

ST. PIUS X ST. MATTHIAS ACADEMY

2015-2016

CONTENT: English

COURSE: English 10H – Fall Semester

TEACHER: Fatima Nicdao

CLASS ROOM: 219

CONTENT	OBJECTIVES	INSTRUCTIONAL STRATEGIES	ASSESSMENT	TECHNOLOGY / RESOURCES	ESLRS / COMMON CORE STANDARDS	
Theme	Essential Questions/ Enduring Understandings	Cooperative Learning, Discussion, Lecture, Student Presentations Etc.	Formative/ Summative Quizzes, Exams or Performance Tasks	Manipulative Tools, Mediums / Templates	ISO'S	Content address
The theme is the content focus as related to the material provided in the text, and standards	Objectives are student-centered and indicate what skills/understanding students will gain	Varied instructional strategies should be used to ensure students individual needs to ensure comprehensive mastery	Pre, mid and post assessments should be used to determine valid understanding and evaluate gaps in learning	Any form of technology, not limited to modern mediums i.e. internet etc.	Integral Student Outcome	Theme a must standard of the
Class introductions and procedures; begin discussing A Doll's House	<p><u>Students will be able to:</u> Create a poem introducing themselves based on the model of "Theme for English B"</p> <p>Recall primary strategies for writing successful timed writes</p> <p>Recall classroom policies and procedures</p> <p>Analyze the use of Death (as the narrator) in <i>The Book Thief</i></p>	<p><u>Students will learn through:</u> In-class warm-ups</p> <p>Lecture/discussion</p> <p>Annotating text of nightly readings</p> <p>Independent outside reading</p> <p>Discussing timed write strategies and completing a timed write about summer reading</p> <p>Presenting projects</p>	<p>Formative, informal: check annotation</p> <p>Formative, informal: quiz on classroom policies and procedures</p> <p>Formative, formal: timed write on summer reading</p> <p>Summative, formal: <i>A Doll's House</i> presentations</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Powerpoint & projector</p> <p>Socrative</p>	<p>Pursues academic excellence</p> <p>Invests in responsible decision-making</p> <p>Strives to think critically and communicate effectively</p>	<p>CC Litera Initi pa effectiv of co discussi one, in teach diverse grades texts, buildin ideas ar their ov per: CC Litera Write i deve</p>

ST. PIUS X  ST. MATTHIAS
A C A D E M Y

2015-2016

		<p>about <i>A Doll's House</i></p>			<p>in expe eve effectiv well-ch and we event</p> <p>CC Litera</p> <p>Determ or cent text ar d develc the cc text, inc eme shaped by spe provide summa</p> <p>CC Litera</p> <p>Apply k lan unde languag differen mak choices or st compr fully wh lis</p> <p>CC</p>
--	--	------------------------------------	--	--	--

ST. PIUS X  ST. MATTHIAS
A C A D E M Y

2015-2016

						<p>Litera Den under figurati word r and nu m</p> <p>CC Literac Present finc support clearly and lo that li foll reaso org; dev substar are ap purpos a</p> <p>CC Literac Make st digital textua audio, interact in pres e under finding and evi adc</p>
--	--	--	--	--	--	---

<p><i>A Doll's House</i></p>	<p><u>Students will be able to:</u> Recall pertinent context of <i>A Doll's House</i> and connect this information to a deeper understanding of the text</p> <p>Compare the motivations and family roles of protagonists in <i>A Doll's House</i> and in "The Story of an Hour"</p> <p>Develop a logical argument and cite specific evidence to argue whether or not Nora's final action was justified</p>	<p><u>Students will learn through:</u> In-class warm-ups</p> <p>Lecture/discussion</p> <p>Annotating text of nightly readings</p> <p>Independent outside reading</p> <p>Learning about the context of the setting, author, and themes of <i>A Doll's House</i></p> <p>Reading "The Story of an Hour" by Kate Chopin and comparing the protagonist to Nora</p> <p>Class debate about whether or not Nora's actions are justified</p>	<p>Formative, informal: exit-slip "quiz" about the play's background information</p> <p>Formative, informal: written responses to "The Story of an Hour"</p> <p>Formative, informal: student debates and written preparation and reflection about Nora leaving</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Google Presentations & projector</p> <p>QR Codes</p>	<p>Pursues academic excellence</p> <p>Invests in responsible decision-making</p> <p>Strives to think critically and communicate effectively</p>	<p>CC Literacy Cite: thoro evidenc analysis: text say well a drawn f</p> <p>CC Literacy Analyzi point cultura reflecte liter: outsid States, wide worlc</p> <p>CC Literacy Cite: thoro evidenc analysis: text say well a drawn i</p> <p>CC Literacy Determin idea c an develop course</p>
------------------------------	--	---	--	--	---	---

