



SUBJECT: Language Arts

GRADE LEVEL: Grade 12

SCHOOL YEAR: 2022-23

TEACHER: Mr. Bill Wolfe

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COURSE DESCRIPTION:

Senior year Language Arts gives graduating students the opportunity to combine and display the communication skills they have developed over the span of their middle and high school education. The course combines ancient literature with modern fiction, historical essays with contemporary non-fiction, in various media—print, stage, film, audio—to present students with the breadth of language production and consumption they will experience in life as well as in higher education. The skills required for this course will enable the student to succeed in all forms of English communication, from the academic demonstration of language usage and language analysis, to the application of language as a tool for general communication as well as for critical real-world analysis and problem solving.

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 or 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

- *Collections 12* textbook. 2017. Houghton Mifflin Harcourt.
- *Close Reader 12* workbook. 2017. Houghton Mifflin Harcourt.
- *Intro to Literature 12 Grammar Practice* workbook. Houghton Mifflin Harcourt.
- Bloom, H. 2001. *How To Read And Why*. Scribner.
- Woolf, V. 2019. *Genius and Ink*. TLS Books.
- Hosseini, K. 2007. *A Thousand Splendid Suns*. Bloomsbury.
- O'Connor, F. 1971. *The Complete Short Stories of Flannery O'Connor*. Farrar, Straus & Giroux.
- Capote, T. 1993. *Breakfast at Tiffany's and Three Stories*. Knopf Doubleday.
- Hansberry, L. 1994. *Les Blanc: The Last Collected Plays*. Vintage.
- Hansberry, L. 1988. *A Raisin in the Sun*. Samuel French.
- Dunne, W. 2009. *The Dramatic Writer's Companion*. Univ. of Chicago Press.
- Addonizio, K. and Laux, D. 1997. *The Poet's Companion*. W.W. Norton.
- Heaney, S. (translator). 1999. *Beowulf*. Farrar, Straus, and Giroux.
- Whitman, W. 1986. *Complete Poems*. Penguin Classics.
- Scott-Heron, G. 1970. *Small Talk at 125th & Lenox*. Flying Dutchman;
- Cortez, J. 1974. *Celebrations & Solitudes*. Bola Press
- Thomas, D. 1952. *Do Not Go Gentle into That Good Night*. Poems of Dylan Thomas. New Directions

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

- Students are required to join the Grade 12 Language Arts Google Classroom and to check the online classroom periodically for any occasional schedule and assignment updates and/or modifications
- Classroom rules will be covered and posted in the actual classroom
- Extra credit assignments are possible, but students must approach the teacher for an assignment no later than the Monday before the final week of each quarter

PLAGIARISM POLICY

Plagiarism is a form of intellectual theft. It is an academic crime, and in the senior Language Arts course it will be treated as such. In certain cases—such as copyright violation—it is also a criminal offense according to Intellectual Property Law. Plagiarism is defined as the taking of words, phrases, sentence structures, and/or any other element of the expression of another person’s ideas or compositions and using them as if they were your own, without citation or acknowledgement. Plagiarism is a violation of another person’s intellectual property rights, whether the material stolen is great or small in volume—it is not a matter of degree. Any act of plagiarism committed in the senior Language Arts course will result in an automatic zero on the entire assignment, without opportunity to replace the assignment with additional work.

