duncan; he also thinks it could be a hallucination of his murderous mind.* * What does he ultimately do? *He stalks toward Duncan’s room to kill him.*   Mastery will be measured by whether at least 80 percent of class (that would be 80 percent of the responses to Polleverywhere.com) provide a reason to their argument whether the dagger is an apparition of fate or a hallucination of ambition. | | | |
| Key vocabulary:   * Theme * Fate * Ambition * Soliloquy | | Materials:   * Shakespeare’s *Macbeth* * Cell phones * Access to a projector for Polleverywhere.com * Papers and pencils for students who do not own cell phones | |
| Opening/Anticipatory Set:Students have already through all of Act I, and we are beginning Act II that day. Ask one or two students to summarize what we have read so far in Act I. Assign the 13 roles for Act II and read Act II, Scene I together. | | | |
| Instructional Input | Teacher Will:   * Assign roles for Act II * Ask questions for understanding of the soliloquy (see: Evidence of Mastery) * Ask if students know what a soliloquy is. Explain a soliloquy is a speech given by a character standing alone on stage to the audience. Solo = Soliloquy * Ask if students can recall two main themes of Macbeth. Explain that the themes of fate and ambition ties into Macbeth’s soliloquy at the end of Act II, Scene II | | Student Will:   * Read Act II, Scene II aloud * Three different students should answer the questions aloud * Give their suggestions of what a soliloquy might be. * Name the two main themes of Macbeth. |
| Differentiation  Asking knowledge-based questions for Act II, Scene II affords the teacher the opportunity to ensure all students, even ones who cannot read at grade level, understand the material. | | |
| Guided Practice | Teacher Will:   * Set up a poll on Polleverywhere.com with the question,“What is the significance of the dagger Macbeth sees in Act II, Scene I? Is it an invention of his ambitious, murderous mind? Or is it fate showing him he's meant to kill Duncan? Is it something else?” * Model *how* to text answers to Polleverywhere.com using a cell phone. Click ‘send’ so answer shows up on screen. | | Student Will:   * Pull out their cell phones or pens and papers. * Send a test message with their name to see whether their name shows up on the screen. |
| Differentiation  Students who do not own cell phones will participate in the polling activity by writing their answers down on a piece of paper and turning them into the teacher. | | |
| Independent Practice | Teacher Will:   * Instruct students to proceed in texting in their responses to the Macbeth question. They should provide at least one reason supporting their stance. | | Student Will:   * Create a one- or two-sentence response answering the poll question while applying the themes of ambition and fate. |
| Differentiation  Give extra time (up to five minutes) for students who need more time to formulate their responses before closing the poll. | | |
| Closure/Lesson Summary: After closing the poll, go over the responses together with students (including the ones written on pieces of paper). End class by identifying any trends in the poll (whether students swayed one way or the other) and offer the chance for a few volunteers to offer any elaboration on the responses they sent in. | | | |

Junior Lesson Plan: Naturalism in “Into the Wild”

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| --- | --- | --- | --- |
| Teacher: Carly H. Blodgett | | Subject/Grade: Junior English | |
| Standard:   * Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (11-12.RL.2) | | | |
| Objective (Explicit):   * To identify elements of Naturalism in Chapter 2 of “Into the Wild.” | | | |
| Sub-objectives, SWBAT (Sequenced from basic to complex):   * To summarize the events occurring in Chapter 1 and Chapter 2 of “Into the Wild” | | | |
| Evidence of Mastery (Measurable, include variety of methods of checking for understanding):   * Students will complete a quick write that should describe at least two elements of Naturalism within Chapter 2 of “Into the Wild.” | | | |
| Key vocabulary:   * Naturalism * Nonfiction Novel | | Materials:   * Copies of “Into the Wild” * Copies of Naturalism PPT * Paper and pens/pencils | |
| Opening/Anticipatory Set:  Ask students if they have ever been hiking. You know if you're hiking in the Arizona mountains that you have to bring water, right? Otherwise, what happens? What happens when you don't adequately prepare and run out of water? If no one comes to rescue you, you risk your life -- because humans are weaker than the harsh elements of nature. This ties into the idea of "Naturalism." | | | |
| Instructional Input | Teacher Will:   * Present the print-out of the Naturalism PPT * Read aloud Chapter 2 of “Into the Wild” | | Student Will:   * Follow along with the PPT and answer questions when asked. * Follow along with their copies of “Into the Wild” |
| Differentiation  Students have the option of reading “Into the Wild” aloud popcorn-style. | | |
| Guided Practice | Teacher Will:   * Lead a discussion about Chapter 2   + Clarify any questions about the events in chapter   + Help student define “nonfiction novel” and understand that although “Into the Wild” is a true story, literary elements can still be found in it.   + Help students list possible elements of Naturalism in the chapter | | Student Will:   * Participate in discussion |
| Differentiation  N/A | | |
| Independent Practice | Teacher Will:   * Instruct students to pull out a sheet of paper and complete a quick write identifying at least two elements of Naturalism within Chapter 2. These elements could have been discussed in class, or the students could come up with their own. | | Student Will:   * Complete quick write. |
| Differentiation  Some students may only write on one element of Naturalism. | | |
| Closure/Lesson Summary: Collect student quick writes as exit tickets. | | | |

Senior Lesson Plan: Literary Analysis of “A Worn Path”