ST. PIUS X ST. MATTHIAS

A C A D E M Y

2015-2016

						<p>includ emer shaped by spe provide summa CC Litera</p> <p>informa ory text and cor ideas, c inform and through se organ analysi</p> <p>CC Litera</p> <p>Dev strengt needed revisi rewritir new foc adres most sig specific au</p> <p>CC Literac Come t prepare and i</p>
--	--	--	--	--	--	--

ST. PIUS X  ST. MATTHIAS
A C A D E M Y

2015-2016

						<p>materia explic that pr referrin from te research or issue a thou reasone</p> <p>CC Literacy Work v set rule: discu decis: (e.g. conse votes o pres altern clear deac indivio n</p> <p>CC Literacy Propel by p resp questio the discussi them idea incorp into th and clar challen con CC</p>
--	--	--	--	--	--	---

						Literacy Response to personal summaries agree/disagree when qualified their own understandings make connections of the reasoning
<i>The Book Thief</i>	<p><u>Students will be able to:</u> Compare and contrast images of the Holocaust presented in <i>The Book Thief</i> and in Holocaust-era poetry and photographs</p> <p>Analyze and present findings on themes and symbols in <i>The Book Thief</i></p> <p>Analyze use of color in the novel and create a visual representation of a memory using only colors</p> <p>Compare uses of similes, metaphors, and personification throughout the novel</p>	<p><u>Students will learn through:</u> In-class warm-ups</p> <p>Lecture/discussion</p> <p>Annotating text of nightly readings</p> <p>Independent outside reading</p> <p>Presenting projects on <i>The Book Thief</i></p> <p>Gallery walk and written response of Holocaust-era poetry and photographs</p> <p>Discussing common</p>	<p>Informal, formative: written paragraphs about in-class gallery walk and use of colors in <i>The Book Thief</i></p> <p>Informal, formative: visual representation of a memory through color and written explanation</p> <p>Summative, formal: <i>The Book Thief</i> presentations</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Powerpoint & projector</p>	<p>Pursues academic excellence</p> <p>Invests in responsible decision-making</p> <p>Strives to think critically and communicate effectively</p>	<p>CC Literacy Cite : thorough evidence analysis: text say well a drawn f</p> <p>CC Literacy Analyze point cultural reflecte litera: outside States, wide world</p> <p>CC</p>

		<p>color associations in literature and in <i>The Book Thief</i></p> <p>Discussing use of similes, metaphors, and personification throughout the novel</p>			<p>Litera Cite thoro eviden analysi text say well a drawn i CC Litera Determin idea c an develop course inclu eme shapec by spe provide summa CC Litera Den under figurati word r and nu: m CC Litera Apply k lan unde languag differen mak choices</p>
--	--	--	--	--	--

						<p>or st compr fully wh lis</p> <p>CC Literac Write r exte frame research and re shorter (a singl day o rang purp au</p>
<p><i>The Stranger</i></p>	<p><u>Students will be able to:</u> Analyze and present findings on themes and symbols in <i>The Stranger</i></p> <p>Cite evidence to argue who “the stranger” is in the novel</p> <p>Analyze the tone of <i>The Stranger</i> for use of absurdism</p> <p>Create a plan for a film adaptation of <i>The Stranger</i> making decisions about the plot, characters, casting, music, staging, and target audience</p>	<p><u>Students will learn through:</u> In-class warm-ups</p> <p>Lecture/discussion</p> <p>Annotating text of nightly readings</p> <p>Independent outside reading</p> <p>Presenting projects about <i>The Stranger</i></p> <p>Watching an interview with Albert Camus</p>	<p>Formative, informal: written paragraphs on why Camus wrote <i>The Stranger</i>, who the Stranger is, and where absurdist themes are found in given texts</p> <p>Formative, informal: media plans (in partners) for how to create a film adaptation of <i>The Stranger</i></p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Powerpoint & projector</p>	<p>Pursues academic excellence</p> <p>Invests in responsible decision-making</p> <p>Strives to think critically and communicate effectively</p>	<p>CC Literac Cite thoro eviden analysis text say well a drawn i CC Literac Determi central and ana its deve the cour inclu emel shaped by spe provide</p>