1st QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
Week 1 Aug 10th to 12th 3 Days of Class <i>10~ First Day / Orientation Day</i>	UNIT: The Personal Narrative Essay OBJECTIVES: Complete a rough draft of a personal narrative; read/analyze two professional personal narrative essays STANDARDS: RI1-4, RI6, W3a, W3e, W4, L3, L5a, L6 MATERIALS: Dillard, A. 1982. <i>Living Like Weasels</i> . <u>Collections</u> 477-480; Erdrich, L. 1991. <i>Local Deer</i> . <u>Close Reader</u> 115-118)
Week 2 Aug 15th to 19th <i>Opening Mass</i>	UNIT: The Personal Narrative Essay OBJECTIVES: Analyze narrative essay types/options (<i>What story am I telling?</i>); peer review narrative essay drafts; re-draft narrative essays for submission; respond critically to an essay STANDARDS: RI1-4, RI6, W3a, W3e, W5, L3, L5a, L6 MATERIALS: Orwell, G. 1946. <i>Why I Write</i> . orwellfoundation.com; Tolentino, J. 2019. <i>Reality TV Me</i> . <u>Trick Mirror</u> 34-62. Random House; one professional personal narrative essay supplied by each student.
Week 3 Aug 22nd to 26th	UNIT: Introduction to Critical Analysis / Informative-Reflective Essay OBJECTIVES: Complete the personal interest artistic survey; write three mini-descriptions of personal artistic choices; read/analyze two critical essays; draft first critical essay STANDARDS: RI1-6, SL4, W2a, W2f, W3a, W3e, W4, W9 MATERIALS: Sanders, S.R. 1993. <i>The Men We Carry in Our Minds</i> . <u>Collections</u> 131-136; Peril, L. 2002. <i>Pink Think</i> . <u>Close Reader</u> 33-36; various extracurricular essays provided by the teacher.
Week 4 Aug 29th to Sep 2nd	UNIT: Introduction to Critical Analysis / Informative-Reflective Essay OBJECTIVES: Collect/share*/analyze short critical essays; write two short critical essays * – Brief oral presentations will be delivered. STANDARDS: RI1-6, SL 4, W2a, W2f, W3a, W3e, W4, W9 MATERIALS: Bangs, L. 17 Sept. 1970. <i>Black Sabbath</i> . <i>Rolling Stone</i> ; Bangs, L. 25 Nov. 1971. <i>Master of Reality</i> . <i>Rolling Stone</i> ; various extracurricular essays provided by the teacher and by students.
Week 5 Sep 5th to 9th 4 Days of Class <i>8~ Mass & Birthday Mother Mary</i> <i>9th – Moon Festival</i>	UNIT: Analyzing Fiction-The Novel OBJECTIVES: Read <i>Book I</i> (3-103) of <i>A Thousand Splendid Suns</i> ; identify themes/literary devices/technique; write one brief analytical/descriptive essay; write one brief character analysis essay. STANDARDS: RL1, RL3, RL4, RL10, W3d, W4, W5, RI 2, RI 3, RI 6 MATERIALS: Hosseini, K. 2007. <i>A Thousand Splendid Suns</i> . Bloomsbury; Bloom, H. 2001. <i>How to Read and Why</i> . Scribner; Woolf, V. 2019. <i>Genius and Ink</i> . TLS Books.
Week 6 Sep 12th to 16th FYI – Pre-Exam Days	UNIT: Analyzing Fiction-The Novel OBJECTIVES: Read <i>Book II</i> (107-189) of <i>A Thousand Splendid Suns</i> ; analyze structure and character development STANDARDS: RL1, RL3, RL4, RL10, W3d, W4, W5, RI 2, RI 3, RI 6 MATERIALS: Hosseini, K. 2007. <i>A Thousand Splendid Suns</i> . Bloomsbury; Bloom, H. 2001. <i>How to Read and Why</i> . Scribner; Woolf, V. 2019. <i>Genius and Ink</i> . TLS Books.

Week 7 Sep 19th to 23rd	UNIT: Analyzing Fiction-The Novel OBJECTIVES: Read <i>Book III</i> (193-361) of <i>A Thousand Splendid Suns</i> ; write analytical essay STANDARDS: RL1, RL3, RL4, RL10, W2a, W2f, W4, W5, W9a, W9b, RI 2, RI 3, RI 6 MATERIALS: Hosseini, K. 2007. <i>A Thousand Splendid Suns</i> . Bloomsbury; Bloom, H. 2001. <i>How to Read and Why</i> . Scribner; Woolf, V. 2019. <i>Genius and Ink</i> . TLS Books.
Week 8 Sep 26th to 30th 2 Days of Class <i>28-30 ~Teacher's Conference</i>	UNIT: Analyzing Fiction-The Novel OBJECTIVES: Read <i>Book IV</i> (365-402) of <i>A Thousand Splendid Suns</i> ; write reader response essay STANDARDS: RL1, RL3, RL4, RL10, W2a, W2f, W4, W5, W9a, W9b, RI 2, RI 3, RI 6 MATERIALS: <i>A Thousand Splendid Suns</i> . Hosseini, K. 2007. Bloomsbury; <i>How to Read and Why</i> . Bloom, H. 2001. Scribner; <i>Genius and Ink</i> . Woolf, V. 2019. TLS Books.
Week 9 Oct 3rd to 7th 3 Days of Class <i>6-7 ~Q1 Exams</i>	UNIT: Analyzing Fiction-The Novel OBJECTIVES: Complete and submit reader-response essays, per Quarter Project rubric STANDARDS: W2a, W2f, W4, W5, W9a, W9b, L3, L5a, L6 MATERIALS: Hosseini, K. 2007. <i>A Thousand Splendid Suns</i> . Bloomsbury.

