



LANGUAGE ARTS

COURSE SYLLABUS

GRADE LEVEL: 12

SCHOOL YEAR: 2023-24

TEACHER: Mr. Wolfe

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COURSE DESCRIPTION:

Senior year Language Arts emphasizes production, and gives graduating students the opportunity to display the language communication skills they have developed over the duration of their English language education. The course combines ancient literature, modern fiction, poetry, drama, historical essays, and contemporary non-fiction, in various media, to present students with the breadth and scope of language usage and production that they will experience in life as well as in higher education. The skills that are reviewed, taught, practiced, and assessed in this course will enable the student to succeed in all forms of English communication.

COURSE OBJECTIVES:

The objective of senior year Language Arts is to prepare students for the rigors and demands of extra-academic life, specifically through the increase in confidence and competence in all areas of language analysis, comprehension, and usage. Specifically, course objectives include but are not limited to the demonstration of the following skills:

- **analyze** texts to determine explicit meaning and to draw inferences from them
- **identify** and **interpret** themes or central idea of texts
- **analyze** in detail the development and narrative scope of texts
- **infer** various meanings of words and phrases as they are used in the text, including figurative and connotative meanings
- **analyze** the cumulative impact of specific word choices on meaning and tone
- **determine** and **explain** an author's choices concerning structure of a text, and how that set of structural choices affects the communication of a text's central themes and ideas
- **examine** and **discuss** the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment
- **examine** and **explain** how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)
- **cite** strong supporting textual evidence to establish arguments present in non-fiction and informational texts
- **identify** and **evaluate** the strength of an author's argument in non-fiction texts
- **locate** and **integrate** multiple resources from various media, to substantiate and support student-generated arguments and claims
- **engage** peers in a discussion of topics, texts, and issues, collaboratively (one-on-one, in groups, and teacher-led), building on others' ideas and expressing their own clearly and persuasively
- **plan** and **conduct** group projects of varying durations

- **collaborate** in critical thinking exercises that enhance every group member's ability to comprehend and analyze chosen texts and other works of art
- **utilize** speaking skills in a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **demonstrate** command of the conventions of standard English grammar and usage when writing or speaking
- **apply** knowledge of standard English language usage and conventions to understand how language functions in different contexts
- **acquire** and **use** accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level

ASSESSMENT:

Various forms of assessment will be used to assess and evaluate absorption of material and the demonstration of skills required for this course. Those forms of assessment may include but are not limited to the following:

- Project-based assignments that require students to acquire and demonstrate skills without teacher assistance or instruction
- Short reading quizzes to establish accountability for reading assignments
- Short essays that demonstrate literary analysis and argumentative skills
- Peer evaluation, to foster collective accountability in all collaborative tasks
- Oral assessments, both group and individual in nature

PRIMARY TEXTBOOK & OTHER RESOURCES

- *Into Literature: Grade 12* textbook. 2020. Houghton Mifflin Harcourt.

Selections from the textbook will include but are not necessarily limited to the following:

- Achebe, C. *Marriage is a Private Affair* [Short Story]. Unit 6, online access only
- Blake, W. *The Tyger* [Poem]. Unit 4, p. 596
- Chaucer, G. *The Wife of Bath's Tale* [Poem]. Unit 1, pp. 31-42
- Howe, F. *Loneliness* [Poem]. Unit 1, pp. 128
- Joyce, J. *Araby* [Short Story]. Unit 6, online access only
- Khan, S. *The Threat of Inequality* [Speech/Text]. Unit 6, pp. 832-834
- Khazan, O. *Education Protects Women from Abuse* [Informative Essay]. Unit 3, pp. 459-462
- Orwell, G. *Shooting an Elephant* [Narrative Non-Fiction]. Unit 6, pp. 775-782
- Oyeyemi, H. *My Daughter the Racist* [Short Story]. Unit 6, pp. 791-800
- Pessoa, F. *Symbols? I'm Sick of Symbols* [Poem]. Unit 6, p. 822
- Shakespeare, W. *The Tragedy of Hamlet* [Drama]. Unit 2, pp. 165-286
- Thomas, D. *Do Not Go Gentle Into That Good Night* [Poem] Unit 6, online access only
- Yeats, W.B. *The Second Coming* [Poem]. Unit 6, p. 820

The teacher may select additional items from the Into Literature textbook as students request, or as the those items become important or necessary to supplement any lessons taught throughout the course.