		<p>Class discussion of the novel's plot and absurdist tone/themes</p> <p>Selecting most important plot points and characters in order to plan film adaptation</p>	<p>Summative, formal: <i>The Stranger</i> presentations</p>			<p>summa CC Literac Ana comple (e.g., mu co motivat over th text, i other cl advanc develo</p> <p>CC Litera Produ cohere wl deve organ style ar to task, au</p> <p>CC Litera Dete meani and ph are use includi and c meani the c impac word meani</p>
--	--	---	---	--	--	---

						(e.g. language sense place; formal
<i>The Alchemist:</i> Paratextual predictions and reading strategies	Students will be able to: Make predictions about <i>The Alchemist</i> based on observations from the cover, title, first page, and reviews	<p><u>Students will learn through:</u> In-class warm-ups</p> <p>Lecture/discussion</p> <p>Annotating text of nightly readings</p> <p>Independent outside reading</p> <p>Prediction-making in small groups based on paratextual evidence from <i>The Alchemist</i></p> <p>Reading pages 1-25 of <i>The Alchemist</i></p> <p>Completing "Can anyone be a hero?" worksheet</p>	<p>Formative, informal: daily annotation checks</p> <p>Formative, informal: daily warm-ups evaluated for thoroughness and completeness</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Powerpoint & projector</p> <p>Audio recording of <i>The Alchemist</i></p>	<p>Pursues academic excellence</p> <p>Invests in responsible decision-making</p> <p>Strives to think critically and communicate effectively</p>	<p>CC Literac Cite thoro eviden analysi text say well a drawn i CC Literac Determi central and ana its deve the cour inclu emer shaped by spe provide summa CC Literac Init pai effec ra coll: discus on-one and te</p>

						with partne 9-10 to and issi on ot and e their c and pe
<i>The Alchemist: Hero's Journey</i>	<p><u>Students will be able to:</u> Identify the steps of the Hero's Journey, compare examples of the Hero's Journey within other books or films, and identify examples of this pattern in <i>The Alchemist</i></p>	<p><u>Students will learn through:</u> In-class warm-ups Lecture/discussion Annotating text of nightly readings Independent outside reading Presentation and discussion of The Hero's Journey pattern and relation to scenes from Disney movies Reading pages 26-71 of <i>The Alchemist</i> Reading "Don Quixote" excerpt and "Arthur Becomes King of Britain" to find patterns of the Hero's Journey</p>	<p>Formative, informal: daily annotation checks Formative, informal: daily warm-ups evaluated for thoroughness and completeness</p>	<p><u>Technology used:</u> Assigned reading Google Classroom Powerpoint & projector Audio recording of <i>The Alchemist</i></p>	<p>Pursues academic excellence Invests in responsible decision-making Strives to think critically and communicate effectively</p>	<p>CC Literac Analy authc concer struc order e it (e. pk manij (e.g flashb such myster st CC Literac Cite thoro eviden analysi text say well a drawn i CC Literac Determi central and ana</p>

						<p>its deve the cour includ emer shaped by spe provide summa</p> <p>CC Litera Determ the r unk multi words based 10 re conten flexibly of s</p>
<p><i>The Alchemist: Fate versus free will</i></p>	<p><u>Students will be able to:</u> Compare differing views of fate and free will in the beliefs of the Catholic Church, Islam, and the novel's characters</p> <p>Summarize and contrast the ideas of fate and free will</p>	<p><u>Students will learn through:</u> In-class warm-ups Lecture/discussion Annotating text of nightly readings Independent outside reading Viewing trailers for <i>The Adjustment Bureau</i> and <i>Slumdog Millionaire</i> and</p>	<p>Formative, informal: daily annotation checks</p> <p>Formative, informal: daily warm-ups evaluated for thoroughness and completeness</p> <p>Formative, informal:</p>	<p><u>Technology used:</u> Assigned reading Google Classroom Powerpoint & projector Audio recording of <i>The</i></p>	<p>Pursues academic excellence</p> <p>Invests in responsible decision-making</p> <p>Strives to think critically and communicate</p>	<p>CC Literac Cite thoro eviden analysis text say well a drawn 1 CC Literac Determi central and ana its deve the cour</p>