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| --- | --- | --- | --- |
| Teacher: Carly H. Blodgett | | Subject/Grade: AP Senior English | |
| Standard:   * Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (11-12.RL.4) | | | |
| Objective:   * To analyze literary elements such as simile, symbolism, and theme in Eudora Welty’s “A Worn Path” | | | |
| Sub-objectives:   * To match AP terms with their definitions in a preliminary organizational activity in preparation for the AP English exam * To recall plot elements in Eudora Welty’s “A Worn Path” | | | |
| Evidence of Mastery   * Students, in their partnerships, will turn in an exit ticket answering the four literary analysis questions | | | |
| Key vocabulary:   * *Notecards:* Ad hominem, Ad populum, Ad hominem, Ad misericordiam, Red herring, Logos, Pathos, Ethos, Pedantic Tone, Bias, Anaphora, Antithesis, Asyndeton, Rhetorical Question * *Literary Analysis Exit Ticket:* Simile, Symbolism, Theme | | Materials:   * PowerPoint Slides * Notecards with AP Junior English terms and definitions * Eudora’s Welty’s “A Worn Path” in textbook * Scotch Tape * Three empty trash bins | |
| Opening/Anticipatory Set: The students are preparing for an upcoming AP Literature exam at the end of the year. They already read Welty’s “A Worn Path” Monday in class and will now be looking at it in-depth. | | | |
| Instructional Input | Teacher Will:   * Lead students in AP terms organizational activity and Trashketball activity * Begin activities by saying “Go.” * Offer positive reinforcement to students who correctly identify their partners and students who score points in the Trashketball activity to manage behavior. * Monitor students to ensure they match terms and definitions up correctly as well as answer comprehension questions correctly | | Student Will:   * Actively participate in activities |
| Differentiation:  Cognitive modification: Instructions for the activities will be provided orally by the teacher as well as visually on the PowerPoint. | | |
| Guided Practice | Teacher Will:   * “AP Terms – Find Your Partner!” activity   + Begin giving instructions for activity before handing out index cards with either a term or definition on it.   + Ask students to pair up with the student who has the matching term/definition on his or her card.   + Ask students to stand with their partner and give the teacher a thumbs-up.   + Go over different terms/definitions once all students are in pairs. * Trashketball   + Split class into two teams based on whether they had a term or definition.   + Hand out different colored paper to each time, which they will crumple into balls.   + Show three different multiple-choice comprehension questions for “A Worn Path.”   + Instruct students to, one at a time, shoot their crumpled paper ball into the appropriate trash bin – A, B, or C – from behind the line of scotch tape on the ground.   + Instruct students to retrieve paper balls after each shot, bar the final one, in which the paper can remain in the trash bins.   + Keep track of points scored for each team. Every colored paper in the correct trash bin is a point for the team. | | Students Will:   * “AP Terms – Find Your Partner!”   + Not begin moving until the teacher has told the class to begin.   + Find the peer with the matching term or definition   + Stand with their partner and give a thumbs-up sign to the instructor.   + Read their term and definition to the class once the teacher calls upon them to do so. * Trashketball   + Split into two teams based on whether they had a term or definition   + Crumple the colored paper they receive into balls.   + Consult with group members over which answer is correct.   + Shoot crumpled paper balls into the appropriate trash bin based on the answer they chose.   + Retrieve paper ball after shooting.      * + Aim to earn as many points as possible for their team. |
| Differentiation:  Cognitive modification: All of the possible AP terms will be on the PowerPoint slideshow, to give students an idea of what they’re looking for.  Cognitive modification: For students who are struggling to find their partner during the “AP Terms – Find Your Partner!” activity, the teacher will be moving around the classroom and helping students define their term or refer to the PPT slides.  Physical accommodation: For students who have difficulty throwing (i.e. a broken dominant arm), the trash bin can be moved closer to them.  Physical accommodation: For students in wheelchairs or otherwise lower set, the tall trash bins can be substituted for smaller trash bins | | |
| Independent Practice | Teacher Will:   * Literary Analysis of “A Worn Path”   + Ask students to return to their partners.   + Instruct students to get out a sheet of paper and put their name, their partner’s name, the date, and the hour on it   + Instruct students to work with their partners to answer the following four questions about “A Worn Path”     - Identify at least one passage in the story that was challenging to understand. What clues in the text helped you clarify its meaning? Explain how they helped.     - “A Worn Path” is rich with figurative language, especially similes. Skim the story, identifying examples of figurative language used to accomplish the following purposes. For each purpose,       * give readers a clear mental picture of Phoenix’s appearance       * highlight Phoenix’s main character traits       * reveal the perilous nature of this journey       * convey Phoenix’s feelings about her grandson     - In mythology, a phoenix is an immortal bird that represents renewal. It sets its nest on fire every 500 years; from the ashes, the phoenix is reborn. Why might Welty have bestowed this name upon her main character? In what way does the name fit the person who bears it?     - Consider the trials and triumphs Phoenix faces on her journey, and think about what motivates her to endure her arduous trek. In what way does this archetypal journey mirror life itself? Use your answer to this question to formulate a sentence that states the theme of the story. Then explain what makes this theme universal.   + Walk around classroom and assist students who struggle to understand certain aspects of the questions. | | Student Will:   * Literary Analysis of “A Worn Path”   + Sit down with their partner.   + Get out a sheet of paper and put their name, their partner’s name, the date, and the hour on it.   + Work with their partner to answer the four literary analysis questions about “A Worn Path” |
| Differentiation  Cognitive modification: The four questions will be on the PowerPoint show so students can see them. | | |
| Closure/Lesson Summary: Partners will turn in their literary analysis questions as an exit ticket. | | | |