Outside Reading selections for this school year:

- Hosseini, K. 2007. *A Thousand Splendid Suns*. Bloomsbury. (1st Quarter)
- Morrison, T. 1973. *Sula*. Vintage. (2nd Quarter)
- Qiu, M. 1994. *Notes of a Crocodile*. NYRB Classics. (3rd Quarter)
- Addonizio, K. and Laux, D. 1997. *The Poet's Companion*. W.W. Norton. (4th Quarter)

The teacher reserves the right to include and use additional resources. All additional resources will be procured and supplied by the teacher at no cost to students.

ADDITIONAL INFORMATION

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
1. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
2. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
3. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment

1st QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
Week 1 Aug 10th to 11th Only 2 School Days <i>10 ~ First Day / Orientation Day</i>	Course Introduction and textbook issue (G12 Language Arts classes meet only on Friday this week.)
Week 2 Aug 14th to 18th <i>15 ~ Opening Mass</i>	UNIT: Analyzing Fiction-The Novel (Preparation Weeks 1 and 2) <i>We will read preparatory literature from the Intro to Literature textbook, and from outside sources.</i> TEXT: Achebe, C. Marriage is a Private Affair. <i>Into Literature</i> , (online access only*) * - Teacher will provide a PDF copy in the Google Classroom Chaucer, G. <i>The Wife of Bath's Tale</i> [Narrative Poem]. <i>Into Literature</i> , (Unit 1, pp. 31-42) Gardner, G. <i>Grendel</i> [Novel excerpt] (<i>Teacher will provide a copy</i>) Howe, F. <i>Loneliness</i> [Poem]. <i>Into Literature</i> , (Unit 1, pp. 128) Khan, S. <i>The Threat of Inequality</i> [Speech]. <i>Into Literature</i> , (Unit 6, pp. 832-834) Khazan, O. <i>Education Protects Women from Abuse</i> . <i>Into Literature</i> , (Unit 3, pp. 459-462) Millay, E. <i>I Being Born a Woman and Distressed</i> . <i>The Harp Weaver and Other Poems</i> . (<i>Copy provided by teacher</i>) OTHER MATERIALS: Quiz papers; mini-essays uploaded in Google Classroom; Domestic Violence/Misogyny project assignment information uploaded in Google Classroom. TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Introduction of Domestic Violence / Misogyny project; 2) reader-response mini-essays, two; 3) objective reading quizzes; 4) informal class discussion
Week 3 Aug 21st to 25th	UNIT: Analyzing Fiction-The Novel (¹ Preparation Weeks 1 and 2) ¹ - <i>We will read preparatory literature from the <u>Intro to Literature</u> textbook, and from outside sources provided by the teacher.</i> TEXT: Achebe, C. Marriage is a Private Affair. <i>Into Literature</i> , (online access only ²) ² - Teacher will provide a PDF copy in the Google Classroom Chaucer, G. <i>The Wife of Bath's Tale</i> [Narrative Poem]. <i>Into Literature</i> , (Unit 1, pp. 31-42) Gardner, G. <i>Grendel</i> [Novel excerpt] (<i>Teacher will provide a copy</i>) Howe, F. <i>Loneliness</i> [Poem]. <i>Into Literature</i> , (Unit 1, pp. 128) Khan, S. <i>The Threat of Inequality</i> [Speech]. <i>Into Literature</i> , (Unit 6, pp. 832-834) Khazan, O. <i>Education Protects Women from Abuse</i> . <i>Into Literature</i> , (Unit 3, pp. 459-462) St. Vincent Millay, E. <i>I Being Born a Woman and Distressed</i> . <i>The Harp Weaver and Other Poems</i> . Harper & Brothers (<i>Copy provided by teacher</i>) OTHER MATERIALS: Quiz papers; mini-essays uploaded in Google Classroom; Domestic Violence / Misogyny project uploaded in Google Classroom. TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) I Domestic Violence/Misogyny project due; 2) reader-response mini-essays; 3) objective reading quizzes; 4) informal class discussion
Week 4 Aug 28th to Sep 1st	UNIT: Analyzing Fiction-The Novel: Character Development Through Action and Dialogue TEXT: Hosseini, K. <i>A Thousand Splendid Suns, Book I</i> (pp. 3-103) OTHER MATERIALS: Quiz papers; mini-essays uploaded in Google Classroom; Domestic Violence / Misogyny project progress report uploaded in Google Classroom. TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) character analysis mini-essay; 2) thematic review of previous reading material (Weeks 1-2) linked to the novel; 3) objective reading quizzes; 4) informal class discussion
Week 5 Sep 4th to 8th <i>8 ~ Holy Mass & VIP Induction</i>	UNIT: Analyzing Fiction-The Novel: Lenses of Critical Reading* (Marxism, (Feminism, Culture, Critical Race Theory, and Psychoanalysis) * - <i>This sub-unit on literary criticism will span two weeks of instruction.</i> READING: Hosseini, K. <i>A Thousand Splendid Suns, Book II</i> (pp. 107-189) OTHER MATERIALS: Lit-Crit introductions and samples; quiz papers; lit-crit mini-essays uploaded in Google Classroom. TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Lit-Crit analysis mini-essay; 2) objective reading quizzes; 3) lit-crit book review sample; 4) informal class discussion

