Teacher: Tanya Coffey

Grade or Course Name: English 4 (12th grade)

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| Week | Topic/Description | Standards (KCAS, Literacy, Quality Core, other KY standards) | Learning Targets (I can… or I am learning to…) | Curriculum Resources and Assessments (texts, video clips, images, primary/secondary sources, etc.) | Interventions |
| 1 | -Intro  -class syllabus  -literacy collage  -satire | Writing: 4g,5b, 5c,  6a,6b, 6c  Reading: 5h,6c, 6d  8a, 8h | -I can be introduced to class and class expectations.  -I can begin developing my own literacy collage.  -I can discuss satire. | Text, handouts, transparencies, supplemental readings, writing prompts, videos, Smart Board, Internet,  DOLs | -extended time  -modified lessons  -reader  -shortened assignments  -other interventions as needed or according to IEPs |
| 2 | -satirical articles  -Modest Proposal | Listening: 1G  Study Skills: EA, EB | -I can familiarize myself and analyze satirical  Writing. | All of the above resources as needed | Same as the above as needed |
| 3 | -essay  -writing strategies | Writing: 5a-f, 6a-c, | -I can complete essays over satirical writing piece | All of the above resources as needed | Same as the above as needed |
| 4 | -reading strategies  -punctuation | Reading: 5h,6c, 6d, 8h  Writing: a-c | -I can read, analyze & evaluate vocabulary, while focusing on reading, writing & grammar strategies | All of the above resources as needed | Same as the above as needed |
| 5 | -Othello (3-4 weeks)  -verbs/tenses | Writing: 4g, 5a, 5d, 5e, 5f  Reading: 5h,6c, 6d, 8a, 8h | -I can read, analyze & evaluate vocabulary, while focusing on reading, writing & grammar strategies | All of the above resources as needed | Same as the above as needed |
| 6 | -Othello  -misused words | Writing: 4g, 5a, 5d, 5e, 5f  Reading: 5h,6c, 6d, 8a, 8h | -I can read, analyze & evaluate vocabulary, while focusing on reading, writing & grammar strategies | Text, handouts, transparencies, supplemental readings, writing prompts, videos, Smart Board, Internet,  DOLs | -extended time  -modified lessons  -reader  -shortened assignments  -other interventions as needed or according to IEPs |
| 7 | -Othello  -Parts of Speech  Adjectives/Adverbs,  pronouns | Writing: 4g, 5a, 5d, 5e, 5f  Reading: 5h,6c, 6d, 8a, 8h | -I can read, analyze & evaluate Othello, while developing skills pertaining to parts of speech and applying persuasive writing techniques to writing | All of the above resources as needed | Same as the above as needed |
| 8 | -rearrangement of words in sentences  -Persuasive Writing  & Real World Writing  -Othello | Writing: 2c & 2e | -I can read, analyze & evaluate Othello, while developing skills pertaining to parts of speech and applying persuasive writing techniques to writing | All of the above resources as needed | Same as the above as needed |
| 9 | -Othello  -Punctuation | Writing: 6a-c | -I can read, analyze & evaluate Othello, while developing skills pertaining to punctuation and applying persuasive writing techniques to writing | All of the above resources as needed | Same as the above as needed |
| 10 | -Othello  -Capitalization  -Characterization  -expressive/  Reflexive writing | Writing: 6c | -I can read, analyze & evaluate Othello, while developing skills pertaining to punctuation and applying persuasive writing techniques to writing | All of the above resources as needed | Same as the above as needed |
| 11 | ~~-week 10 continued~~ | Same as above | Same as above | Same as above | Same as above |
| 12 | -ASVAB preparation | Writing: 4g,5b, 5c,  6a,6b, 6c  Reading: 5h,6c, 6d  8a, 8h | I can take practice ASVAB tests and discuss the answers, checking and correcting my work in preparation for the re-take test on Friday. | Text, handouts, transparencies, supplemental readings, writing prompts, videos, Smart Board, Internet,  DOLs | -extended time  -modified lessons  -reader  -shortened assignments  -other interventions as needed or according to IEPs |
| 13 | -ACT Prep | Writing: 4g,5b, 5c,  6a,6b, 6c  Reading: 5h,6c, 6d  8a, 8h | I can take practice ACT tests and discuss the answers, checking and correcting my work in preparation for future Act tests. | Same as the above resources as needed | Same as the above as needed |
| 14 | -Beowulf  -Speech writing | Writing: 4g,5b, 5c,  6a,6b, 6c  Reading: 5h,6c, 6d  8a, 8h | I can read, analyze and evaluate Beowulf.  I can begin a rough draft of persuasive speech over topic of my choosing | Same as the above resources as needed | Same as the above as needed |
| 15 | -Beowulf  -validity of argument | Writing: 4g,5b, 5c,  6a,6b, 6c  Reading: 5h,6c, 6d  8a, 8h | I can continue reading, analyzing and evaluating Beowulf.  I can continue to develop my speech. | Same as the above resources as needed | Same as the above as needed |