Sophomore Thematic Unit: Gothic Literature

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| 1 | **Standard:** 9-10.L.4; 9-10.L.6; 9-10.RL.2  **Objective:** To demonstrate understanding of vocabulary terms related to gothic literature by using them in appropriate contexts  **Sub-objective:** To write a short story using at least ten of the vocabulary words  **Tie to theme:** The vocabulary is pulled from gothic readings in the unit; Edgar Allen Poe is a classic gothic writer while Batman could be considered modern gothic  **Teaching method:** Lecture  **Due:** N/A  **Activities:**  -Introduction to gothic literature  -Batman vs. Edgar Allan Poe video  -“Gothic Fiction Tells the Truth of Our Divided Nature” by Alison Milbank  -Assign vocabulary  -Word walls | **Standard:** 9-10.RL.2  **Objective:** To identify elements of gothic literature in classic gothic works, including Bram Stoker’s “Dracula,” and analyze why these works are considered gothic  **Sub-objective**: To identify at least two gothic elements in “The Castle of Otrano” and explain why they’re gothic  **Tie to theme:** “The Castle of Otrano” is considered the first gothic work.  **Teaching method:** Cooperative groups  **Due:** N/A  **Activities:**  -Read “The Castle of Otrano”  -Highlight and discuss gothic elements  -Quick Write: Name two elements of the gothic in “The Castle of Otrano” and explain why they’re gothic | **Standard:** 9-10.RL.2  **Objective:** To identify elements of gothic literature in classic gothic works, including Bram Stoker’s “Dracula,” and analyze why these works are considered gothic  **Sub-objective:** To identify at least two characteristics of early vampires and explain why these characteristics are gothic  **Tie to theme:** “The Vampyre” is one of the earliest example of vampires in fiction; vampires are considered monsters, a staple of gothic literature  **Teaching method:** Cooperative groups  **Due:** N/A  **Activities:**  -Read “The Vampyre”  -Highlight and discuss characteristics of early vampire  -Quick Write: How is a vampire gothic?  -Introduction to Bram Stoker | **Standard:** 9-10.L.4; 9-10.L.6  **Objective:** To demonstrate understanding of vocabulary terms related to gothic literature by using them in appropriate contexts  **Sub-objective:** To demonstrate understanding of vocabulary terms related to gothic literature by using them in appropriate contexts  **Tie to theme:** The vocabulary is pulled from gothic readings in the unit  **Due:** N/A  **Teaching method:** Review  **Activities:**  -Review Vocabulary  -Game: Vocabulary Jeopardy | **Standard:** 9-10.L.4; 9-10.L.6; 9-10.RL.2  **Objective:** To demonstrate understanding of vocabulary terms related to gothic literature by using them in appropriate contexts  **Sub-objective:** To demonstrate understanding of vocabulary terms related to gothic literature by using them in appropriate contexts  **Tie to theme:** The vocabulary is pulled from gothic readings in the unit; “Dracula” is a well-known gothic work  **Due:** N/A  **Teaching method:** Assessment  **Activities:**  -Vocabulary test  -Assign “Dracula” reading guide  -Read aloud and discuss Ch. 1 of “Dracula” |
| 2 | **Standard:** 9-10.RL.2  **Objective:** To identify elements of gothic literature in classic gothic works, including Bram Stoker’s “Dracula,” and analyze why these works are considered gothic  **Sub-objective:** To quote at least one gothic passage in Ch. 2 or 3 of “Dracula” and explain why it’s gothic  **Tie to theme:** “Dracula” is a well-known gothic work  **Teaching method:** Class discussion  **Due:** Ch. 2-3 of “Dracula” in reading guide  **Activities:**  -Go over reading guide  -Post-it responses | **Standard:** 9-10.RL.2  **Objective:** To identify a modern work that contains gothic traditions  **Sub-objective:** To name at least two elements of the gothic in “In A Dark, Dark Room and Other Scary Tales”  **Tie to theme:** “In A Dark, Dark Room and Other Scary Tales” is an example of the gothic in modern children’s literature  **Teaching method:** Lecture/Cooperative groups  **Due:** N/A  **Activities:**  -Introduction to final project  -Read story from “In A Dark, Dark Room And Other Scary Tales” and identify gothic elements  -Offer examples of modern gothic works  -Brainstorm list of topics for project | **Standard:** 9-10.RL.2; 9-10.RL.3  **Objective:** To analyze the role of characters in “Dracula” in relation to gothic traditions  **Sub-objective:** To write a brief character sketch of the students’ choosing pulling from textual evidence read in the first five chapters.  **Tie to theme:** “Dracula” is a well-known gothic work  **Teaching method:** Cooperative groups  **Due:** Ch. 4-5 of “Dracula” in reading guide  **Activities:**  -Go over reading guide  -Character sketch | **Standard:** 9-10.RL.2; 9-10.RL.3  **Objective:** To analyze the role of characters in “Dracula” in relation to gothic traditions  **Sub-objective:** To write a brief character sketch on John Harker pulling from textual evidence read in the first five chapters.  **Tie to theme:** “Dracula” is a well-known gothic work  **Teaching method:** Cooperative groups  **Due:** Topic proposals  **Activities:**  -Finish character sketch | **Standard:** 9-10.RL.2; 9-10.RL.3  **Objective:** To analyze the role of characters in “Dracula” in relation to gothic traditions  **Sub-objective:** To select an important piece of dialogue from a character, create a voiceover, and write a brief explanation as to why this quote is important in the gothic tradition  **Tie to theme:** “Dracula” is a well-known gothic work  **Teaching method:** Cooperative groups  **Due:** Ch. 6-7 of “Dracula” in reading guide  **Activities:**  -Go over reading guide  -Character voiceovers |
| 3 | **Standard:** 9-10.L.4; 9-10.L.6  **Objective:** To demonstrate understanding of vocabulary terms related to gothic literature by using them in appropriate contexts  **Sub-objective:** To write a newspaper article detailing an event occurring in either Ch. 8 or 9 of Dracula using at least five vocabulary words  **Tie to theme:** The vocabulary is pulled from gothic readings in the unit; “Dracula” is a well-known gothic work  **Teaching method:** Individual work  **Due:** Ch. 8-9 of “Dracula” in reading guide  **Activities:**  -Go over reading guide  -Newspaper articles | **Standard:** 9-10.L.4; 9-10.L.6  **Objective:** To demonstrate understanding of vocabulary terms related to gothic literature by using them in appropriate contexts  **Sub-objective:** To write a newspaper article detailing an event occurring in either Ch. 8 or 9 of Dracula using at least five vocabulary words  **Tie to theme:** The vocabulary is pulled from gothic readings in the unit; “Dracula” is a well-known gothic work  **Teaching method:** Individual work  **Due:** N/A  **Activities:**  -Finish newspaper articles  -Share articles with clas | **Standard:** 9-10.RL.2; 9-10.RL.3  **Objective:** To identify elements of gothic literature in classic gothic works, including Bram Stoker’s “Dracula,” and analyze why these works are considered gothic  **Sub-objective:** To demonstrate understanding of how women in “Dracula” fit into the tropes of gothic literature by asking questions and participating in the philosophical chairs discussion  **Tie to theme:** “Dracula” is a well-known gothic work  **Teaching method:** Class discussion  **Due:** Ch. 10-11 of “Dracula” in reading guide  **Activities:**  -Go over reading guide  -Philosophical Chairs: Women in “Dracula” and in gothic fiction | **Standard:** 9-10.RL.2; 9-10.RL.3  **Objective:** To identify elements of gothic literature in classic gothic works, including Bram Stoker’s “Dracula,” and analyze why these works are considered gothic  **Sub-objective:** To demonstrate understanding of how women in “Dracula” fit into the tropes of gothic literature by asking questions and participating in the philosophical chairs discussion  **Tie to theme:** “Dracula” is a well-known gothic work  **Teaching method:** Class discussion  **Due:** N/A  **Activities:**  -Finish Philosophical Chairs: Women in “Dracula” and in gothic fiction  -Philosophical Chairs reflection | **Standard:** 9-10.RL.2  **Objective:** To identify elements of gothic literature in classic gothic works, including Bram Stoker’s “Dracula,” and analyze why these works are considered gothic  **Sub-objective:** To read and respond to questions and quotes prompted by the teacher and by the students’ partner  **Tie to theme:** “Dracula” is a well-known gothic work  **Teaching method:** Cooperative groups  **Due:** Ch. 12-13 of “Dracula” in reading guide  **Activities:**  -Go over reading guide  -Pair-and-share silent discussion |