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 10th to 14th 4 Days of Class <i>10 – Double 10 Holiday</i>	UNIT: Analyzing Fiction-The Novella and the Short Story OBJECTIVES: Read <i>Breakfast at Tiffany's</i> ; watch the film of the same title; compare-contrast treatment of themes and characterization in each format; group presentations of differences and similarities between the two media. STANDARDS: RL2, RL3, RL5, RL7, SL1, SL2, SL5, L6, W9 MATERIALS: Capote, T. 1993. <i>Breakfast at Tiffany's and Three Stories</i> . Knopf Doubleday; <i>Breakfast at Tiffany's</i> (film). 1961. Paramount.
Week 2 (11) Oct 17th to 21st	UNIT: Analyzing Fiction-The Novella and the Short Story OBJECTIVES: Identify theme(s); assess treatment of theme; analyze story structure; analyze characterization techniques; compare-contrast stories; submit one mini-essay. STANDARDS: RL1-6, L3a, L4c, L4d, SL1, W3d, W4, W9 MATERIALS: Rulfo, J. 1953. <i>Tell Them Not to Kill Me</i> . <i>Collections</i> , 369-375; Ali, M. 2005. <i>Mallam Sile</i> . <i>Collections</i> , 93-104; Bloom, H. 2001. <i>How to Read and Why</i> . Scribner;
Week 3 (12) Oct 24th to 28th <i>25-27 – Book Fair</i> <i>28- Masquerade Night</i> <i>TBA-Holy Rosary Mass</i>	UNIT: Analyzing Fiction-The Novella and the Short Story OBJECTIVES: Identify theme(s); assess treatment of theme; analyze story structure; analyze characterization techniques; compare-contrast stories; submit one mini-essay. STANDARDS: RL1-6, L3a, L4c, L4d, SL1, W3d, W4, W9 MATERIALS: Doerr, A. 2002. <i>The Deep</i> . <i>Collections</i> , 433-448; O'Connor, F. 1971. <i>The Complete Short Stories of Flannery O'Connor</i> . Farrar, Straus & Giroux.
Week 4 (13) Oct 31st to Nov 4th <i>1-All Saint's Day Mass</i>	UNIT: Analyzing Fiction-The Novella and the Short Story OBJECTIVES: <i>Reading/Writing Week</i> - Each team selects two short story authors; each student writes an essay on the stories they've read by their selected authors; presentations will be delivered next week. STANDARDS: RL2, RL3, RL5, RL7, SL1, SL2, SL5, L6 MATERIALS: Student-selected, per team
Week 5 (14) Nov 7th to 11th	UNIT: Analyzing Fiction-The Novella and the Short Story OBJECTIVES: Presentation Week STANDARDS: RL2, RL3, RL5, RL7, SL1, SL2, SL5, L6 MATERIALS: Student presentation materials
Week 6 (15) Nov 14th to 18th	UNIT: Analyzing Fiction-The Novella and the Short Story OBJECTIVES: Creative Writing Week – Students will draft a short story, read an excerpt, and polish for next week's Quarter Project submission. STANDARDS: W3-5, W10, SL1, L1-3 MATERIALS: Student writing materials
Week 7 (16) Nov 21st to 25th <i>25 - YSC Contest</i>	UNIT: Analyzing Fiction-The Novella and the Short Story OBJECTIVES: Peer review short stories; discussion of progress; final drafts submitted. STANDARDS: W3-5, W10, SL1, L1-3

