

ENGLISH 43 H (Honors) Week 1		Week 2	
<p align="center"><i>Performance Standards</i></p> <p><i>The students will:</i>            Language 1,2,4,5,6,7            Literature 8,9,10,11,14,15,18</p>		<p align="center"><i>Performance Standards</i></p> <p><i>The students will:</i>            Language 1,2,4,5,6,7            Literature 8,9,10,11,14,15,18</p>	
<p align="center"><b>Unit/Topic/Lesson</b>            Early British Language</p>		<p align="center"><b>Unit/Topic/Lesson</b>            Early British Language</p>	
<p align="center"><b>Objectives</b></p> To map history of the British people To correlate cultural diversity to language development	<p align="center"><b>Essential Question</b></p> How are the invasions of the British Isles reflected in the language?	<p align="center"><b>Objectives</b></p> To trace the civilization of the British To identify cultural influences in the social development and character of the British	<p align="center"><b>Essential Question</b></p> Is there actually a true British culture/language?
<p align="center"><b>Teacher Resources</b></p> The British Tradition	<p align="center"><b>Media Resources</b></p>	<p align="center"><b>Teacher Resources</b></p> The British Tradition	<p align="center"><b>Media Resources</b></p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 3		Week 4	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1,2,4,5,6,7            Literature 8,9,10,11,14,15,16,17,18            Composition 19,20,21,22,23</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1,2,4,5,6,7            Literature 8,9,10,11,14,15,16,17,18            Composition 19,20,21,22,23</p>	
<p align="center"><b>Unit/Topic/Lesson</b> Early British Poetry</p>		<p align="center"><b>Unit/Topic/Lesson</b> Early British Poetry</p>	
<p align="center"><b>Objectives</b></p> To identify elements of importance in subjects of poems To trace strong influence of Christianity in poems	<p align="center"><b>Essential Question</b></p> How does the mood of the poems reflect the social conscience of the period?	<p align="center"><b>Objectives</b></p> To understand the fear of exile in this time/culture To identify literary elements of this period in poetry	<p align="center"><b>Essential Question</b></p> How does one explain the paradox of fate/exile and hope/Christianity in the poetry?
<p align="center"><b>Teacher Resources</b></p> The British Tradition	<p align="center"><b>Media Resources</b></p>	<p align="center"><b>Teacher Resources</b></p> The British Tradition	<p align="center"><b>Media Resources</b></p>
<p align="center"><b>Evaluation/Activities</b></p> <p>Homework: Review: Quiz:</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center"><b>Evaluation/Activities</b></p> <p>Homework: Review: Quiz:</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 5		Week 6	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1,2,3            Literature 8,9,10,13, 15            Composition 12,20,21,22,23,25</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1,2,3            Literature 8,9,10,13, 15            Composition 12,20,21,22,23,25</p>	
<p align="center"><b>Unit/Topic/Lesson</b> College Essay</p>		<p align="center"><b>Unit/Topic/Lesson</b> College Essay</p>	
<p align="center"><b>Objectives</b></p> <p>To develop a topic of singularity that showcases the strengths of the writer            To express maturity and individuality</p>	<p align="center"><b>Essential Question</b></p> <p>What past experiences best convey my individuality?</p>	<p align="center"><b>Objectives</b></p> <p>To edit, rewrite and hone the chosen topic to make the strongest impression            To avoid common pitfalls of grammar</p>	<p align="center"><b>Essential Question</b></p> <p>How can I make a unique and immediate impression on the reader?</p>
<p align="center"><b>Teacher Resources</b></p> <p>Questions and guidelines from various colleges</p>	<p align="center"><b>Media Resources</b></p>	<p align="center"><b>Teacher Resources</b></p> <p>Questions and guidelines from various colleges</p>	<p align="center"><b>Media Resources</b></p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 7		Week 8	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1,2,4,5,6,7            Literature 8,9,10,11,14,15,16,17,18            Composition 19,20,21,22,23</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1,2,4,5,6,7            Literature 8,9,10,11,14,15,16,17,18            Composition 19,20,21,22,23</p>	
<p align="center"><b>Unit/Topic/Lesson</b>            British Literature- the Beowulf Epic</p>		<p align="center"><b>Unit/Topic/Lesson</b>            British Literature- the Beowulf Epic</p>	
<p align="center"><b>Objectives</b></p> To establish veracity of Beowulf To trace elements of the story in invading cultures	<p align="center"><b>Essential Question</b></p> How does the legend of Beowulf foreshadow the British tradition?	<p align="center"><b>Objectives</b></p> To identify the character traits of heroes To establish villainous characteristics	<p align="center"><b>Essential Question</b></p> What is the significance of the hero's coming from another land?