| 4 | **Standard:** 9-10.RL.2  **Objective:** To identify elements of gothic literature in classic gothic works, including Bram Stoker’s “Dracula,” and analyze why these works are considered gothic  **Sub-objective:** To create a visual representation of Chapter 14 and 15 of “Dracula”  **Tie to theme:** “Dracula” is a well-known gothic work  **Teaching method:** Cooperative work  **Due:** Ch. 14-15 of “Dracula” in reading guide  **Activities:**  -Go over reading guide  -Graffiti walls  -Gallery walk | **Standard:** 9-10.W.8  **Objective:** To integrate appropriate scholarly sources that support an analysis of gothic elements or tropes in a modern work  **Sub-objective:** To locate at least two scholarly resources to use in essay  **Tie to theme:** Many modern works grew out of gothic tropes and incorporate gothic elements  **Teaching method:** Lecture/Workshop  **Due:** N/A  **Activities:**  -Good sources v. bad sources PPT  -Assign source sheet  -Research time | **Standard:** 9-10.RL.2  **Objective:** To identify elements of gothic literature in classic gothic works, including Bram Stoker’s “Dracula,” and analyze why these works are considered gothic  **Sub-objective:** To respond to a quote from Chapter 16 or 17 of “Dracula” aloud and explain how it might be gothic  **Tie to theme:** “Dracula” is a well-known gothic work  **Teaching method:** Class discussion  **Due:** Ch. 16-17 of “Dracula” in reading guide  **Activities:**  -Go over reading guide  -Open mic responses | **Standard:** 9-10.W.8  **Objective:** To integrate appropriate scholarly sources that support an analysis of gothic elements or tropes in a modern work  **Sub-objective:** To locate at least two scholarly resources to use in essay  **Tie to theme:** Many modern works grew out of gothic tropes and incorporate gothic elements  **Teaching method:** Workshop  **Due:** N/A  **Activities:**  -Research time | **Standard:** 9-10.RL.2  **Objective:** To identify elements of gothic literature in classic gothic works, including Bram Stoker’s “Dracula,” and analyze why these works are considered gothic  **Sub-objective:** To pick a quote from Chapter 18 or 19 of “Dracula” that could be considered gothic and participate in a group silent discussion responding to peers’ quotes and explaining why they are gothic  **Tie to theme:** “Dracula” is a well-known gothic work  **Teaching method:** Class discussion  **Due:** Ch. 18-19 of “Dracula” in reading guide  **Activities:**  -Go over reading guide  -Group silent discussion |
| 5 | **Standard:** 9-10.RL.2  **Objective:** To identify elements of gothic literature in classic gothic works, including Bram Stoker’s “Dracula,” and analyze why these works are considered gothic  **Sub-objective:** To create at least five fake Tweets documenting events in Chapter 20 and 21 using Simitator  **Tie to theme:** “Dracula” is a well-known gothic work  **Teaching method:** Class discussion  **Due:** Ch. 20-21 of “Dracula” in reading guide  **Activities:**  -Go over reading guide  -Tweeting the story | **Standard:** 9-10.W.8  **Objective:** To integrate appropriate scholarly sources that support an analysis of gothic elements or tropes in a modern work  **Sub-objective:** To locate at least two scholarly resources to use in essay  **Tie to theme:** Many modern works grew out of gothic tropes and incorporate gothic elements  **Teaching method:** Workshop  **Due:** N/A  **Activities:**  -Research time | **Standard:** 9-10.RL.2  **Objective:** To identify elements of gothic literature in classic gothic works, including Bram Stoker’s “Dracula,” and analyze why these works are considered gothic  **Sub-objective:** To respond to gothic question prompts about Chapter 25 and 26 of “Dracula” using Padlet  **Tie to theme:** “Dracula” is a well-known gothic work  **Teaching method:** Class discussion  **Due:** Ch. 22-23 of “Dracula” in reading guide  **Activities:**  -Go over reading guide  -Padlet Discussion | **Standard:** 9-10.W.2  **Objective:** To analyze a modern work’s gothic elements and explain how and why they are gothic  **Sub-objective:** To write a strong three-pronged thesis  **Tie to theme:** Many modern works grew out of gothic tropes and incorporate gothic elements  **Teaching method:** Workshop  **Due:** Source sheet  **Activities:**  -Thesis workshop  -Work on outline | **Standard:** 9-10.RL.2  **Objective:** To identify elements of gothic literature in classic gothic works, including Bram Stoker’s “Dracula,” and analyze why these works are considered gothic  **Sub-objective:** To respond to gothic question prompts about Chapter 24 and 25 of “Dracula” using Polleverywhere.com  **Tie to theme:** “Dracula” is a well-known gothic work  **Teaching method:** Class discussion  **Due:** Ch. 24-25 of “Dracula” in reading guide; outline due  **Activities:**  -Go over reading guide  -PollEverywhere Responses |
| 6 | **Standard:** 9-10.RL.2  **Objective:** To identify elements of gothic literature in classic gothic works, including Bram Stoker’s “Dracula,” and analyze why these works are considered gothic  **Sub-objective:** To demonstrate understanding of elements of gothic literature and related works in a game of jeopardy  **Tie to theme:** “Dracula” is a well-known gothic work  **Teaching method:** Review  **Due:** Ch. 26-27 of “Dracula” in reading guide  **Activities:**  -Go over reading guide  -Gothic Lit. Jeopardy | **Standard:** 9-10.RL.2  **Objective:** To identify elements of gothic literature in classic gothic works, including Bram Stoker’s “Dracula,” and analyze why these works are considered gothic  **Sub-objective:** To demonstrate understanding of elements of gothic literature and related works in a formal assessment  **Tie to theme:** “Dracula” is a well-known gothic work  **Teaching method:** Assessment  **Due:** N/A  **Activities:**  -Test: Gothic Lit.  -Free reading | **Standard:** 9-10.W.2  **Objective:** To analyze a modern work’s gothic elements and explain how and why they are gothic  **Sub-objective:** To write a five-paragraph rough draft essay with a strong three-pronged thesis  **Tie to theme:** Many modern works grew out of gothic tropes and incorporate gothic elements  **Teaching method:** Workshop  **Due:** Outline  **Activities:**  -Outline conferences  -Writing time | **Standard:** 9-10.W.2  **Objective:** To analyze a modern work’s gothic elements and explain how and why they are gothic  **Sub-objective:** To write a five-paragraph rough draft essay with a strong three-pronged thesis  **Tie to theme:** Many modern works grew out of gothic tropes and incorporate gothic elements  **Teaching method:** Workshop  **Due:** N/A  **Activities:**  -Outline conferences  -Writing time | **Standard:** 9-10.W.2  **Objective:** To analyze a modern work’s gothic elements and explain how and why they are gothic  **Sub-objective:** To write a five-paragraph rough draft essay with a strong three-pronged thesis  **Tie to theme:** Many modern works grew out of gothic tropes and incorporate gothic elements  **Teaching method:** Workshop  **Due:** N/A  Activities:  -Outline conferences  -Writing time |
| 7 | **Standard:** 9-10.W.5  **Objective:** To analyze a modern work’s gothic elements and explain how and why they are gothic  **Sub-objective:** To edit modern gothic essays for clarity, conciseness, and correctness  **Tie to theme:** Many modern works grew out of gothic tropes and incorporate gothic elements  **Teaching method:** Cooperative groups  **Due:** Rough draft  **Activities:**  -Peer editing | **Standard:** 9-10.SL.2; 9-10.SL.5  **Objective:** To analyze a modern work’s gothic elements and explain how and why they are gothic  **Sub-objective:** To use multiple modes (text, images, videos) to create an oral presentation for a modern gothic work  **Tie to theme:** Many modern works grew out of gothic tropes and incorporate gothic elements  **Teaching method:** Workshop  **Due:** N/A  **Activities:**  -Putting together PPT presentations | **Standard:** 9-10.SL.2; 9-10-SL.5  **Objective:** To analyze a modern work’s gothic elements and explain how and why they are gothic  **Sub-objective:** To use multiple modes (text, images, videos) to create an oral presentation for a modern gothic work  **Tie to theme:** Many modern works grew out of gothic tropes and incorporate gothic elements  **Teaching method:** Workshop  **Due:** N/A  **Activities:**  -Putting together PPT presentations | **Standard:** 9-10.SL.2; 9-10.SL.4; 9-10.SL.5; 9-10.SL.6  **Objective:** To analyze a modern work’s gothic elements and explain how and why they are gothic  **Sub-objective:** To use multiple modes (text, images, videos) to create an oral presentation for a modern gothic work  **Tie to theme:** Many modern works grew out of gothic tropes and incorporate gothic elements  **Teaching method:** Assessment  **Due:** Final paper & presentation  **Activities:**  -Presentations  -Comment cards | **Standard:** 9-10.SL.2; 9-10.SL.4; 9-10.SL.5; 9-10.SL.6  **Objective:** To analyze a modern work’s gothic elements and explain how and why they are gothic  **Sub-objective:** To use multiple modes (text, images, videos) to create an oral presentation for a modern gothic work  **Tie to theme:** Many modern works grew out of gothic tropes and incorporate gothic elements  **Teaching method:** Assessment  **Due:** N/A  **Activities:**  -Presentations  -Comment cards |