ST. PIUS X  ST. MATTHIAS
A C A D E M Y

2015-2016

		<p>identifying the portrayal of fate and free will in each trailer</p> <p>Reading pages 72-121 of <i>The Alchemist</i></p>	<p>student understanding of fate and free will illustrated in movie trailers</p>	<i>Alchemist</i>	effectively	<p>includ emer shaped by spe provide summa</p> <p>CC Litera</p> <p>Determ the r unk multiq words based 10 re conter flexibly of s</p> <p>CC Litera</p> <p>Analyzi point cultural reflecte litera outsid States, wide world</p> <p>CC Litera</p> <p>Determ idea o an develc the cc</p>
--	--	--	--	------------------	-------------	---

						text, inc eme shaped by spe provide summa
<i>The Alchemist:</i> Essay structure and preparation	<p><u>Students will be able to:</u> Identify components of a well-written essay, including introduction, thesis, evidence, analysis, and conclusion</p> <p>Assess the structure of an op-ed based on knowledge of these essay components</p> <p>Develop a strong, logical thesis statement about the use of fate and free will in <i>The Alchemist</i> and create class guidelines to aid in this discussion</p>	<p><u>Students will learn through:</u> Participating in a socratic seminar</p> <p>In-class warm-ups</p> <p>Lecture/discussion</p> <p>Annotating text of nightly readings</p> <p>Independent outside reading</p> <p>Prepping for and participating in a socratic seminar about the use of fate and free will in <i>The Alchemist</i></p> <p>Reading and assessing James Franco’s article “The Meanings of the Selfie”</p> <p>Reading pages 122-143 of <i>The Alchemist</i></p>	<p>Formative, informal: daily annotation checks</p> <p>Formative, informal: daily warm-ups evaluated for thoroughness and completeness</p> <p>Formative, formal: socratic seminar</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Powerpoint & projector</p> <p>Audio recording of <i>The Alchemist</i></p>	<p>Pursues academic excellence</p> <p>Invests in responsible decision-making</p> <p>Strives to think critically and communicate effectively</p>	<p>CC Litera Analy autho analysis ideas includi in whic are ma are int develo connec draw CC Litera Analy how an or c deve refined se paragra portic (e.g., cl CC Litera Det author's or purp and an: author</p>

ST. PIUS X  ST. MATTHIAS
A C A D E M Y

2015-2016

					<p>to adva of view CC Literac Ini pa effectiv of co discuss one, in teach diverse grades texts, buildin ideas ar their ow pers CC Literac Come t prepare and materia explic that pr referrin from te research or issue a thou reasone</p> <p>CC Literac Work set rule: discu decis (e.g. conse</p>
--	--	--	--	--	--

ST. PIUS X  ST. MATTHIAS
A C A D E M Y

2015-2016

						votes o pres altern clear deac indivi n CC Literac Propel by p resp questio the discussi them idea incorp into th and clar challen con CC Literac Respon to per: summa agre disagre when quali their ov unders m. connec of the reasoni CC Litera
--	--	--	--	--	--	--

						informa ory text and cor ideas, c inform and through se organ analysis
<i>The Alchemist:</i> Essay drafts and symbols	<p><u>Students will be able to:</u> Organize related vocabulary words linearly according to “strength” of the word’s connotation</p> <p>Organize thoughts about fate and free will in <i>The Alchemist</i> into a logical outline</p> <p>Create a rough draft of their essay about fate and free will</p> <p>Assess peer essay drafts as well as conduct a self-assessment about essay style, structure, and content</p>	<p><u>Students will learn through:</u> Discussing “shades of meaning” of vocabulary</p> <p>In-class warm-ups</p> <p>Lecture/discussion</p> <p>Annotating text of nightly readings</p> <p>Independent outside reading</p> <p>Outlining, drafting, and revising essays about fate and free will</p> <p>Reading pages 144-167 of <i>The Alchemist</i></p>	<p>Formative, informal: daily annotation checks</p> <p>Formative, informal: daily warm-ups evaluated for thoroughness and completeness</p> <p>Formative, formal: peer revision of essay draft</p> <p>Summative, formal: creative, accurate completion and presentation of</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Powerpoint & projector</p> <p>Audio recording of <i>The Alchemist</i></p>	<p>Pursues academic excellence</p> <p>Invests in responsible decision-making</p> <p>Strives to think critically and communicate effectively</p>	<p>CC Literac Introd organ ideas, c informa in conno distinct form: headin (e.g., fig and mul useful comp CC Literac Devel with v rele suffi extende conci quotati infor example to the know</p>

