

Monica Godfrey  
 School: (only 1 hour)  
 Grade Level: 7 Reading

Big Ideas	Enduring Understandings	Essential Questions	State Standards	Possible Assessment	Possible Content	Possible Learning Experiences
<p>1.Common human experiences across time and place.</p> <ul style="list-style-type: none"> <li>-Friendship</li> <li>-Prejudice</li> <li>-Innocence/ Growing up</li> <li>-overcoming obstacles</li> <li>-responsibility /freedom</li> <li>-love</li> <li>-adventure</li> <li>-survival</li> </ul> <p>2. Basic understanding of figurative language</p> <p>3. Basic independent summary and comprehension skills</p>	<p>1.Literature as a reflection of the human experience.</p> <ul style="list-style-type: none"> <li>-Friendship enriches our lives.</li> <li>-Prejudice blinds us from finding similarities with other people, interacting with different cultures and valuing human life.</li> <li>-Growing up is not always easy or fun, but it is worth it.</li> <li>- No obstacle cannot be overcome when you have the right support and strategies from friends and family.</li> <li>- Responsibility comes with more freedom, and helps shape your character and your choices.</li> <li>-Love is not easy, nor is it merely a feeling. Love creates bonds that go beyond</li> </ul>	<p>1.Who chooses freedom? Does responsibility create more or less freedom?</p> <p>2.What is friendship? What does it mean to be a good friend?</p> <p>3.Does growing up necessarily mean a loss of innocence?</p> <p>4.What does prejudice do to a community? How do we stop prejudice?</p>	<p>1.1.7. D : Demonstrate Comprehension before, during, and after by using strategies such as compare/contrast, Identifying context, and interpreting possible arguments, distinguishing fact from opinion etc.</p> <p>1.2.7 A: evaluate text organization and content to determine author’s purpose, point of view, effectiveness, etc</p> <p>1.3.7 C: Interpret the use of literary elements within and among texts including characterization, setting, plot, theme, point of view, and tone.</p>	<p>1. Imitate the writing style of one of the author’s we read in class after a close read of the text.</p> <p>2. Create a picture with a paragraph explaining a symbol connected to one of the themes</p> <p>3. Journal about your similarities with a character</p>	<ol style="list-style-type: none"> <li>1. <i>Roll of Thunder, Hear My Cry</i></li> <li>2. Call of the Wild</li> <li>3. Anne of Green Gables</li> <li>4. The Secret Garden</li> <li>5. Little Women</li> <li>6. Treasure Island</li> <li>7. Adam of the Road</li> <li>8. Across Five Aprils</li> <li>9. The Hobbit</li> <li>10. Johnny Tremain</li> <li>11. The Witch of Blackbird Pond</li> <li>12. Diary of Anne Frank</li> <li>13. The Westing Game</li> <li>14. Walk Two Moons</li> <li>15. Adventures of Tom Sawyer</li> <li>16. Peter Pan</li> </ol>	<ol style="list-style-type: none"> <li>1. After reading each text, students go through stations to create a map of evidence of the female and/or male characters’ choices on freedom.</li> <li>2. Students participate in a webquest about freedom.</li> <li>3. Students interview a variety of people about their notions and experiences with freedom.</li> </ol>

	<p>ourselves and our needs.</p> <ul style="list-style-type: none"><li>-Adventure is necessary to our lives. It thrills and excites us, stretches and grows us.</li><li>-Survival is more than food, drink, and shelter, just as a human is more than a physical being. Survival takes determination, resourcefulness, and community.</li></ul>					
--	--	--	--	--	--	--

Sarah Peachy  
School:  
Grade Level: Seventh Grade, Writing

Big Ideas	Enduring Understandings	Essential Questions	State Standards	Possible Assessment	Possible Content	Possible Learning Experiences
2.The Writing Process	2.Writing is a process that helps express our thoughts and ideas	1.How can writing help organize your thoughts? 2.Why is writing essential? 3.What can be achieved through writing? 4. How do conventions affect writing?	1.4.7B Write multi-paragraph informational pieces. 1.5.7 Quality of Writing.	1. Create a five paragraph essay on a character or theme in a short story, including a strong thesis.  2. Create their own creative writing story that incorporates the ideas of writing.	11. Five Paragraph Essay 12. Thesis 13. Creative Writing	4. Students write a letter to a local newspaper on a current event or concern.  5. Students in groups create a magazine that has a particular focus and each student then writes and submits stories to another groups magazine.  6. Students receive pen pals from an inner city school and they write corresponding letters to one another.