Final Project: The Modern Gothic

There has been a resurgence of gothic films and texts in the last 20 or so years in the United States. For this project, students will chose one contemporary text, movie, video game, or other cultural artifact that represents the gothic tradition in contemporary society.

For this essay, students should describe the text/film/video game/etc. and argue why and how it is gothic (that is, how they connect to the elements of gothic discussed during the unit). The paper should have an engaging introductory paragraph that includes a strong, three-pronged thesis that creates a roadmap for the paper; three body paragraphs with solid topic sentences and pieces of evidence that align with the prongs of the thesis; and a conclusion that restates the thesis and summarizes the points made in the paper.

Your essay must also reference at least two outside resources, include a works cited, and be typed in 12-pt. Times New Roman with 1-inch margins in MLA style. Feel free to include images or other media in your paper, but make sure to cite them.

Here are some ideas for works students might study in their paper:

* J.K. Rowling’s Harry Potter series
* Stephanie Meyer’s Twilight series
* Lemony Snicket’s A Series of Unfortunate Events
* Tim Burton’s “Corpse Bride” or “The Nightmare Before Christmas”
* Disney’s video game series “Epic Mickey”
* R.L. Stein’s Goosebumps series
* Laika’s “Paranorman” or “Coraline”

In addition to the paper, students will put together a brief, 5-minute PowerPoint or Prezi presentation about the work they chose to study and how it represents the gothic tradition.

Final Project: The Modern Gothic Essay Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | A (10-9) | B (8) | C (7) | D/F (6-0) |
| Organization | Clear organization that walks the reader through the paper, does not stray off topic (includes an Introduction paragraph with a thesis, well-developed body paragraphs, and a conclusion) | Clear organization but strays slightly | Organization is less than clear, or organization is clear but some digressions | Organization is unclear and/or paper strays substantially from topic |
| Argumentation | Paper has clear, strong arguments (clearly stated in a thesis) that go beyond description | Paper has discernable arguments but may be somewhat unclear or weak | Paper has arguments but often falls into description | Paper has little to no arguments, spends most time describing |
| Support | Numerous, varied and relevant details and facts support arguments; references at least two outside sources | Details and facts support arguments, but may not provide enough or may be as relevant as possible; references at least two outside sources | Some details and facts to support arguments, but not enough and some lack relevancy; references only one outside source | Little to no relevant details and facts to support arguments; references no outside sources |
| Content  Knowledge | Demonstrates excellent understanding of content and is comfortable with nuances in material | Conveys content adequately but fails to elaborate | Gets basic content correct but is otherwise uncomfortable with material | Basic content is wrong, incorrect, or substantially incomplete |
| Grammar/Spelling/ Mechanics | No major errors, a few minor errors that do not distract | One major error or several minor errors that do not distract | Two or three major errors combined with minor errors | Numerous major errors |
| Format | MLA format, correct in-text citations, correct works cited, 1-inch margins, 12-pt. Times New Roman | A couple minor errors in citations | Major errors in citations, minor errors in MLA format | Major errors in citations and formatting |