| 16 | -Beowulf  -Speech writing | Writing: 4g,5b, 5c,  6a,6b, 6c  Reading: 5h,6c, 6d  8a, 8h | I can continue reading, analyzing and evaluating Beowulf.  I can finish and type my speech. | Same as the above resources as needed | Same as the above as needed |
| 17 | -Canterbury Tales  -Confused Words | Writing: 4g,5b, 5c,  6a,6b, 6c  Reading: 5h,6c, 6d  8a, 8h | I can begin reading, analyzing and evaluating Canterbury Tales.  I can complete and discuss handouts pertaining to commonly confused words. | Same as the above resources as needed | Same as the above as needed |
| 18 | -Speech Presentations  -Canterbury Tales | Speaking & Listening: 1b&1c Reading: 5h,6c, 6d  8a, 8h | I can continue reading, analyzing and evaluating Canterbury Tales.  I can listen and present my speech. | Text, handouts, transparencies, supplemental readings, writing prompts, videos, Smart Board, Internet,  DOLs | -extended time  -modified lessons  -reader  -shortened assignments  -other interventions as needed or according to IEPs |
| 19 | -Reading Frankenstein  -relevant terms (ongoing thru ACT Vocab) | Reading: 5f, 6a, 6c, 6d, 7a-c, 8b,8e-h  Writing: 4g, 5a-f,  6a-c  Study skills:  eA & eB | I can begin reading, analyzing and evaluating Frankenstein. Additionally, I work on developing active listening, reading and note-taking skills, grammar usage, punctuation skills. And developing paraphrasing, summary skills, correcting and strengthening errors in writing. | All of the above resources as needed | All of the above as needed |
| 20 | -Frankenstein  -active listening & reading  -Ongoing Note-taking | Reading: 5f, 6a, 6c, 6d, 7a-c, 8b,8e-h  Writing: 4g, 5a-f,  6a-c  Study skills:  eA & eB | I can begin reading, analyzing and evaluating Frankenstein. Additionally, I work on developing active listening, reading and note-taking skills, grammar usage, punctuation skills. And developing paraphrasing, summary skills, correcting and strengthening errors in writing. | All of the above resources as needed | All of the above as needed |
| 21 | -Frankenstein  -ongoing DOLs for convention usage/punctuation | Reading: 5f, 6a, 6c, 6d, 7a-c, 8b,8e-h  Writing: 4g, 5a-f,  6a-c  Study skills:  eA & eB | I can begin reading, analyzing and evaluating Frankenstein. Additionally, I work on developing active listening, reading and note-taking skills, grammar usage, punctuation skills. And developing paraphrasing, summary skills, correcting and strengthening errors in writing. | Text, handouts, transparencies, supplemental readings, writing prompts, videos, Smart Board, Internet,  DOLs | -extended time  -modified lessons  -shortened assignments  -reader  -other interventions as needed or according to IEPs |
| 22 | -Frankenstein  -Complexities of issues  -paraphrase & summarize | Reading: 5f, 6a, 6c, 6d, 7a-c, 8b,8e-h  Writing: 4g, 5a-f,  6a-c  Study skills:  eA & eB | I can begin reading, analyzing and evaluating Frankenstein. Additionally, I work on developing active listening, reading and note-taking skills, grammar usage, punctuation skills. And developing paraphrasing, summary skills, correcting and strengthening errors in writing. | Same as the above resources as needed | Same as the above as needed |
| 23 | -correcting errors that weaken writing  -research methods  -develop hypothesis | Writing: 4g, 5a&f, 6a-c, 6d, 2b, 3a-c  Research: c a& f  Listening: 2a-g  Reading: 6a, c & d  8a | -I can construct a research paper, developing research skills, use of resources, writing development, delivery of information and skills. | Same as the above resources as needed | Same as the above as needed |
| 24 | -Evaluate sources for accuracy, relevance, concepts | Writing: 4g, 5a&f, 6a-c, 6d, 2b, 3a-c  Research: c a& f  Listening: 2a-g  Reading: 6a, c & d  8a | -I can construct a research paper, developing research skills, use of resources, writing development, delivery of information and skills. | Text, handouts, transparencies, supplemental readings, writing prompts, videos, Smart Board, Internet,  DOLs | -extended time  -modified lessons  -shortened assignments  -reader  -other interventions as needed or according to IEPs |
| 25 | -Identify discrepancies,  Central ideas, concepts, themes | Writing: 4g, 5a&f, 6a-c, 6d, 2b, 3a-c  Research: c a& f  Listening: 2a-g  Reading: 6a, c & d  8a | -I can construct a research paper, developing research skills, use of resources, writing development, delivery of information and skills. | Same as the above resources as needed | Same as the above as needed |