ST. PIUS X  ST. MATTHIAS
A C A D E M Y

2015-2016

			project			<p>CC Litera Dev strengt needed revisi rewritir new foc addres most sig specific au CC Litera Den under figurati word r and nu: m CC Litera Acqu accura acac dom: words suff readi spe: listel colleg readi den indep gatherir know</p>
--	--	--	---------	--	--	---

						consider or phra to comp exp
<i>The Alchemist:</i> Essay revision and test	<p><u>Students will be able to:</u> Revise their written work for clarity and for MLA format</p> <p>Use context clues from a passage of <i>The Alchemist</i> to analyze and discuss the novel</p> <p>Recall character names, vocabulary definitions, stages of the Hero's Journey, and key plot points from <i>The Alchemist</i></p>	<p><u>Students will learn through:</u> In-class warm-ups</p> <p>Lecture/discussion</p> <p>Annotating text of nightly readings</p> <p>Independent outside reading</p> <p>Proofreading/revising final draft of essays</p> <p>Reviewing for the exam through a Jeopardy review game and/or socratic seminar</p> <p>Studying for and taking novel exam</p>	<p>Formative, informal: daily annotation checks</p> <p>Formative, informal: daily warm-ups evaluated for thoroughness and completeness</p> <p>Summative, formal: test</p> <p>Summative, formal: essay</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Powerpoint & projector</p> <p>Audio recording of <i>The Alchemist</i></p>	<p>Pursues academic excellence</p> <p>Invests in responsible decision-making</p> <p>Strives to think critically and communicate effectively</p>	<p>CC Literac Use t incl Interne: publish individu writin taking ; technol to lir inform display fle: dyn CC Literac Introd organi ideas, c inform in conn distinct form: headin (e.g., fig and mul usefu comp CC Literac Devel with v rele</p>

ST. PIUS X  ST. MATTHIAS
A C A D E M Y

2015-2016

						<p>suffi extende concr quotati infor exampl to the know</p> <p>CC Literac Use ap varied link section create c cl; relator compl cc</p> <p>CC Literac Use pre and dor voc; ma compl</p> <p>CC Literac Est maint style a tone wl to the conver discipl they ;</p> <p>CC Literac Provide</p>
--	--	--	--	--	--	---

ST. PIUS X ST. MATTHIAS

A C A D E M Y

2015-2016

						<p>statement that foll sup infor exp prese art implic signifi 1 CC Literac Cite thoro eviden analysi text say well a drawn i CC Literac Determi central and ana its deve the cour inclu emel shaped by spe provide summa CC Literac Ana comple (e.g., mu co motivat over th</p>
--	--	--	--	--	--	---

						text, i other cl advanc develo
<i>Life of Pi: Historical context and point of view</i>	<p><u>Students will be able to:</u> Connect information about the Indian Emergency to details about Pi's family's need to move</p> <p>Compare basic beliefs and customs in Christianity, Islam, and Hinduism</p> <p>Identify which narrative point of view is used in a given reading</p>	<p><u>Students will learn through:</u> Completing anticipation guide in class</p> <p>In-class warm-ups</p> <p>Lecture/discussion</p> <p>Annotating text of nightly readings</p> <p>Independent outside reading</p> <p>Reading informational text about the Indian Emergency</p> <p>Creating comparisons of basic beliefs and customs of Christianity, Islam, and Hinduism</p> <p>Presentation and examples of the differences between and characteristics of first, second, and third person point of view</p>	<p>Formative, informal: daily annotation checks</p> <p>Formative, informal: daily warm-ups evaluated for thoroughness and completeness</p> <p>Formative, informal: student participation in class discussions</p> <p>Formative, informal: partner comparisons of Christianity, Islam, and Hinduism</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Powerpoint & projector</p> <p>Audio recording of <i>Life of Pi</i></p>	<p>Pursues academic excellence</p> <p>Invests in responsible decision-making</p> <p>Strives to think critically and communicate effectively</p>	<p>CC Litera Cite thro eviden analy text say well a drawn i CC Litera Determin idea c an develop course inclu emer shaped by spe provide summa CC Litera Analyze point cultural reflecte litera outsid States, wide world CC</p>