Final Project: The Modern Gothic Presentations Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | A (5) | B (4) | C/D (3) | F (2-0) |
| Content | Student presentation is interesting and demonstrates understanding of the contemporary gothic | Student presentation demonstrates understanding of the contemporary gothic | Student presentation demonstrates some understanding of the contemporary gothic | Student presentation demonstrates little understanding of the contemporary gothic |
| Clarity | Presentation is easy to follow; student has clearly rehearsed in preparation | Presentation is generally easy to follow; student has done some rehearsal in preparation | Presentation is confusing at times; student has done little rehearsal in preparation | Presentation is confusing and difficult to follow; the student has done little or no rehearsal in preparation |
| Time | Presentation hits the five-minute mark | Presentation is just under five minutes | Presentation is two or three minutes too short. | Presentation is of an inadequate length or not complete. |

Sample Junior English Curriculum Map

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| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| 1 | Write and share dictionary definition of self.  Go over classroom procedures. | Polleverywhere: What constitutes a good classroom environment?  Journal & Discuss: What is your worst experience in education? | Sign up for Semester 1 Occasion Papers (2 pages; topic of student’s choice; 2-3 students read aloud every Wed.)  Journal entry: What does it mean to be American?  Why read American literature? Define literary canon. | Read “The Declaration of Independence.” Highlight significant quotes.  J&D: What does the declaration say about our values? | List as many rights as you have.  Read “The Bill of Rights.”  J&D: Has everyone in America always had these rights? Do we have them today? |
| 2 | Assign vocabulary & reading guide for “Incidents in the Life of a Slave Girl.”  Introduction to Incidents & Harriet Tubman  Autobiography vs. Biography | Pseudonyms  J&D: What reasons exist for using a pseudonym? Why would Harriet use a pseudonym? Do people use pseudonyms today (online)? | **DUE: Chapters 1-3 in Incidents.**  Read OPs  The Slave Narrative Genre  Go over reading guide | REVIEW: Vocabulary for Incidents.  Vocabulary Balloons  Pair-and-review | **DUE: Chapters 3-6 in Incidents.**  **TEST: Vocab for Incidents.**  Go over reading guide  Free reading |
| 3 | **DUE: Chapters 6-10 in Incidents.**  Go over reading guide  Assign project: “Incidents in the life of YOU” (6-page autobiography)  Facebook statuses of Linda’s stay in Mr. Flint’s house | Read example advice columns  Advice column: Write a letter to an advice columnist from Linda’s perspective | **DUE: Chapters 11-13 in Incidents.**  Read OPs  Go over reading guide  Advice column: Answer one of Linda’s letters as an advice columnist | Defining POV (first, second, etc.)  Changing perspectives: Writing passages from other characters’ POV | **DUE: Chapters 14-16 in Incidents.**  Go over reading guide  Silent Discussion over Chapters 1 – 16 |
| 4 | **DUE: Chapters 17-21 in Incidents.**  **DUE: First two pages of autobiography**  Go over reading guide  Using rich, active verbs in our writing  Peer editing | Newspaper article: In groups of two, write a newspaper article about an event in Chapters 17-21. Make sure to draw a photo to go with it!  Share articles with the class | **DUE: Chapters 22-25 in Incidents.**  Read OPs  Go over reading guide  Drawing the garret  J&D: Linda’s garret is 9-by-7-by-3 feet. If it were you, what would you bring with you into the Garret? | Read Fugitive Slave Act and highlight important features  J&D: In what ways can you see this act affecting Linda? | **DUE: Chapters 26-30 in Incidents.**  Go over reading guide  Read Frederick Douglass’s “The Hypocrisy of American Slavery”  Create a poster advocating for abolition |
| 5 | **DUE: Chapters 31-35 in Incidents.**  **DUE: Second two pages of autobiography**  Go over reading guide  Peer editing  Using adjectivals | Elements of résumés  Create a resume for Linda, who is now looking for a job in New York. | **DUE: Chapters 36-38 in Incidents.**  Read OPs  Philosophical Chairs: Race & Identity in Incidents  Go over reading guide | Finish Philosophical Chairs: Race & Identity in Incidents  Philosophical chairs reflection | **DUE: Chapters 39-41 in Incidents.**  Go over reading guide  J&D: Your final reactions to the novel. |
| 6 | **DUE: “Incidents in the life of YOU” project**  Assign vocabulary & reading guide for “The Great Gatsby.”  Create vocabulary cards  Introduction to F. Scott Fitzgerald & The Roaring 20s | Create folders for tracking patterns: symbols, beginnings, endings, etc.  What is symbolism? | **DUE: Chapter 1 in Gatsby.**  Go over reading guide  Read OPs  Create pattern cards | REVIEW: Vocabulary for Gatsby  Vocabulary matching game  Pair-and-review | **DUE: Chapter 2 in Gatsby.**  **TEST: Vocab for Gatsby**  Go over reading guide  Create pattern cards |
| 7 | **DUE: Chapters 3-4 in Gatsby**.  Quiz: Chapters 1-4  Go over reading guide  Live-tweeting Gatsby’s party  Create pattern cards | Padlet: Share best Tweets  J&D: What similarities do these tweets share? What do they say of the behavior of the wealthy? | **DUE: Chapter 5 in Gatsby.**  Read OPs  Go over reading guide  Create pattern cards | The American Dream  J&D: Does the novel embrace American ideals or satirize them? | **DUE: Chapter 6 in Gatsby.**  Go over reading guide  Create pattern cards |
| 8 | **DUE: Chapters 7-8 in Gatsby.**  Quiz: Chapters 5-8  Go over reading guide  Create pattern cards | J&D: Nicks tells Gatsby, “You can’t repeat the past.” Can you? What is Fitzgerald trying to say? | Read OPs  Read aloud: Chapter 9 of Gatsby  J&D: Your reactions to the end of the novel. Why does Fitzagerald leave the final sentence unfinished? | Picking a topic  Thesis workshop  What is a thesis? | How-to cite books  Identifying textual evidence |
| 9 | Structure of a literary essay  Putting together an outline | Rough draft workshop  Transition sentences | **DUE: Rough Draft**  Read OPs  Peer editing  Comma Splices | Watch “The Great Gatsby”  Identify 10 differences between film and book | **DUE: Final draft of literary essay on patterns in Gatsby**  Finish watching “The Great Gatsby”  J&D: What differences were there in the movie? Why would these changes be made? How do they affect the story? |