<i>25-Gr.12 Q2 Exam</i>	MATERIALS: Student writing materials
Week 8 (17) Nov 28th to Dec 2nd FYI – Pre-Exam Days <i>28-Gr.12 Begin Q3</i>	UNIT: Analyzing Fiction-Drama and Stage Production OBJECTIVES: Watch three film versions of <i>Hamlet</i> , selected scenes only; compare-contrast the three; begin reading text for the scenes we've watched. STANDARDS: RL3, RL5, RL7 MATERIALS: Shakespeare, W. 1601. <i>Hamlet</i> . <u>Collections</u> , 236-353; <i>Hamlet</i> (film). 1948. Universal; <i>Hamlet</i> (film). 1990. Warner Bros.; <i>Hamlet</i> (film). 2009. BBC Two.
Week 9 (18) Dec 5th to 9th <i>8 - Foundation Day Celebrations</i>	UNIT: Analyzing Fiction-Drama and Stage Production OBJECTIVES: Select scenes of <i>Hamlet</i> , by teams; analyze text of each selected scene; plan, rehearse, and stage two versions of the same scene. STANDARDS: RL1-6, SL 1-2, SL3-5 MATERIALS: Shakespeare, W. 1601. <i>Hamlet</i> . <u>Collections</u> , 236-353; <i>Hamlet</i> (film). 1948. Universal; <i>Hamlet</i> (film). 1990. Warner Bros.; <i>Hamlet</i> (film). 2009. BBC Two.
Week 10 (19) Dec 12th to 16th 3 Days of Class <i>15-16 ~Q2 Exams</i>	UNIT: Analyzing Fiction-Drama and Stage Production OBJECTIVES: From previous week, live performances (or video if approved) STANDARDS: RL1-6, SL 1-2, SL3-5 MATERIALS: Shakespeare, W. 1601. <i>Hamlet</i> . <u>Collections</u> , 236-353; <i>Hamlet</i> (film). 1948. Universal; <i>Hamlet</i> (film). 1990. Warner Bros.; <i>Hamlet</i> (film). 2009. BBC Two.
Dec 19th to Jan 2nd	Christmas Break

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 5 to 6th 2 Days of Class	UNIT: Analyzing Fiction-Drama and Stage Production OBJECTIVES: Demonstrate knowledge of the origins of western drama; identify themes in early Greek plays; assess treatment of theme and character by analyzing dramatic elements. STANDARDS: RL1-3, RL6, L1a, L3, SL1a, W4 MATERIALS: Sophocles. Undated. <i>Antigone</i> ; Aristophanes. undated. <i>Lysistrata</i> ; O'Neill, E. 1919. <i>Ile</i> . <u>Collections</u> 48-59.
Week 2 (21) Jan 9th to 13th	UNIT: Analyzing Fiction-Drama and Stage Production OBJECTIVES: Differentiate between realism and naturalism; identify themes in Hansberry's plays; assess treatment of theme and character by analyzing Hansberry's dramatic techniques; write mini-reviews that reflect knowledge of the elements of drama. STANDARDS: RL1-3, RL6, RL7, L1a, L3, SL1a, W1, W2, W4 MATERIALS: Hansberry, L. 1960. <i>A Raisin in the Sun</i> . Samuel French; Hansberry, L. 1994. <i>Les Blanc: The Last Collected Plays</i> . Vintage.
Week 3 (22) Jan 16th to 20th	UNIT: Analyzing Fiction-Drama and Stage Production OBJECTIVES: Critique differences in staged versions of a single play; write a critical essay. STANDARDS: RL7, W1, W2, W4 MATERIALS: Hansberry, L. 1960. <i>A Raisin in the Sun</i> . Samuel French; Hansberry, L. 1994. <i>Les Blanc: The Last Collected Plays</i> . Vintage; <i>A Raisin in the Sun</i> (film). 1989. PBS; <i>A Raisin in the Sun</i> (film). 1961. Columbia Pictures; <i>A Raisin in the Sun</i> (film). 2008. Sony Pictures.
Jan 23rd to 27th	Chinese New Year
Week 4 (23) Jan 30th to Feb 3rd	UNIT: Analyzing Fiction-Drama and Stage Production OBJECTIVES: Identifying and analyzing heroes and villains; interpret symbols and words as symbols; assess the role/importance of stage directions in presenting/interpreting a play. STANDARDS: RL1-3, RL6, L1a, L3, SL1a, W4 MATERIALS: Williams, T. 1947. <i>A Streetcar Named Desire</i> . New Directions; <i>A Streetcar Named Desire</i> (film). 1951. Warner Bros.
Week 5 (24) Feb 6th to 10th	UNIT: Analyzing Fiction-Drama and Stage Production OBJECTIVES: What do characters want?; goals vs. objectives; assess change in characters. STANDARDS: RL1-3, RL6, L1a, L3, SL1a, W4

