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, 6cReading: 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: 1GStudy 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, 8hWriting: 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, 5fReading: 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, 5fReading: 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 SpeechAdjectives/Adverbs,pronouns | Writing: 4g, 5a, 5d, 5e, 5fReading: 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, 6cReading: 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, 6cReading: 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, 6cReading: 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, 6cReading: 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, 6cReading: 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, 6cReading: 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-hWriting: 4g, 5a-f, 6a-cStudy 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-hWriting: 4g, 5a-f, 6a-cStudy 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-hWriting: 4g, 5a-f, 6a-cStudy 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-hWriting: 4g, 5a-f, 6a-cStudy 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-cResearch: c a& fListening: 2a-gReading: 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-cResearch: c a& fListening: 2a-gReading: 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-cResearch: c a& fListening: 2a-gReading: 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-cResearch: c a& fListening: 2a-gReading: 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-cResearch: c a& fListening: 2a-gReading: 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-cListening& Speaking: 1b & cReading: 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-cListening& Speaking: 1b & cReading: 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-cListening& Speaking: 1b & cReading: 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-cListening& Speaking: 1b & cReading: 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-cListening& Speaking: 1b & cReading: 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-cListening& Speaking: 1b & cReading: 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-cListening& Speaking: 1b & cReading: 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-cListening& Speaking: 1b & cReading: 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-cListening& Speaking: 1b & cReading: 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 |