<p>Week 6 Sep 11th to 15th <i>12-14 ~ Pre-Exam Days</i></p>	<p>UNIT: Analyzing Fiction-The Novel: Lenses of Critical Reading¹ (Marxism, (Feminism, Culture, Critical Race Theory, and Psychoanalysis) ¹ - <i>This is the second week of a two-week instructional unit.</i> TEXT: Hosseini, K. <i>A Thousand Splendid Suns, Book III</i> (pp. 193-361²) ² - <i>Due to the length of this section of the novel, we will spend two weeks reading it.</i> OTHER MATERIALS: Lit-Crit introductions and samples; quiz papers; lit-crit mini-essays uploaded in Google Classroom. TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Lit-Crit analysis mini-essay; 2) objective reading quizzes; 3) lit-crit book review sample; 4) informal class discussion</p>
<p>Week 7 Sep 18th to 22nd</p>	<p>UNIT: Analyzing Fiction-The Novel: Literature or Exploitation? <i>We will discuss the controversy surrounding a male novelist writing this subject matter.</i> TEXT: Hosseini, K. <i>A Thousand Splendid Suns, Book III</i> (pp. 193-361*) * – <i>This is the second week of two weeks reading Book III. We will also read the author’s letter to readers in the back of the book.</i> OTHER MATERIALS: Quiz papers; published criticism of Hosseini and the subject matter of this novel, and the way it was written. TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Objective reading quizzes; 2) response mini-essay to criticism of Hosseini; 3) note changes in the protagonist, if any, and discuss the roles of change and conflict in fiction. <i>NOTE: This ends the in-class reading of this novel. We will not read Book IV, which covers only thirty-eight pages. Students have no class next week, and quarter exam week when they return to school on 2 October. The quarter exam will be a multiple choice/essay test covering Book IV.</i></p>
<p>Week 8 Sep 25th to 29th <u>No Classes</u> <i>25-28 ~Teacher’s Conference</i> <i>29 – Moon Festival Holiday</i></p>	<p>NO CLASSES THIS WEEK NATIONAL HOLIDAY AND TEACHERS’ RETREAT</p>
<p>Week 9 Oct 2nd to 6th <u>3 Days of Class</u> <i>5-6 ~Q1 Exams</i></p>	<p>UNIT: Analyzing Fiction-The Novel: Quarter Exam Students will write the Book IV exam on Monday, 2 October during the 90-minute morning period.</p>