<p align="center"><b>Teacher Resources</b></p> The British Tradition	<p align="center"><b>Media Resources</b></p>	<p align="center"><b>Teacher Resources</b></p> The British Tradition	<p align="center"><b>Media Resources</b></p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials            :</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 9		Week 10	
<p style="text-align: center;"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1,2,4,5,6,7            Literature 8,9,10,11,14,15,16,17,18            Composition 19,20,21,22,23</p>		<p style="text-align: center;"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1,2,4,5,6,7            Literature 8,9,10,11,14,15,16,17,18            Composition 19,20,21,22,23</p>	
<p style="text-align: center;"><b>Unit/Topic/Lesson</b>            British Literature- the Beowulf Epic</p>		<p style="text-align: center;"><b>Unit/Topic/Lesson</b>            British Literature- the Beowulf Epic</p>	
<p style="text-align: center;"><b>Objectives</b></p> To identify symbolism of Grendel and the battle To discuss variety of symbolism of the arm as a trophy	<p style="text-align: center;"><b>Essential Question</b></p> How does the trophy of the arm play out in more recent literature?	<p style="text-align: center;"><b>Objectives</b></p> To discuss symbolism of the lair and Grendel's mother To identify elements of matriarchal influence in culture	<p style="text-align: center;"><b>Essential Question</b></p> Why/how is the intervention of the mother of the monster a significant cultural statement?
<p style="text-align: center;"><b>Teacher Resources</b>            The British Tradition</p>	<p style="text-align: center;"><b>Media Resources</b></p>	<p style="text-align: center;"><b>Teacher Resources</b>            The British Tradition</p>	<p style="text-align: center;"><b>Media Resources</b></p>
<p style="text-align: center;"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p style="text-align: center;"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials            :</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 11		Week 12	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1,2,4,5,6,7            Literature 8,9,10,11,14,15,16,17,18            Composition 19,20,21,22,23</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1,2,4,5,6,7            Literature 8,9,10,11,14,15,16,17,18            Composition 19,20,21,22,23</p>	
<p align="center"><b>Unit/Topic/Lesson</b>            British Literature- the Beowulf Epic</p>		<p align="center"><b>Unit/Topic/Lesson</b>            The Iliad</p>	
<p align="center"><b>Objectives</b></p> To trace the cycle of a hero's life To define the elements of a heroic life	<p align="center"><b>Essential Question</b></p> How do the qualities of an ancient hero apply to modern "heroes"?	<p align="center"><b>Objectives</b></p> To compare the classic Greek tale to the British story To identify ancient codes of conduct	<p align="center"><b>Essential Question</b></p> What are the essential characteristics of a hero?
<p align="center"><b>Teacher Resources</b></p> The British Tradition	<p align="center"><b>Media Resources</b></p>	<p align="center"><b>Teacher Resources</b></p> The British Tradition	<p align="center"><b>Media Resources</b></p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 13		Week 14	
<p align="center"><b><i>Performance Standards</i></b></p> <p><i>The students will:</i>            Language 1,2,4,5,6,7            Literature 8,9,10,11,14,15,16,17,18            Composition 19,20,21,22,23</p>		<p align="center"><b><i>Performance Standards</i></b></p> <p><i>The students will:</i>            Language 1,2,4,5,6,7            Literature 8,9,10,11,14,15,16,17,18            Composition 19,20,21,22,23</p>	
<p align="center"><b>Unit/Topic/Lesson</b>            Canterbury Tales</p>		<p align="center"><b>Unit/Topic/Lesson</b>            Canterbury Tales</p>	
<p align="center"><b>Objectives</b></p> <p>To understand Chaucer's background and purpose            To trace literary developments that have occurred</p>	<p align="center"><b>Essential Question</b></p> <p>How does this literature mark a drastic change from Beowulf?</p>	<p align="center"><b>Objectives</b></p> <p>To identify elements of characterization            To compare the written with the illustrated</p>	<p align="center"><b>Essential Question</b></p> <p>To what event or venue would you compare this pilgrimage group?</p>
<p align="center"><b>Teacher Resources</b></p> <p>The British Tradition</p>	<p align="center"><b>Media Resources</b></p>	<p align="center"><b>Teacher Resources</b></p> <p>The British Tradition</p>	<p align="center"><b>Media Resources</b></p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 15		Week 16	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1,2,4,5,6,7            Literature 8,9,10,11,14,15,16,17,18            Composition 19,20,21,22,23</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1,2,4,5,6,7            Literature 8,9,10,11,14,15,16,17,18            Composition 19,20,21,22,23</p>	
<p align="center"><b>Unit/Topic/Lesson</b>            Canterbury Tales</p>		<p align="center"><b>Unit/Topic/Lesson</b>            Canterbury Tales</p>	
<p align="center"><b>Objectives</b></p> To identify direct and indirect characterization To identify modern counterparts	<p align="center"><b>Essential Question</b></p> Which characters compare most significantly to modern people and why?	<p align="center"><b>Objectives</b></p> To write a tale in the same manner as Chaucer To employ formal vocabulary and style To edit, rewrite, proof correctly	<p align="center"><b>Essential Question</b></p> What elements of this style prevent it from becoming to crass or cruel?