		<p>Reading chapters 1-24 of <i>Life of Pi</i> (including Author's Note)</p> <p>Completing anticipation chart about survival and human endurance</p> <p>Reading article "Costa Rica Will Do Away with Cage Animals At Its Zoos" to compare to Pi's views of zoos</p> <p>Reading "Rama's Initiation"</p>				<p>Literac Cite : thoro evidenc analysis: text say well a drawn f CC Literac Write r exte frame resarc and re shorter (a singl day o rang purp au</p>
<p><i>Life of Pi</i>: Imagery and context clues</p>	<p><u>Students will be able to:</u> Identify examples of imagery in <i>Life of Pi</i> and categorize them according to whether they are visual, auditory, tactile, thermal, olfactory, gustatory, or kinesthetic</p> <p>Evaluate an author's use of imagery and description</p> <p>Predict the meaning of vocabulary words using</p>	<p><u>Students will learn through:</u> In-class warm-ups</p> <p>Lecture/discussion</p> <p>Annotating text of nightly readings</p> <p>Independent outside reading</p> <p>Presentation of types of imagery</p> <p>Finding examples of</p>	<p>Formative, informal: daily annotation checks</p> <p>Formative, informal: daily warm-ups evaluated for thoroughness and completeness</p> <p>Formative, informal: finding</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Powerpoint & projector</p> <p>Audio recording of <i>Life of Pi</i></p>	<p>Pursues academic excellence</p> <p>Invests in responsible decision-making</p> <p>Strives to think critically and communicate effectively</p>	<p>CC Literac Dete meani and ph are use includi and c meani the c impac word meani (e.g. langua sense place;</p>

	<p>context clues</p>	<p>imagery in <i>Life of Pi</i> and adding them to posters that display examples of each type of imagery</p> <p>Presentation of types of context clues and small-group practice applying these strategies to <i>Life of Pi</i></p> <p>Reading chapters 25-49 of <i>Life of Pi</i></p> <p>Reading "Tiger, Tiger" by William Blake</p>	<p>examples from <i>Life of Pi</i> and adding them to the correct poster based on category</p> <p>Formative, informal: students identify unfamiliar vocab words and use context clue strategies to determine their meaning</p>		<p>format</p> <p>CC Literac</p> <p>Cite : thoro evidenc analysi text say well a drawn f</p> <p>CC Litera</p> <p>Determ the r unk multiq words based o <i>reading</i> choos from sti</p> <p>CC Literac</p> <p>Use cor overall sentenc or tex positio in a se clue to of a wc</p> <p>CC Literac</p> <p>Consult speciali: mate dict glc</p>
--	----------------------	--	--	--	--

						thesau print a fi pronu word c or clari meanir spe ety CC Litera Den under figurati word r and nuz m
<i>Life of Pi: Introduce narrative essays</i>	<p><u>Students will be able to:</u> Compare the style and characteristics of informative essays and narrative essays</p> <p>Analyze character motivations, experiences, and characterization in the novel in order to write a narrative from their perspective</p> <p>Compare narrative perspectives and make a logical argument for why one perspective would work best for a</p>	<p><u>Students will learn through:</u> In-class warm-ups Lecture/discussion</p> <p>Annotating text of nightly readings</p> <p>Independent outside reading</p> <p>Comparing and contrasting characters in <i>Life of Pi</i></p> <p>Comparing and contrasting best uses for each narrative</p>	<p>Formative, informal: daily annotation checks</p> <p>Formative, informal: daily warm-ups evaluated for thoroughness and completeness</p> <p>Formative, formal: outline of narrative essay including chosen narrative</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Powerpoint & projector</p> <p>Audio recording of <i>Life of Pi</i></p>	<p>Pursues academic excellence</p> <p>Invests in responsible decision-making</p> <p>Strives to think critically and communicate effectively</p>	<p>CC Litera Write i deve in expe eve effectiv well-ch and we event CC Litera Produ cohere wl deve organ style ar to task, au</p>