2nd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
Week 1 (10) Oct 9th to 13th 3 Days of Class <i>9-10 – Double 10 Holiday</i>	UNIT: Analyzing Fiction-The Novella/ Short Story – How Short Stories Differ from Novels TEXT: Oyeyemi, H. <i>My Daughter the Racist</i> [Short Story]. Into Literature (Unit 6, pp. 791-800) OTHER MATERIALS: Short story analysis tables; reading quiz; analysis mini-essay form uploaded to Google Classroom. TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Complete short story analysis table; 2) objective reading quiz; write a short mini-essay on elements present in the short story
Week 2 (11) Oct 16th to 20th	UNIT: Analyzing Fiction-The Novella/ Short Story – How Short Stories Differ from Novels TEXT: Joyce, J. <i>Araby</i> [Short Story]. Into Literature (Unit 6, online access only) <i>Outside reading:</i> Morrison, T. <i>Sula</i> . Vintage (pp. 3-48) NOTE: <i>The outside reading selection will be covered only on Fridays, and will be one option available for the 2nd Quarter Project.</i> OTHER MATERIALS: Short story analysis tables; reading quiz; analysis mini-essay form uploaded to Google Classroom. TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Reading quiz on the outside reading.; 2) short comparative essay: character development in the short story vs. the novel (<i>Students will use 'A Thousand Splendid Suns' or 'Sula' as their novel selection. They may select any short story in the 'Into Literature' textbook.</i>)
Week 3 (12) Oct 23rd to 27th	UNIT: Analyzing Fiction-The Novella/ Short Story – The Implied Narrative TEXT: Hemingway, E. <i>Hills Like White Elephants</i> [Short Story]. (<i>Teacher will provide a copy</i>) Marquez, G. <i>One of These Days</i> [Short Story]. (<i>Teacher will provide a copy</i>) <i>Outside reading:</i> Morrison, T. <i>Sula</i> . Vintage (pp. 49-85) NOTE: <i>The outside reading selection will be covered only on Fridays, and will be one option available for the 2nd Quarter Project.</i> OTHER MATERIALS: Group discussion questions; mini-essay assignment forms uploaded to Google Classroom. TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Explain the 'unspoken' narrative elements that are implied in one of the two stories; reading quiz on the outside reading.
Week 4 (13) Oct 30th to Nov 3rd <i>1 - All Saint's Day Mass</i>	UNIT: Analyzing Fiction-The Novella/ Short Story – Narrative Non-Fiction/Memoir TEXT: Orwell, G. <i>Shooting an Elephant</i> [Narrative Non-Fiction]. Into Literature (Unit 6, pp. 775-782) <i>Outside reading:</i> Morrison, T. <i>Sula</i> . Vintage (pp. 89-137) NOTE: <i>The outside reading selection will be covered only on Fridays, and will be one option available for the 2nd Quarter Project.</i> OTHER MATERIALS: Other short samples of narrative non-fiction; assignment documents uploaded to Google Classroom. TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Identify and explain elements of fiction in the narrative non-fiction samples; reading quiz on the outside reading.
Week 5 (14) Nov 6th to 10th	UNIT: Analyzing Fiction-The Novella/ Short Story – Reader's Choice Week #1 TEXT: <i>**Students will select two stories for this week, from the <u>Into Literature</u> textbook or from a source outside of the course.**</i> <i>Outside reading:</i> Morrison, T. <i>Sula</i> . Vintage (pp. 138-174) NOTE: <i>The outside reading selection will be covered only on Fridays, and will be one option available for the 2nd Quarter Project.</i> OTHER MATERIALS: Stories provided by students; speaking assignments uploaded to the Google Classroom. TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Each student will present a brief (4-5 minutes) descriptive analysis of their story; 2) a short written analysis will be submitted to accompany the oral presentation.