<p align="center"><b>Teacher Resources</b></p> The British Tradition	<p align="center"><b>Media Resources</b></p>	<p align="center"><b>Teacher Resources</b></p> The British Tradition	<p align="center"><b>Media Resources</b></p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 17		Week 18	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1-6            Literature 8, 9,10,11,12,15,16,18            Composition 19,20,21,22,23,26</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1-6            Literature 8, 9,10,11,12,15,16,18            Composition 19,20,21,22,23,26</p>	
<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center">The Informer by Liam O’Flaherty            Author and Historical background            Chps. 1-3            The Sniper by Liam O’Flaherty</p>		<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center">The Informer by Liam O’Flaherty            Chps. 4-7</p>	
<p align="center"><b>Objectives</b></p> <p>To grasp the historical accuracy of the plot            To explore the “native” perspective of “The Troubles”            To identify foreshadowing elements; inference and implication</p>	<p align="center"><b>Essential Question</b></p> <p>Is it possible to inflict a vengeance that does not lead to more strife?</p>	<p align="center"><b>Objectives</b></p> <p>To identify the parallels of the subplots            To anticipate the reversal of roles            To identify thematic use/symbolism of time and place</p>	<p align="center"><b>Essential Question</b></p> <p>Are the leaders or the bystanders in any conflict more or less guilty than those on the field of war?</p>
<p align="center"><b>Teacher Resources</b></p> <p>The Informer by Liam O’Flaherty</p>	<p align="center"><b>Media Resources</b></p> <p>The Informer            directed by John Ford</p>	<p align="center"><b>Teacher Resources</b></p> <p>The Informer by Liam O’Flaherty</p>	<p align="center"><b>Media Resources</b></p> <p>The Informer            directed by John Ford</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 19		Week 20	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1-6            Literature 8, 9,10,11,12,15,16,18            Composition 19,20,21,22,23,26</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1-6            Literature 8, 9,10,11,12,15,16,18            Composition 19,20,21,22,23,26</p>	
<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center">The Informer by Liam O’Flaherty            Chp. 8-11</p>		<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center">The Informer by Liam O’Flaherty            Chp. 12-16</p>	
<p align="center"><b>Objectives</b></p> <p>To compare/contrast juxtaposed themes            To track thematic development            To identify foreshadowing elements;            inference and implication</p>	<p align="center"><b>Essential Question</b></p> <p>In what instance would the delaying of punishment be a more expedient course?</p>	<p align="center"><b>Objectives</b></p> <p>To identify the parallels of the subplots            To anticipate the reversal of roles            To identify thematic use/symbolism of time and place</p>	<p align="center"><b>Essential Question</b></p> <p>How does the rationale of revenge assure that there are only victims?</p>
<p align="center"><b>Teacher Resources</b></p> <p align="center">The Informer by Liam O’Flaherty</p>	<p align="center"><b>Media Resources</b></p> <p align="center">The Informer            directed by John Ford</p>	<p align="center"><b>Teacher Resources</b></p> <p align="center">The Informer by Liam O’Flaherty</p>	<p align="center"><b>Media Resources</b></p> <p align="center">The Informer            directed by John Ford</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 21		Week 22	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1-6            Literature 8, 9,10,11,12,15,16,18            Composition 19,20,21,22,23,26</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1-6            Literature 8, 9,10,11,12,15,16,18            Composition 19,20,21,22,23,26</p>	
<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center">Non Fiction Analysis</p>		<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center">Non Fiction Analysis</p>	
<p align="center"><b>Objectives</b></p> <p>To compare and evaluate news sources            To learn to “read” between the lines            To identify bias, omission, etc.            To recognize preconceptions</p>	<p align="center"><b>Essential Question</b></p> <p>Is there no source that is totally trustworthy?</p>	<p align="center"><b>Objectives</b></p> <p>To compare and evaluate news sources            To learn to “read” between the lines            To identify bias, omission, etc.            To learn perspective/observation</p>	<p align="center"><b>Essential Question</b></p> <p>Why/how is it possible for nonfiction to be “classic”?</p>