	<p>student's narrative essay</p>	<p>perspective</p> <p>Reading chapters 50-74 of <i>Life of Pi</i></p> <p>Viewing trailers for <i>Gravity</i> and <i>127 Hours</i> to illustrate themes of human endurance</p> <p>Reading "Conscientious Objector" by Edna St. Vincent Millay</p> <p>Reading "All" by Bei Dao and "Also All" by Shu Ting</p> <p>Jig-saw reading of "Swimming to Antarctica" and/or "Everest"</p>	<p>perspective and chosen character</p>			<p>CC Literary Ana comple (e.g., mu co motiv over th text, in other and adv or de t CC Literary Cite : thoro evidenc analyti text say well a drawn f CC Literary Analy authc concer struc order e it (e. plc manij (e.g flashb such myster st</p>
--	----------------------------------	---	---	--	--	---

						CC Litera Dev strengt needed revisi rewritir new foc addres most sig specific au
<p><i>Life of Pi: Finish book, continue narrative essay</i></p>	<p><u>Students will be able to:</u> Assess peer drafts of the narrative essay as well as critique their own work</p> <p>Develop a logical argument for which ending to <i>Life of Pi</i> is “true”</p> <p>Evaluate the novel, using specific evidence to critique its content, style, and structure more than personal reactions</p>	<p><u>Students will learn through:</u> In-class warm-ups</p> <p>Lecture/discussion</p> <p>Annotating text of nightly readings</p> <p>Independent outside reading</p> <p>In-class debate about which ending to the novel is “true”</p> <p>Peer revision of essays</p> <p>Written responses to the novel in terms of its strengths and/or weaknesses</p>	<p>Formative, informal: daily annotation checks</p> <p>Formative, informal: daily warm-ups evaluated for thoroughness and completeness</p> <p>Formative, formal: thoughtful completion of peer revision checklists</p> <p>Formative, formal: participation in</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Powerpoint & projector</p> <p>Audio recording of <i>Life of Pi</i></p>	<p>Pursues academic excellence</p> <p>Invests in responsible decision-making</p> <p>Strives to think critically and communicate effectively</p>	CC Litera Dev strengt needed revisi rewritir new foc addres most sig specific au CC Litera Determ idea o an develc the cc text, inc eme shaped by spe provide

		Reading chapters 75-100 of <i>Life of Pi</i>	and preparation for debate about the novel's ending		summa CC Litera Analyze an auth claims a and particul paragra portic (e.g., ct CC Litera Inii pa effectiv of co discussi one, in teach diverse grades texts, buildir ideas ar their ov per: CC Litera Write a suppor an substan texts, reas rele sufficie
--	--	--	---	--	---

<p><i>Life of Pi: Book vs. movie</i></p>	<p><u>Students will be able to:</u> Identify differences in film representations of a novel</p> <p>Make a logical argument for why certain differences should or should not exist between a novel and its film adaptation</p>	<p><u>Students will learn through:</u> In-class warm-ups</p> <p>Lecture/discussion</p> <p>Annotating text of nightly readings</p> <p>Independent outside reading</p> <p>Completing a venn diagram chart of similarities and differences while viewing the film <i>Life of Pi</i></p>	<p>Formative, informal: daily annotation checks</p> <p>Formative, informal: daily warm-ups evaluated for thoroughness and completeness</p> <p>Summative, formal: submission of narrative essay</p> <p>Formative, informal: thesis and outline for whether the movie and novel of <i>Life of Pi</i> are more similar and different</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Powerpoint & projector</p> <p>Audio recording of <i>Life of Pi</i></p> <p><i>Life of Pi</i> DVD</p>	<p>Pursues academic excellence</p> <p>Invests in responsible decision-making</p> <p>Strives to think critically and communicate effectively</p>	<p>CC Litera Dev strengt needed revisi rewritir new foc addres most sig specific a CC Litera Gath inform n author and dig using searche assess t of eac ansv resear in informa text se maintai idea: plag followir format CC Litera An: represi</p>
---	---	--	---	---	---	---