<p>Week 6 (15) Nov 13th to 17th</p>	<p>UNIT: Analyzing Fiction-The Novella/Short Story – Reader’s Choice Week #2 TEXT: <i>**Students will select two stories for this week, from the <u>Into Literature</u> textbook or from a source outside of the course.**</i> <i>Outside reading:</i> Morrison, T. <i>Sula</i>. Vintage (pp. 193-361*) OTHER MATERIALS: Stories provided by students; speaking assignments uploaded to the Google Classroom. TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Each student will present a brief (4-5 minutes) descriptive analysis of their story; 2) a short written analysis will be submitted to accompany the oral presentation.</p>
<p>Week 7 (16) Nov 20th to 24th <i>23 – End of 2nd Quarter for Grade 12</i> <i>24 – Grade 12 Quarter Exams</i></p>	<p>UNIT: Analyzing Fiction-The Novella/Short Story – Exam/Quarter Project Working Time TEXT: Quarter project short story chosen and provided by the students. OTHER MATERIALS: Quarter project materials provided by the students. TENTATIVE ASSIGNMENTS/ASSESSMENTS: Work on completing the quarter project</p>
<p>Week 8 (17) Nov 27th to Dec 1st <i>27 – Grade 12 Quarter Exams</i> <i>28 – Begin 3rd Quarter for Grade 12</i></p>	<p>UNIT: Cultural Fiction: The Taiwan Novel* TEXT: Qiu, M. <i>Notes of a Crocodile</i>. <i>* – These opening two weeks of 3rd Quarter for seniors will end at the Christmas break. We will use this time to wrap up our semester-long fiction study by reading a Taiwan novel. Assessments will be minimal, as the focus of these two weeks is on cultural literacy and awareness of local literature. Reading will be emphasized, more so than analysis or objective assessments.</i> OTHER MATERIALS: Provided by the teacher as needed. TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Read <i>Notebooks #1 and #2</i> (pp. 5-64); 2) identify themes and recurring elements in the notebooks; 3) discuss cultural signposts in the narrative</p>
<p>Week 9 (18) Dec 4th to 8th <i>8 - Foundation Day Celebrations</i></p>	<p>UNIT: Cultural Fiction: The Taiwan Novel* TEXT: Qiu, M. <i>Notes of a Crocodile</i>. OTHER MATERIALS: Provided by the teacher as needed. TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Read <i>Notebooks #3 and #4</i> (pp. 67-118); 2) identify changes in the protagonist, if any; 3) discuss cultural signposts in the narrative</p>
<p>Week 10 (19) Dec 11th to 15th <u>3 Days of Class</u> <i>14-15 ~ Q2 Exams</i></p>	<p>UNIT: Cultural Fiction: The Taiwan Novel* TEXT: Qiu, M. <i>Notes of a Crocodile</i>. Sanmao. <i>Stories of the Sahara</i> [Short Story Collection] OTHER MATERIALS: Provided by the teacher as needed. TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Read <i>Notebook #5</i> (pp. 121-146); 2) identify themes and recurring elements in the notebooks; 3) discuss cultural signposts in the narrative</p>
<p>Dec 18th to Jan 1st</p>	<p>Christmas Holiday</p>