	MATERIALS: Norman, M. 1982. <i>'night, Mother</i> . Dramatists Play Service; <i>'night Mother</i> (film. 1986. Universal Pictures.
Week 6 (25) Feb 13th to 17th	UNIT: Analyzing Fiction-Drama and Stage Production OBJECTIVES: Students explain their responses to selected dramatic excerpts. STANDARDS: RL1-3, RL6, L1a, L3, SL1a, W4 MATERIALS: Plays recommended by students.
Week 7 (26) Feb 20th to 24th <i>20-24 ~IOWA</i> <i>22 ~ Ash Wednesday Mass</i> <i>21-23 ~ Pre-Exam Days</i>	UNIT: Analyzing Fiction-Drama and Stage Production OBJECTIVES: Write and stage an original one-act play STANDARDS: N/A – This is a performance-based quarter project. MATERIALS: Dunne, W. 2009. <i>The Dramatic Writer's Companion</i> . Univ. of Chicago Press.; other materials provided by student teams
Week 8 (27) Feb 27th to March 3rd 3 Days of Class <i>27-28 ~ 228 Memorial Day Holiday</i>	UNIT: Analyzing Fiction-Drama and Stage Production OBJECTIVES: Write and stage an original one-act play STANDARDS: N/A – This is a performance-based quarter project. MATERIALS: Dunne, W. 2009. <i>The Dramatic Writer's Companion</i> . Univ. of Chicago Press.; other materials provided by student teams
Week 9 (28) March 6th to 10th 4 Days of Class <i>11 ~ Q3 Exams</i>	UNIT: Analyzing Fiction-Drama and Stage Production OBJECTIVES: Plays are performed live STANDARDS: N/A – This is a performance-based quarter project. MATERIALS: Dunne, W. 2009. <i>The Dramatic Writer's Companion</i> . Univ. of Chicago Press.; other materials provided by student teams

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 13th to 17th 4 Days of Class <i>13 ~ Q3 Exams</i> <i>14~ Q4 Begins</i>	UNIT: Analyzing Poetry OBJECTIVES: Demonstrate knowledge of narrative/epic poetry elements and structure; write summaries of epic/narrative poetry; identify themes in epic/narrative poetry and assess poet's treatment of theme by identifying poetic technique; write brief narrative poems. STANDARDS: RL1-2, RL4-5, L5a, SL6 MATERIALS: Chaucer, G. circa 1390. <i>The Wife of Bath's Tale</i> . <u>Collections</u> 77-88; Heaney, S. (translator). 1999. <i>Beowulf</i> . Farrar, Straus, and Giroux; Addonizio, K. and Laux, D. 1997. <i>The Poet's Companion</i> . W.W. Norton;
Week 2 (30) March 20th to 24th <i>20 ~ Fire Drill</i>	UNIT: Analyzing Poetry OBJECTIVES: Analyze poetry that has a populist theme or message; identify and summarize themes in populist poetry; compare/contrast populist poetry across eras, cultures; write brief populist poems. STANDARDS: RL1-2, RL4-5, L5a, SL6 MATERIALS: Whitman, W. 1986. <i>Complete Poems</i> . Penguin Classics; Scott-Heron, G. 1970. <i>Small Talk at 125th & Lenox</i> . Flying Dutchman; Cortez, J. 1974. <i>Celebrations & Solitudes</i> . Bola Press; Addonizio, K. and Laux, D. 1997. <i>The Poet's Companion</i> . W.W. Norton;
Week 3 (31) March 27th to 31st	UNIT: Analyzing Poetry OBJECTIVES: Write a short essay about a short poem, analyzing structure, poetic elements, theme, etc. STANDARDS: RL1-2, RL4-6, L3, L5a, SL6, W4 MATERIALS: Lim, G.L. 1980. <i>My Father's Sadness</i> . <u>Collections</u> 109-110; Espada, M. 1996. <i>Imagine the Angels of Bread</i> . <u>Collections</u> . 217-219; Szyborska, W. 1993. <i>Hatred</i> . <u>Collections</u> 395-396; Walcott, D. 1984. <i>Elsewhere</i> . <u>Close Reader</u> 49-51; Addonizio, K. and Laux, D. 1997. <i>The Poet's Companion</i> . W.W. Norton; students may choose poems from outside of <u>Collections</u> and <u>Close Reader</u> , with approval.
Apr 3rd to 14th	Easter Break
Week 4 (33) Apr 17th to 21st	UNIT: Analyzing Poetry OBJECTIVES: Classify poems by their formal structure; analyze formal structure; identify poetic elements within formal structures.