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| 1 | Assign vocabulary & reading guide for “The Grapes of Wrath”  Introduction to John Steinbeck & “The Grapes of Wrath”  Word Walls | The Great Depression  Writing short stories based on photos | **DUE: Chapters 1-3 in Grapes**  Read OPs  Go over reading guide  J&D: Drawing comparisons between parallel chapters | REVIEW: Vocab for Grapes  Vocab Charades  Pair-and-review | **DUE: Chapters 4-6 in Grapes**  **TEST: Vocab for Grapes**  Go over reading guide  Irony  Free reading |
| 2 | **DUE: Chapters 7-9 in Grapes**  Go over reading guide  J&D: If you had to leave tomorrow, what would you bring and why? | Inhumanity v. humanity: the crooked salesmen and the Joad family  Comparing & contrasting characters | **DUE: Chapters 10-12 in Grapes**  Read OPs  Go over reading guide  Post-It responses | Rhetorical devices in advertising  Create a handbill advertising California | **DUE: Chapters 13-15 in Grapes**  Go over reading guide  Character Voiceovers |
| 3 | **DUE: Chapters 16-18 in Grapes**  Go over reading guide  Drawing a comic based on a scene | Finish drawing a comic based on a scene  Gallery walk and reflection | **DUE: Chapters 19-21 in Grapes**  Read OPs  Go over reading guide  Route 66 | Use of derogatory words (“Oakies”)  J&D: Migrant workers of Grapes vs. Migrant workers of today  Free reading | **DUE: Chapters 22-24 in Grapes**  Go over reading guide  Open Mic Responses |
| 4 | **DUE: Chapters 25-27 in Grapes**  Go over reading guide  Allegory in “Grapes of Wrath” | Rigged scales v. Stones in sacks.  Where do you stand?  J&D: Does doing moral wrong in opposition to moral wrong make it okay? | **DUE: Chapters 28-30 in Grapes**  Read OPs  Go over reading guide  J&D: Final reactions to book  Split into groups, pick a scene from the book and perform it | Julia Hunt’s “5 Acting Tips for Beginners”  Continue practicing scenes | Perform scenes  Performance reflections |
| 5 | Assign vocabulary for “The Bell Jar”  Vocabulary Concept Maps  Introduction to Sylvia Plath & “The Bell Jar” | Read “Daddy” by Sylvia Plath  Highlight significant quotes for a silent discussion | **DUE: Reading Chapters 1-2 in Bell Jar.**  Read OPs  Go over reading guide  Graffiti Walls  Gallery walk | REVIEW: Vocab for “The Bell Jar”  Vocabulary Jeopardy!  Pair-and-review | **DUE: Reading Chapters 3-4 in Bell Jar.**  **TEST: Vocab for “The Bell Jar”**  Go over reading guide  Free reading |
| 6 | **DUE: Reading Chapters 5-7 in Bell Jar.**  Go over reading guide  Blackout poems from passages in Bell Jar. | American women’s role in the 1950s  Examining ads of the ‘50s  J&D: What do the ads of the ‘50s say about how women were viewed then? What about ads today? | **DUE: Reading Chapters 8-9 in Bell Jar.**  Read OPs  Go over reading guide  J&D: Your feelings toward Esther so far. | Mental Illness in the 1950s  J&D: What stigmas were associated with mental illness in the ‘50s? what stigmas exist today? | **DUE: Reading Chapters 10-11 in Bell Jar.**  Go over reading guide  In groups, research a mental health facility in Arizona and put together a PPT |
| 7 | **DUE: Reading Chapters 12-15 in Bell Jar.**  Go over reading guide  Continue working on PPT | PPT Presentations  Presentation reflection | **DUE: Reading Chapters 16-17 in Bell Jar.**  Read OPs  Go over reading guide  Create brochures for Caplan | Finish brochures for Caplan  J&D: Were the facilities in Caplan adequate for Esther? | **DUE: Reading Chapters 18-19 in Bell Jar.**  Go over reading guide  Write a eulogy for Joan |

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| 8 | **DUE: Reading Chapters 20 in Bell Jar.**  Go over reading guide  J&D: Final reactions to novel  Assign character sketch for Esther | What is a character sketch?  Character sketch workshop: Finding textual evidence | Read OPs  Character sketch workshop: Writing a rough draft | Character sketch workshop: Peer editing  Sentence combining | **DUE: Character Sketch of Esther**  Philosophical Chairs for Gender & Mental Illness in Bell Jar  Philosophical Chairs reflection |
| 9 | REVIEW: “Incidents in the Life of a Slave Girl” and related concepts, vocab, etc.  Free study/reading | REVIEW: “The Great Gatsby”and related concepts, vocab, etc.  Free study/reading | REVIEW: “The Grapes of Wrath”and related concepts, vocab, etc.  Free study/reading | REVIEW: “The Bell Jar” and related concepts, vocab, etc.  Free study/reading | **Midterm Exam**  Free reading |