Andrea Shaffer  
School:  
Grade Level: 8<sup>th</sup> grade – Reading

Big Ideas	Enduring Understandings	Essential Questions	State Standards	Possible Assessment	Possible Content	Possible Learning Experiences
3. Individuality 4. Knowledge 5. Loyalty 6. Stereotypes 7. Community	3. A society with individuality is stronger than a society of sameness. 4. Knowledge is a powerful tool. 5. Cultural backgrounds impact an individual's relationships, experiences, and knowledge base. 6. Stereotypes damage relationships before they start.	5. What does it mean to be an individual? What does it mean to be free? 6. How does knowledge create power? Can knowledge be harmful? How can it be beneficial? In what ways has knowledge contributed to your own development as a learner? As an individual? 7. How can culture impact a relationship? A classroom? A school? A community? The world? How can differences equate into strengths? 8. Can stereotypes negatively impact an individual? Can they positively impact someone? Do you ever feel stereotyped? Where and why?	1.1.8.A: Apply appropriate strategies to interpret and analyze author's purpose. 1.1.8.D. Demonstrate understanding before, during, and after reading. 1.1.8.E. Demonstrate an appropriate rate of silent reading. 1.2.8.A. Evaluate text organization and content to determine the author's purpose, POV, theses, etc. 1.2.8.D. Draw inferences based on a variety of sources and cite evidence to support answers. 1.3.8.A. Read, understand, and respond to works from various genres. 1.3.8.B. Identify and analyze genre characteristics. 1.3.8.C. Analyze the	1. Have students debate which society (in <i>The Giver</i> or <i>Seedfolks</i> ) is better. Provide teams of 3-5 students to make sure all individuals are included. Students must have at least three examples from the text to support each point they argue. 2. Small groups can critically analyze one sudden or hint story together and present their story, inferences, author's purpose, and what they learned to the class in a five to ten minute presentation. 3. Create an original hint or sudden fiction using at least three literary devices studied so far. 4. Choose a poem that directly reflects a theme in one of the stories read in class so far. Explain how the poem's organization,	14. <i>The Giver</i> 15. <i>Seedfolks</i> 16. <i>The Adventures of Tom Sawyer</i> 17. <i>A Christmas Carol</i> 18. <i>Johnny Tremain</i> 19. <i>Hint Fiction: An Anthology of Stories in 25 Words or Fewer</i> 20. <i>Sudden Fiction American, International, and Latino</i> 21. Poetry	7. Students create their own plan for a school designed around "Sameness" and compare that with their current school experience in class discussion and personal reflection. 8. Students compare and contrast themes presented in <i>The Giver</i> and <i>Seedfolks</i> . 9. Students begin to analyze literature and make inferences from hint and sudden fiction in small groups.

			<p>use of literary elements.</p> <p>1.3.8.D. Analyze the effect of literary devices.</p> <p>1.6.8.A. Listen critically and respond to others in group situations.</p> <p>1.7.8.A. Analyze differences in formal and informal language in literature.</p> <p>1.9.8.A. Use resources to support personal productivity, group collaboration, and learning.</p>	<p>literary elements, and literary devices contribute to that theme.</p>		<p>10. Exchange original student hint fictions with classmates in a small group. Have the group discuss inferences that were made and compare them with the student author's actual intent.</p>
--	--	--	---	--	--	---

Leslie Mihelc  
School:  
Grade Level: 8 (Writing)

Big Ideas	Enduring Understandings	Essential Questions	State Standards	Possible Assessment	Possible Content	Possible Learning Experiences
<p>1. Everyone has an opinion that deserves to be heard.</p>	<p>1. Writing as a tool for persuasion.</p>	<p>1. Why is this issue important? 2. What do I believe about this issue? 3. What are some possible areas of bias I might have? 4. Why should others believe the same thing?</p>	<p>1.4.8.C Write persuasive pieces. 1.5.8.A Write with a clear focus, identifying topic, task, and audience, and establishing a single point of view. 1.6.8.A Listen critically and respond to others in small and large group situations.</p>	<p>1. Students write a persuasive essay on a relevant issue of their choosing. 2. Students prepare and present speeches based on their persuasive essays.</p>	<p>1. "I Have a Dream" speech by MLK 2. "Gettysburg Address" by Lincoln 3. Susan B. Anthony speech about women's voting rights.</p>	<p>1. Students complete a survey on a variety of topics to see that they have a position. 2. Students read famous persuasive speeches and identify the issue, the speaker's position, possible biases, and methods used to sway the audience. 3. Students read or listen to a debate, noting the main points each debater made. They then decide which side they agree with and why. 4. Students fill out response sheets based on their peer's persuasive speeches.</p>

<p>1. Storytelling is a fundamental part of the human experience.</p>	<p>1. Essential human stories can be told through poems, short stories, and plays.</p>	<p>1. What story do I have to tell?  2. Why is this story important to me and others?  3. What literary style will most effectively portray this story?</p>	<p>1.4.8.A Write poems, short stories, and plays.  1.5.8.D Write with an understanding of style, using a variety of sentence structures and descriptive word choices. Create tone and voice through the use of precise language.</p>	<p>1. Students write a well-organized short story, play, narrative poem, or collection of shorter poems to tell a particular story, employing appropriate literary devices.</p>	<p>1. <i>Romeo and Juliet</i>  2. "The Raven" (Poe)  3. Poetry of Langston Hughes.  4. "The Gift of the Magi" (O. Henry)  5. "The Necklace" (Maupassant)  6. "The Tell-Tale Heart" (Poe)</p>	<p>1. In stations, students read poems and identify the story being told by these poems.  2. Students take a story told in one particular form and translate it into a different creative form (Ex. Write a poem based upon the short story "The Necklace".)</p>
---	--	---	--	---	--	--