ST. PIUS X  **ST. MATTHIAS**
A C A D E M Y

2015-2016

						<p>subject science different medium what is or absolute treatment Auden des Be Br Landsc Fall CC Litera Cite : thorough evidence analysis: text say well a drawn f</p>
<p><i>Life of Pi: book vs. movie comparisons</i></p>	<p><u>Students will be able to:</u> Hypothesize why certain similarities and/or differences may exist in film adaptations of a novel</p> <p>Create an argument for whether the novel and film are more similar or different, as well as hypothesize why this is the case</p> <p>Assess peer drafts of comparison essay as</p>	<p><u>Students will learn through:</u> In-class warm-ups Lecture/discussion Annotating text of nightly readings Independent outside reading Discussing familiar film adaptations of books to determine potential reasons why filmmakers</p>	<p>Formative, informal: daily annotation checks</p> <p>Formative, informal: daily warm-ups evaluated for thoroughness and completeness</p> <p>Summative, formal: short (1-2 page)</p>	<p><u>Technology used:</u> Assigned reading Google Classroom Powerpoint & projector Audio recording of <i>Life of Pi</i></p>	<p>Pursues academic excellence</p> <p>Invests in responsible decision-making</p> <p>Strives to think critically and communicate effectively</p>	<p>CC Litera Write : support an substan texts, reas rele suffici CC Literac Introc claim(s the cl: alternat claims, organ</p>

ST. PIUS X  ST. MATTHIAS
A C A D E M Y

2015-2016

	<p>well as evaluate own work</p>	<p>add, change, or keep certain elements from a novel</p> <p>Peer revision of essay drafts</p>	<p>essay evaluating to what degree the film <i>Life of Pi</i> faithfully represents the novel</p>	<p><i>Life of Pi</i> DVD</p>	<p>estab relatio cl cour rea ex CC Literac Develop counter supply for e point stre limitati a m antic au knowle cc CC Literac Use wc and cl the maj the t cohesio the re between reason rea evid between cour CC Literac Est maint style a tone wl to the</p>
--	----------------------------------	--	---	------------------------------	---

ST. PIUS X  ST. MATTHIAS
A C A D E M Y

2015-2016

						<p>conver discipl they : CC Literac Provide stateme that foll sup argume CC Litera Dev strengt needed revisi rewritir new foc adres most sig specific au CC Litera Cite : thoro evidenc analysis: text say well a drawn f</p>
<p><i>Life of Pi</i>: project presentations and final review</p>	<p><u>Students will be able to:</u> Create a multimedia project that reflects the themes of <i>Life of Pi</i> Recall characters, key</p>	<p><u>Students will learn through:</u> In-class warm-ups Lecture/discussion</p>	<p>Formative, informal: daily annotation checks Formative,</p>	<p><u>Technology used:</u> Assigned reading</p>	<p>Pursues academic excellence Invests in responsible</p>	<p>CC Literac Present finc support clearly and lo</p>

	<p>vocabulary, religious references, and imagery from <i>Life of Pi</i></p> <p>Recall characters, plot, use of the Hero's Journey, and themes from <i>The Alchemist</i></p> <p>Identify a novel from this semester based on a given passage</p>	<p>Annotating text of nightly readings</p> <p>Independent outside reading</p> <p>Creating and presenting choice of project about <i>Life of Pi</i> (soundtrack, instagram, twitter, found poem, or map)</p> <p>Practice of reading comprehension and quote identification</p> <p>Jeopardy review game</p>	<p>informal: daily warm-ups evaluated for thoroughness and completeness</p> <p>Summative, formal: creative, accurate completion and presentation of project</p> <p>Formative, informal: participation in Jeopardy review game</p> <p>Formative, informal: performance on reading comprehension practice</p> <p>Summative, formal: outside reading reviews</p>	<p>Google Classroom</p> <p>Powerpoint & projector</p> <p>Audio recording of <i>Life of Pi</i></p>	<p>decision-making</p> <p>Strives to think critically and communicate effectively</p>	<p>that li follow reason org: dev: subst are ap purpos at CC Literac Make st digital textua audio, interact in pres e under finding and evi adc CC Literac Determin or cent text ar d develc the cc text, inc eme shaped by spe provide summa CC Literac Dete meani</p>
--	---	---	---	---	---	---

ST. PIUS X  ST. MATTHIAS
A C A D E M Y

2015-2016

						<p>and ph are use includi and c meani the c impac word mean (e.g langua sense place; formal</p> <p>CC Litera Use t incl Interne publish individu writin taking; technol to lir inform display fle; dyn</p>
Finals Week			Summative, formal: final exam	<p><u>Technology</u> used: Assigned reading Google</p>	<p>Pursues academic excellence Invests in responsible decision-</p>	

ST. PIUS X  **ST. MATTHIAS**
A C A D E M Y

2015-2016

				Classroom Powerpoint & projector Quizlet	making Strives to think critically and communicate effectively	
--	--	--	--	---	--	--