| 26 | -summarize  -paraphrase  -quote from sources | Writing: 4g, 5a&f, 6a-c, 6d, 2b, 3a-c  Research: c a& f  Listening: 2a-g  Reading: 6a, c & d  8a | -I can construct a research paper, developing research skills, use of resources, writing development, delivery of information and skills. | Same as the above resources as needed | Same as the above as needed |
| 27 | -composing  -writing  -editing  -rewriting  -writing  -delivery of info | Writing: 4g, 5a&f, 6a-c, 6d, 2b, 3a-c  Research: c a& f  Listening: 2a-g  Reading: 6a, c & d  8a | -I can construct a research paper, developing research skills, use of resources, writing development, delivery of information and skills. | Same as the above resources as needed | Same as the above as needed |
| 28 | -Senior Working Portfolio(  -Invisible Man  -context clues | Writing: 4g, 5a-f, 5a-c  Listening& Speaking: 1b & c  Reading: 5f-h, 7a-c, 8b-f, g, h | -I can begin working on Senior Portfolio assignment  -I can begin reading, analyzing and evaluating The Invisible Man | Text, handouts, transparencies, supplemental readings, writing prompts, videos, Smart Board, Internet,  DOLs | -extended time  -modified lessons  -reader  -shortened assignments  -other interventions as needed or according to IEPs |
| 29 | -Invisible Man  -Senior Working Portfolio  -Sentence combining | Writing: 4g, 5a-f, 5a-c  Listening& Speaking: 1b & c  Reading: 5f-h, 7a-c, 8b-f, g, h | -I can continue working on Senior Portfolio assignment  -I can continue reading, analyzing and evaluating the Invisible Man  -I can discuss and practice sentence combing through practice activities | Same as the above resources as needed | Same as the above as needed |
| 30 | -Invisible Man  -Senior Working Portfolio  -Clauses  -parallel plot | Writing: 4g, 5a-f, 5a-c  Listening& Speaking: 1b & c  Reading: 5f-h, 7a-c, 8b-f, g, h | -I can continue working on Senior Portfolio assignment  -I can continue reading, analyzing and evaluating the Invisible Man  -I can discuss parallel plot  -I can discuss and complete practice activities pertaining to clauses | Same as the above resources as needed | Same as the above as needed |
| 31 | -Invisible Man  -Plot, mood,  Character development  -Senior working Portfolio | Writing: 4g, 5a-f, 5a-c  Listening& Speaking: 1b & c  Reading: 5f-h, 7a-c, 8b-f, g, h | -I can continue working on Senior Portfolio assignment  -I can continue reading, analyzing and evaluating the Invisible Man  -I can discuss character development, plot, and mood | Same as the above resources as needed | Same as the above as needed |
| 32 | -Invisible Man  -Setting  -Theme  -Working Portfolio | Writing: 4g, 5a-f, 5a-c  Listening& Speaking: 1b & c  Reading: 5f-h, 7a-c, 8b-f, g, h | -I can continue working on Senior Portfolio assignment  -I can continue reading, analyzing and evaluating the Invisible Man  -I can discuss parallel plot  -I can discuss and completed practice activities pertaining to clauses | Text, handouts, transparencies, supplemental readings, writing prompts, videos, Smart Board, Internet,  DOLs | -extended time  -modified lessons  -reader  -shortened assignments  -other interventions as needed or according to IEPs |
| 33 | -Invisible Man  -Working Portfolio  -author’s life  -author’s voice | Writing: 4g, 5a-f, 5a-c  Listening& Speaking: 1b & c  Reading: 5f-h, 7a-c, 8b-f, g, h | -I can continue working on Senior Portfolio assignment  -I can continue reading, analyzing and evaluating the Invisible Man  -I can discuss parallel plot  -I can discuss and completed practice activities pertaining to clauses | Same as the above resources as needed | Same as the above as needed |
| 34 | -Invisible Man  -Senior Working Portfolio | Writing: 4g, 5a-f, 5a-c  Listening& Speaking: 1b & c  Reading: 5f-h, 7a-c, 8b-f, g, h | -I can continue working on Senior Portfolio assignment  -I can continue reading, analyzing and evaluating the Invisible Man | Same as the above resources as needed | Same as the above as needed |
| 35 | -Macbeth  -Senior Working  Portfolio | Writing: 4g, 5a-f, 5a-c  Listening& Speaking: 1b & c  Reading: 5f-h, 7a-c, 8b-f, g, h | -I can begin reading, discussing, analyzing and evaluating the Shakespeare work of Macbeth.  -I can continue to work on my Senior Working portfolio | Same as the above resources as needed | Same as the above as needed |
| 36 | -Macbeth  -End of Course Assessment | Writing: 4g, 5a-f, 5a-c  Listening& Speaking: 1b & c  Reading: 5f-h, 7a-c, 8b-f, g, h | -I can continue reading, discussing, analyzing and evaluating the Shakespeare work of Macbeth.  -I can prepare for my end of course assessment | Text, handouts, transparencies, supplemental readings, writing prompts, videos, Smart Board, Internet,  DOLs | -extended time  -modified lessons  -reader  -shortened assignments  -other interventions as needed or according to IEPs |