3rd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
Week 1 (20) Jan 3rd to 5th <u>3 Days of Class</u> <i>4 ~ New Year Mass</i>	UNIT: Drama and Language – Establishing Conflict TEXT: Shakespeare, W. <i>The Tragedy of Hamlet</i> [Drama]. Unit 2, pp. 165-286 OTHER MATERIALS: Video clips of <i>Hamlet</i> film versions; language and conflict analysis tables; essay assignment documents uploaded to Google Classroom. TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Complete language and conflict analysis tables; 2) write one conflict analysis mini-essay
Week 2 (21) Jan 8th to 12th	UNIT: Drama and Language – Signifying Change TEXT: Shakespeare, W. <i>The Tragedy of Hamlet</i> [Drama]. Unit 2, pp. 165-286 OTHER MATERIALS: Video clips of <i>Hamlet</i> film versions; language and conflict analysis tables; essay assignment documents uploaded to Google Classroom. TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Complete language and conflict analysis tables; 2) write one mini-essay
Week 3 (22) Jan 15th to 19th	UNIT: Drama and Language – Reviewing Conflict and Change TEXT: Hansberry, L. <i>A Raisin in the Sun</i> [Drama]; Williams, T. <i>A Streetcar Named Desire</i> [Drama]. <i>(Teacher will provide PDF copies, posted to Google Classroom.)</i> OTHER MATERIALS: Video clips of film versions of these plays; language and conflict analysis tables; essay assignment documents uploaded to Google Classroom TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Complete language and conflict analysis tables; 2) write one mini-essay
Week 4 (23) Jan 22nd to 26th	UNIT: Drama and Language – Reviewing Conflict and Change TEXT: Hansberry, L. <i>A Raisin in the Sun</i> [Drama]; Williams, T. <i>A Streetcar Named Desire</i> [Drama]. <i>(Teacher will provide PDF copies, posted to Google Classroom.)</i> OTHER MATERIALS: Video clips of film versions of these plays; language and conflict analysis tables; essay assignment documents uploaded to Google Classroom TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Complete language and conflict analysis tables; 2) write one mini-essay
Week 5 (24) Jan 29th to Feb 2nd	UNIT: Drama and Language – Script-Writing Workshop* <i>(* - This is a two-week exercise in drafting and revising short dramas, focusing on conflict and change.)</i> TEXT: Dunne, W. <i>The Dramatic Writer's Companion</i> . (Page copies will be distributed to students by the teacher.) OTHER MATERIALS: Sample scripts with annotations and revisions; script assignment documents uploaded to the Google Classroom. TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) script analysis; 2) script revision; 3) begin drafting original scripts
Week 6 (25) Feb 5th to 9th <u>3 Days of Class</u> <i>8-9 ~ CNY</i>	UNIT: Drama and Language – Script-Writing Workshop* <i>(* - This is week two of a two-week exercise in drafting and revising short dramas, focusing on conflict and change. Drafts due this week will be used for the 3rd Quarter Project, during the final three weeks of the quarter.)</i> TEXT: Dunne, W. <i>The Dramatic Writer's Companion</i> . (Page copies will be distributed to students by the teacher.) OTHER MATERIALS: Sample scripts with annotations and revisions; script assignment documents uploaded to the Google Classroom. TENTATIVE ASSIGNMENTS/ASSESSMENTS: Finish revising and polishing original scripts (Due on Wednesday)
Feb 8th to 16th	CNY Holiday
Week 7 (26) Feb 19th to 23rd <i>19 ~ Lenten Mass</i> <i>21-23 ~ Pre-Exam Days</i>	Drama and Language – 3rd Quarter Project* <i>(* - This is a three-week drama project, focusing on original scripts and performances that rely on conflict and change to present the story.)</i> TEXT: Dunne, W. <i>The Dramatic Writer's Companion</i> . (Page copies will be distributed to students by the teacher.) OTHER MATERIALS: Quarter Project packet; scripts from the workshop sessions; script assignment documents uploaded to the Google Classroom.

	TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Choose teams; 2) Develop a story idea; 3) Begin drafting; 4) Complete a treatment by Friday
Week 8 (27) Feb 26th to March 1st <u>4 Days of Class</u> 28 ~ 228 Memorial Day Holiday	Drama and Language – 3 rd Quarter Project* <i>(* - This is week two of a three-week drama project. Some review instruction might be offered, but this is intended as a Working Time, all five periods, with teacher progress checks.)</i> TEXT: Dunne, W. <i>The Dramatic Writer's Companion</i> . (Page copies will be distributed to students by the teacher.) OTHER MATERIALS: Quarter Project packet; scripts from the workshop sessions; script assignment documents uploaded to the Google Classroom. TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Script draft due on Tuesday; 2) Peer-reviewed stage rehearsal by the end of the week
Week 9 (28) March 4th to 8th <u>4 Days of Class</u> 8 ~ Q3 Exams	Drama and Language – 3 rd Quarter Project* <i>(* - This is the final week of a three-week drama project. Some review instruction might be offered, but this is intended as a Working Time, all five periods, with teacher progress checks.)</i> TEXT: Dunne, W. <i>The Dramatic Writer's Companion</i> . (Page copies will be distributed to students by the teacher.) OTHER MATERIALS: Quarter Project packet; scripts from the workshop sessions; script assignment documents uploaded to the Google Classroom. TENTATIVE ASSIGNMENTS/ASSESSMENTS: Perform your drama (8-10 minutes)

4th QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
Week 1 (29) March 11th to 15th 4 Days of Class <i>11 ~ Q3 Exams</i> <i>12 ~ Q4 Begins</i>	UNIT: Analyzing and Creating Poetry: ‘Traditional’ Verse TEXT: Addonizio, K. and Laux, D. <i>The Poet’s Companion</i> (Chap. 8) Blake, W. <i>The Tyger</i> . Into Literature (Unit 4, p. 596) Howe, F. <i>Loneliness</i> [Poem]. Into Literature, (Unit 1, pp. 128) Millay, E. <i>I Being Born a Woman and Distressed</i> . The Harp Weaver and Other Poems. <i>(Copy provided by teacher)</i> Pessoa, F. <i>Symbols? I’m Sick of Symbols</i> . Into Literature (Unit 6, p. 822) Thomas, D. <i>Do Not Go Gentle Into That Good Night</i> . Into Literature (Unit 6, online only) Whitman, W. <i>To One Shortly To Die</i> . Walt Whitman: The Complete Poems (p. 464) <i>(Copy provided by teacher)</i> Yeats, W.B. <i>The Second Coming</i> . Into Literature (Unit 6, p. 820) OTHER MATERIALS: Assignment documents posted to Google Classroom; sample essays and assignments posted to Google Classroom. TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Identifying elements of verse in the selected poems; 2) select, read, and analyze a poem in a short essay
Week 2 (30) March 18th to 22nd <i>18-21 ~ Fire Drill</i>	UNIT: Analyzing and Creating Poetry Through Song TEXT: Addonizio, K. and Laux, D. <i>The Poet’s Companion</i> (Chap. 8) Dylan, B. <i>Masters of War</i> . The Freewheelin’ Bob Dylan [Album] Dylan, B. <i>Like A Rolling Stone</i> . Highway 61 Revisited [Album] Dylan, B. <i>Forever Young</i> . Planet Waves [Album] Dylan, B. <i>Knockin’ On Heaven’s Door</i> . Pat Garrett and Billy the Kid [Soundtrack Album] Dylan, B. <i>Subterranean Homesick Blues</i> . Bringin’ It All Back Home [Album] Dylan, B. <i>Maggie’s Farm</i> . Bringin’ It All Back Home [Album] <i>(Copy provided by teacher)</i> OTHER MATERIALS: Analysis tables posted in Google Classroom; video links provided by the teacher. TENTATIVE ASSIGNMENTS/ASSESSMENTS: Identify elements of poetry in the song lyrics of Bob Dylan; informal discussion of themes in Dylan’s lyrics.
March 25th to Apr 5th	Easter Holiday
Week 3 (31) Apr 8th to 12th <i>10 ~ Easter Mass</i>	UNIT: Analyzing and Creating Poetry Through Song – Emulation and Songwriting TEXT: Addonizio, K. and Laux, D. <i>The Poet’s Companion</i> Coe, D.A. <i>You Never Even Call Me By My Name</i> . Once Upon A Rhyme [Album]. Gaye, M. <i>What’s Goin’ On?</i> . What’s Goin’ On? [Album] Withers, B. <i>Ain’t No Sunshine</i> . Just As I Am [Album] <i>Other songs as the teacher selects them.</i> OTHER MATERIALS: Song analysis graphic project samples and assignment documents posted to Google Classroom. TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Choose a song to analyze and emulate; 2) Complete the analysis graphic project; 3 Start the emulation lyrics draft.
Week 4 (33) Apr 15th to 19th	UNIT: Analyzing and Creating Poetry Through Song – Emulation and Songwriting TEXT: Addonizio, K. and Laux, D. <i>The Poet’s Companion</i> Gaye, M. <i>What’s Goin’ On?</i> . What’s Goin’ On? [Album] Withers, B. <i>Ain’t No Sunshine</i> . Just As I Am [Album] OTHER MATERIALS: My sample original songs TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Sharing song lyrics; 2) song rehearsals w/ peer review; 3) songwriting reflection mini-essay
Week 5 (34) Apr 22th to 26th	UNIT: Analyzing and Creating Poetry Through Song – Quarter Project Introduction TEXT: Addonizio, K. and Laux, D. <i>The Poet’s Companion</i>