	<p>STANDARDS: RL2, RL4-5, L4, L5, SL3, W4</p> <p>MATERIALS: Shakespeare, W. undated. <i>Sonnet 18</i>. Public Domain; Coleridge, S. 1798. <i>The Rime of the Ancient Mariner</i>. poetry.org; Thomas, D. 1952. <i>Do Not Go Gentle into That Good Night</i>. <u>Poems of Dylan Thomas</u>. New Directions; Addonizio, K. and Laux, D. 1997. <i>The Poet's Companion</i>. W.W. Norton; the teacher will provide additional poetry samples as classification assessment materials.</p>
<p>Week 5 (34) Apr 24th to 28th 24-28 ~ AP Mock Exams</p>	<p>UNIT: Analyzing Poetry - Songs</p> <p>OBJECTIVES: Students will read, listen to, and select songs and raps that demonstrate the elements of poetry we have studied; students will analyze these songs and present them as melodic poems, providing analysis of structure, etc.</p> <p>STANDARDS: RL7, SL6</p> <p>MATERIALS: Selected and presented by students</p>
<p>Week 6 (35) May 1st to 5th 2-4~ Pre-Exam 1-5~ Final Exams (K, 5, 8, 12 only) 1-5 ~ AP Exams</p>	<p>UNIT: Analyzing Poetry</p> <p>OBJECTIVES: Write a three-poem project, using any of the poetic styles available to each student based on talent, skill, preference, etc.</p> <p>STANDARDS: Inclusive</p> <p>MATERIALS: Addonizio, K. and Laux, D. 1997. <i>The Poet's Companion</i>. W.W. Norton; any writing material needed by the students.</p>
<p>Week 7 (36) May 8th to 12th 8-12~ Final Exams(K, 5, 8, 12 only) 1-5 ~ AP Exams</p>	<p>UNIT: Analyzing Poetry</p> <p>OBJECTIVES: Present poetry projects with readings</p> <p>STANDARDS: All inclusive</p> <p>MATERIALS: Addonizio, K. and Laux, D. 1997. <i>The Poet's Companion</i>. W.W. Norton; final poetry projects.</p>
<p>Week 8 (37) May 15th to 19th <u>3 Days of Class</u> 18-19~ Q4 Exams</p>	<p>GRADE 12 COMPLETE – PREPARE FOR GRADUATION</p>
<p>Week 9 (38) May 22nd to 26th <u>4 Days of Class</u> 22~ Record Day 23-26 ~ Student Clearance</p>	<p>GRADE 12 COMPLETE – PREPARE FOR GRADUATION</p>
<p>Week 10 (39) May 29th to June 2nd <u>4 Days of Class</u> 1 ~ Students Last Day 2~ Teachers/Staff Meeting</p>	<p>GRADE 12 COMPLETE – GRADUATION AND DISMISSAL</p>