<p align="center"><b>Teacher Resources</b></p> <p>The Edge of Awareness            Newspapers, Internet, TV            magazines, radio</p>	<p align="center"><b>Media Resources</b></p> <p>Newspapers, Internet, TV            magazines, radio</p>	<p align="center"><b>Teacher Resources</b></p> <p>The Edge of Awareness            Newspapers, Internet, TV            magazines, radio</p>	<p align="center"><b>Media Resources</b></p> <p>Newspapers, Internet, TV            magazines, radio</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p> <p>:</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 23		Week 24	
<p align="center"><b><i>Performance Standards</i></b></p> <p><i>The students will:</i>            Language 2,4,6            Literature 9,10,11,12,13,15,17            Composition 19,20,21,22,23,24,25            Media 26</p>		<p align="center"><b><i>Performance Standards</i></b></p> <p><i>The students will:</i>            Language 2,4,6            Literature 9,10,11,12,13,15,17            Composition 19,20,21,22,23,24,25            Media 26</p>	
<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center">English 43H - Argumentative Research Paper</p>		<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center">English 43H – Argumentative Research Paper</p>	
<p align="center"><b>Objectives</b></p> <p>To learn how to write a research paper, using MLA rules            To learn to analyze a novel</p>	<p align="center"><b>Essential Question</b></p> <p>What experiences/elements of the author are evident in the novel?</p>	<p align="center"><b>Objectives</b></p> <p>To learn how to take notes; of novel, criticisms, interviews etc.            To learn correct citation form.</p>	<p align="center"><b>Essential Question</b></p> <p>What examples or opinions will help to reveal and explain the author’s book to the reader?</p>
<p align="center"><b>Teacher Resources</b></p> <p>Write for College            MLA Handbook</p>	<p align="center"><b>Media Resources</b></p> <p>Databases</p>	<p align="center"><b>Teacher Resources</b></p> <p>Write for College            MLA Handbook</p>	<p align="center"><b>Media Resources</b></p> <p>Databases</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials            :</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 25		Week 26	
<p style="text-align: center;"><b><i>Performance Standards</i></b></p> <p><i>The students will:</i>            Language 2,4,6            Literature 9,10,11,12,13,15,17            Composition 19,20,21,22,23,24,25            Media 26</p>		<p style="text-align: center;"><b><i>Performance Standards</i></b></p> <p><i>The students will:</i>            Language 2,4,6            Literature 9,10,11,12,13,15,17            Composition 19,20,21,22,23,24,25            Media 26</p>	
<p style="text-align: center;"><b>Unit/Topic/Lesson</b></p> <p style="text-align: center;">English 43H - Argumentative Research Paper</p>		<p style="text-align: center;"><b>Unit/Topic/Lesson</b></p> <p style="text-align: center;">English 43H – Argumentative Research Paper</p>	
<p style="text-align: center;"><b>Week 24</b></p> <p>To identify elements of plagiarism in paper.            To determine correct citation methods.            To maintain integrity throughout the process.</p>	<p style="text-align: center;"><b>Essential Question</b></p> <p>What information must be cited and what is the correct form for each piece?</p>	<p style="text-align: center;"><b>Objectives</b></p> <p>To write the paper correctly and succinctly.            To use all rules of correct standard English.</p>	<p style="text-align: center;"><b>Essential Question</b></p> <p>Is this paper written clearly, correctly and economically?</p>
<p style="text-align: center;"><b>Teacher Resources</b></p> <p>Write for College            MLA Handbook</p>	<p style="text-align: center;"><b>Media Resources</b></p> <p>databases</p>	<p style="text-align: center;"><b>Teacher Resources</b></p> <p>Write for College            MLA Handbook</p>	<p style="text-align: center;"><b>Media Resources</b></p> <p>databases</p>
<p style="text-align: center;"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p style="text-align: center;"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 27		Week 28	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 2,4,6            Literature 9,10,11,12,13,15,17            Composition 19,20,21,22,23,24,25</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1-6            Literature 8, 9,10,11,12,15,16,18            Composition 19,20,21,22,23,26</p>	