22-26 ~ AP Mock Exams	OTHER MATERIALS: Quarter Project Packet, posted to Google Classroom TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Choose master songs for emulation; 2) begin drafting song lyrics; 3) essay on why the artist was chosen, and the songs by the artist
Week 6 (35) Apr 29th to May 3rd <i>1-2 ~ Pre-Exam</i> <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 ~ AP Exams</i>	UNIT: Analyzing and Creating Poetry Through Song – Quarter Project Work TEXT: Addonizio, K. and Laux, D. <i>The Poet's Companion</i> OTHER MATERIALS: All song lyric drafting materials supplied by the students TENTATIVE ASSIGNMENTS/ASSESSMENTS: 1) Quarter project progress reports; 2) continue drafting and revising lyrics; 3) rehearsals for next week's performances.
Week 7 (36) May 6th to 10th <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 ~ AP Exams</i>	UNIT: Analyzing and Creating Poetry Through Song – Project Performances TEXT: Addonizio, K. and Laux, D. <i>The Poet's Companion</i> OTHER MATERIALS: All presentation materials provided by students. TENTATIVE ASSIGNMENTS/ASSESSMENTS: Final song performances/presentations
Week 8 (37) May 13th to 17th <u>2 Days of Class</u> <i>15-16 ~ Q4 Exams</i> <i>17 ~ Record Day</i>	GRADE 12 ACADEMIC YEAR COMPLETE CLEARANCE AND GRADUATION PREPARATION
Week 9 (38) May 20th to 24th <u>ACTIVITIES:</u> Double check the school calendar and emails from the administration.	GRADE 12 ACADEMIC YEAR COMPLETE GRADUATION PREPARATION <hr/> <i>20-24 ~ Student Clearance Days</i> <i>21 ~ Baccalaureate Mass for Graduating classes</i> <i>22 & 23 ~ Middle & High School Sports Day</i> <i>23 ~ Pre-Kindergarten & Gr. 1 - 4 Recognition/Kindergarten Graduation/Gr. 5 Promotion</i> <i>24 ~ Gr. 6 – 7 Recognition and Gr. 8 Graduation</i> <i>24 ~ Lower School Sports Day</i>
Week 10 (39) May 27th to 31st <u>ACTIVITIES:</u> Double check the school calendar and emails from the administration.	GRADE 12 ACADEMIC YEAR COMPLETE GRADUATION PREPARATION <hr/> <i>27 ~ House Culminating Activity</i> <i>28 ~ Gr. 9-11 Recognition and Gr. 12 Graduation</i> <i>29 ~ Class Party</i> <i>30 ~ Last Day of School & Report Card Distribution (half day)</i> <i>31 ~ Teachers/Staff Meeting</i>