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| 1 | Assign vocabulary and study guide to “A Raisin in the Sun”  Vocabulary Trees  Introduction to “A Raisin in the Sun”  Langston Hughes’s “A Dream Deferred” | Assign parts for read-aloud of “A Raisin in the Sun”  Read ACT I of Raisin  Discussion Qs | Sign up for Semester 2 Occasion Papers  Finish Reading ACT I of Raisin  Discussion Qs | REVIEW: Vocabulary for Raisin  Vocabulary Pictionary | **Due: ACT I of Raisin study guide**  **TEST: Vocab for Raisin**  Go over ACT I study guide  Post-It responses for ACT I |
| 2 | Read ACT II, Scene I of Raisin  Discussion Qs | Finish reading ACT II, Scene I of Raisin  Discussion Qs | Read OPs  Martin Luther King’s “I Have a Dream”  J&D: Compare & Contrast ideals of King’s speech to play | Read ACT II, Scene II of Raisin  Discussion Qs | Read ACT II, Scene III of Raisin  Discussion Qs |
| 3 | **DUE: ACT II of Raisin Study Guide**  Go over ACT II study guide  Silent Discussion for ACT II | Read ACT III of Raisin  Discussion Qs | Read OPs  Finish reading ACT III of Raisin  J&D: Final reactions to play | **DUE: ACT III of Study Guide**  Go over ACT III study guide  Drafting Amazon.com reviews | Peer editing  Finish & post Amazon.com reviews |
| 4 | Introduction to Slam Poetry  “Why I Hate School But Love Education” by Suli Breaks  TED Talk: Sarah Kay | “Pinata” by Pages Matam  “Fat Girl” by Megan Falley  Brainstorming | Read OPs  “Dear Straight People” by Denice Frohman  K.I.D.S. activity | “Friend Zone” by Dylan Garity  “I Know You Didn’t Mean to Kill Him” by Jasmine Mans  Voice | “When Love Arrives” by Sarah & Phil Kaye  “Us – Black Women” by T. Miller  Picking the perfect words |
| 5 | “What Guys Look For in Girls” by Savannah Brown  “What Kind of Asian Are You?” by Alex Dang  Slam Poem Workshop/Practice | Read OPs  “Scars” by Rudy Francisco”  “I Will Fight You For the Library” by Taylor Mali  Slam Poem Workshop | “Shrinking Women” by Lily Myers  “OCD” by Neil Hilborn  Peer editing | **DUE: Final Draft of Slam Poems**  Share Slam Poems  Comment cards | Share Slam Poems  Comment cards |
| 6 | Introduction to (U.S.-Mexico) border literature  Where do you stand?: U.S. Immigration  Albertos Rios poetry | “Poem for the Young White Man” by Lorna de Cervantes  J&D: Is there racism today? | Read OPs  SB 1070  Read “Detained in the Desert” by Josefina Lopez | Finish reading “Detained in the Desert” by Josefina Lopez  Discussion Qs | Philosophical Chairs: Stances on SB 1070  Philosophical chair reflection |
| 7 | Putting together a timeline of U.S. Immigration  Research time | Continue working on Timeline  Research time | Read OPs  Finish working on Timeline  Research time | **DUE: Timeline of Immigration in the U.S.**  Migrant Literature  “Immigant Me & Other Short Stories” by C. Osvaldo Gomez  Discussion Qs | “Immigrant Me & Other Short Stories” by C. Osvaldo Gomez  Discussion Qs |
| 8 | “Immigrant Me & Other Short Stories” by C. Osvaldo Gomez  Discussion Qs | “Immigrant Me & Other Short Stories” by C. Osvaldo Gomez  Discussion Qs | Read OPs  “Immigrant Me & Other Short Stories” by C. Osvaldo Gomez  Discussion Qs | “Immigrant Me & Other Short Stories” by C. Osvaldo Gomez  Discussion Qs | Assign letter to U.S. Representative advocating for immigration policy of student’s choosing  Know your representatives  Research time |
| 9 | Research time  Quick write: Why do you support this particular immigration policy? | Formatting a letter  Writing time | Read OPs  Quiz: Letter formats  Writing time | **DUE: Rough draft of letter**  Peer editing | Watch to Culture Clash’s Bowl of Beings  Video reflection  **DUE: Final draft of letter** |

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| 1 | Assign “The Hunger Games” vocabulary and reading guide.  Introduction to “The Hunger Games”  Word Walls | Popularity of dystopian literature and what it says about current American ideals  Map of Panem | **DUE: Chapters 1-3 Hunger Games**  Read OPs  Go over reading guide  Literature circles (Analyzing theme) | REVIEW: Vocab for Hunger Games  Vocab game: Password  Pair-and-review | **DUE: Chapters 4-6 Hunger Games**  **TEST: Vocab for Hunger Games**  Go over reading guide  Literature circles |
| 2 | **DUE: Chapters 7-10 Hunger Games**  Go over reading guide  Literature circles | Different structures of government  J&D: What is Panem’s government structure? What is ours? Is it really a democracy? | **DUE: Chapters 11-12 Hunger Games**  Read OPs  Go over reading guide  Literature circles | Read: Henry David Thoreau’s “Civil Disobedience”  J&D: How has Katniss and/or Peeta shown “civil disobedience” toward the capitol so far? | **DUE: Chapters 13-15 Hunger Games**  Go over reading guide  Literature circles |
| 3 | **DUE: Chapters 16-19 Hunger Games**  Go over reading guide  Literature circles | Silent Discussion  SD reflection | **DUE: Chapters 20-22 Hunger Games**  Read OPs  Go over reading guide  Literature circles | Open Mic responses  J&D: The Hunger Games of today | **DUE: Chapters 23-25 Hunger Games**  Go over reading guide  Literature circles |
| 4 | **DUE: Chapters 26-27 Hunger Games**  Go over reading guide  Literature circles  Assign Literary Essay: The Hunger Games | Picking a theme and finding textual support  Writing time | Read OPs  Code-Switching  Writing time | Writing time  Incomplete sentences | **DUE: Rough Draft**  Peer editing  Misplaced modifiers |
| 5 | **DUE: Hunger Games Literary Analysis Paper**  Assign essay: “What is the issue that affects American teens the most Today?”  Philosophical Chairs | Finish Philosophical Chairs discussion  Philosophical chairs reflection  Read sample essays | Read OPs  Good sources vs. bad sources  Source sheets  Brainstorming time | Revisiting Research PPT  Research time | **DUE: Topic Proposal**  Searching databases  Research time |
| 6 | **DUE: Source Sheet**  Ethos, Logos, Pathos  Highlighting sample essays for Ethos, Logos, etc. | Integrating narrative into arguments  Writing time | Read OPs  Sensory details: Fleshing out narrative in essay  Writing time | Developing a thesis  Outline workshop | **DUE: Outline**  Outline conferences  Writing time |
| 7 | Continue outline conferences  Writing time | **DUE: Narrative Intro**  Editing for voice, word choice, and sensory details in narrative  Pair-and-share | Read OPs  Writing time  Integrating sources | How-to cite sources: works cited and in-text citations  Works cited workshop | **DUE: Works Cited**  Citation quiz  Peer editing of works cited page |
| 8 | Writing time  Balancing arguments | Writing time  Concluding paragraphs | **DUE: Rough draft**  Read OPs  Peer Editing | Oral presentations  Comment cards | **DUE: Final Essay**  Finish oral presentations  Comment cards |
| 9 | REVIEW: “A Raisin in the Sun” and related concepts, vocab, etc.  Free study/reading | REVIEW: Border literature and related concepts, vocab, etc.  Free study/reading | REVIEW: “The Hunger Games” and related concepts, vocab, etc.  Free study/reading | REVIEW: Elements of persuasive /research papers (works cited; ethos, logos, pathos, etc.)  Free study/reading | **Final Exam**  Free reading |