<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center">English 43H – Argumentative Research paper</p>		<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center">Night by Elie Wiesel</p>	
<p align="center"><b>Objectives</b></p> <p>To use correct formatting for the Title and Works Cited pages.            To proofread thoroughly, w/attention to detail.</p>	<p align="center"><b>Essential Question</b></p> <p>Have all the rules and guidelines been observed to make this the best example of one’s efforts?</p>	<p align="center"><b>Objectives</b></p> <p>To identify importance of POV            To learn the scope and dignity of the human spirit.            To value integrity.</p>	<p align="center"><b>Essential Question</b></p> <p>How does the POV contribute to the impact of the story and to the magnitude of the author’s life?</p>
<p align="center"><b>Teacher Resources</b></p> <p>Write for College            MLA Handbook</p>	<p align="center"><b>Media Resources</b></p> <p>Databases</p>	<p align="center"><b>Teacher Resources</b></p> <p>Night by Elie Wiesel</p>	<p align="center"><b>Media Resources</b></p> <p>Schindler’s List            The Boy in the Striped Pajamas            Defiance</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 29		Week 30	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1-6            Literature 8, 9,10,11,12,15,16,18            Composition 19,20,21,22,23,26</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1-6            Literature 8, 9,10,11,12,15,16,18            Composition 19,20,21,22,23,26</p>	
<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center">Death of a Salesman            By Arthur Miller            Author and Period background</p>		<p align="center"><b>Unit/Topic/Lesson</b></p> <p align="center">Death of a Salesman            By Arthur Miller            Author and Period background</p>	
<p align="center"><b>Objectives</b></p> <p>To explore the ideology of success            To identify influence of time/place on people's perceptions</p>	<p align="center"><b>Essential Question</b></p> <p>Why is another's opinion so important to a human being?</p>	<p align="center"><b>Objectives</b></p> <p>To explore how people handle disappointment/loss            To understand the juxtaposition of reality and "fantasy" that seems to control the thought process.</p>	<p align="center"><b>Essential Question</b></p> <p>Why are some people able to cope better than others?</p>
<p align="center"><b>Teacher Resources</b></p> <p>Death of a Salesman by Arthur Miller</p>	<p align="center"><b>Media Resources</b></p> <p>Death of a Salesman film</p>	<p align="center"><b>Teacher Resources</b></p> <p>Death of a Salesman by Arthur Miller</p>	<p align="center"><b>Media Resources</b></p> <p>Death of a Salesman film</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>

Week 31		Week 32	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1-6            Literature 8, 9,10,11,12,15,16,18            Composition 19,20,21,22,23,26</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>            Language 1-6            Literature 8, 9,10,11,12,15,16,18            Composition 19,20,21,22,23,26</p>	
<p align="center"><b>Unit/Topic/Lesson</b>            A Streetcar Named Desire            by Tennessee Williams</p>		<p align="center"><b>Unit/Topic/Lesson</b>            A Streetcar Named Desire            by Tennessee Williams</p>	
<p align="center"><b>Objectives</b></p> <p>To explore the ideology of success            To identify influence of time/place on people's perceptions</p>	<p align="center"><b>Essential Question</b></p> <p>Why is another's opinion so important to a human being?</p>	<p align="center"><b>Objectives</b></p> <p>To explore how people handle disappointment/loss            To understand the juxtaposition of reality and "fantasy" that seem to control the thought process.</p>	<p align="center"><b>Essential Question</b></p> <p>Why are some people able to cope better than others?</p>
<p align="center"><b>Teacher Resources</b>            A Streetcar Named Desire            by Tennessee Williams</p>	<p align="center"><b>Media Resources</b>            A Streetcar Named Desire</p>	<p align="center"><b>Teacher Resources</b>            A Streetcar Named Desire            by Tennessee Williams</p>	<p align="center"><b>Media Resources</b>            A Streetcar Named Desire</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> reading and study guides daily  <b>Review:</b> All introduced and discussed information  <b>Quiz:</b> At the end of the unit on all introduced materials</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments</b></p>