Soojung Lee  
 School: (only one hour)  
 Grade Level: 9

Big Ideas	Enduring Understandings	Essential Questions	State Standards	Possible Assessment	Possible Content	Possible Learning Experiences
<p>8.Common human experiences and questions across time and place.</p> <p>9.Some similar and different ideals depending on cultures and their circumstances.</p>	<p>7.Literature as a reflection of the human experience.</p> <p>8.Literature as a tool to preserve history or speak against authority.</p>	<p>9.What is the ideal?</p> <p>10. What is freedom?</p> <p>11. What are the consequences towards those who rebel against the norm?</p>	<p>11.1.9.A: Apply appropriate comprehension strategies to interpret and evaluate an author’s implied or stated purpose using grade level text</p> <p>1.1.9.D: Demonstrate comprehension of grade level text using before reading, during reading, and after reading strategies such as comparing and contrasting within and among texts, and evaluating an author’s purpose and position</p>	<p>3. Create a compare and contrast essay on two ideal heroes in literature.</p> <p>4. Create a short story with one of the essential questions as the theme.</p> <p>5. Re-write and re-tell a story/folktale you heard from your past.</p>	<p>22. <i>The Monkey King</i></p> <p>23. <i>Bhagavad Gita</i></p> <p>24. <i>Epic of Gilgamesh</i></p> <p>25. Myths and folk tales from various cultures: Egypt, Native American, European, African</p> <p>26. <i>Lost Names</i></p> <p>27. <i>“The Man from a Peddler’s Family”</i></p> <p>28. Haikus and other poetry</p>	<p>11. After reading each text, a group of students will do an interactive presentation about that country’s culture.</p> <p>12. Students reflect on our own culture’s struggle with freedom through a webquest.</p> <p>13. Maybe bring in a panel of people who have experienced their own struggle with freedom.</p>



Laura Sabotini  
Grade Level: Tenth Grade, American Lit.

Big Ideas	Enduring Understandings	Essential Questions	State Standards	Possible Assessment	Possible Content	Possible Learning Experiences
<p>10. Common human experiences across time and place → Specifically in regards to alienation from society</p>	<p>9. Literature as a reflection of the human experience. Alienation?</p>	<p>12. Why does society alienate people? 13. What are different ways to respond to alienation? 14. In what ways do we alienate people in society today?</p>	<p>9.4.11 Write complex informational pieces. 10.3.11 Read and respond to nonfiction and fiction.</p>	<p>6. Create a compare and contrast essay on two female characters or 2 male characters from the unit of study. 7. Create a poster (or some other visual representation?) on types of Alienation → Racism, Gender discrimination, Stereotypes/ Life choices <b>This needs to be fleshed out more!</b> 8. Authentic Assessment? Letter to the Editor? Letter to an official? Service learning?</p>	<p>29. <i>Their Eyes Were Watching God</i> 30. <i>The Scarlett Letter</i> 31. <i>The Crucible</i> 32. <i>O Pioneers!</i> 33. <i>The Adventures of Huckleberry Finn</i> 34. <i>The Catcher in the Rye</i> 35. <i>To Kill a Mockingbird</i></p>	<p>14. After reading each text, students create a concept map of the types of alienation, who was alienated, and who was doing the alienating. 15. After reading <i>The Scarlett Letter</i>, students participate in a service project at the Laurel Walker House. 16.</p>

Matt Hess  
Grade Level: 11 – British Literature/ Poetry

Big Ideas	Enduring Understandings	Essential Questions	State Standards	Possible Assessment	Possible Content	Possible Learning Experiences
<p>11. Humanity as a changing and progressive entity</p> <p>12. Morality</p> <p>13. Man vs. Man, Man vs. Nature, Man vs. Self, Man vs. God</p>	<p>10. Writing has been used as a form of communication throughout time.</p> <p>11. Every human action comes with resulting consequences.</p> <p>12. The idea of fate and its place in the world</p>	<p>15. What causes man to act the way they do?</p> <p>16. Is it important for actions to have consequences?</p> <p>17. Is man subject to his fate or can it be changed? If so how?</p> <p>18. How has been used for communication across various time periods</p>		<p>9. Create an essay based on one of the works covered describing why a characters course of action was flawed and provide an alternative.</p> <p>10. Together with a partner, pick a scene from a work that you think exemplifies one of the enduring understandings and act it out as well as provide an explanation of why it fits under that particular EU.</p>	<p>36. <i>Beowulf</i></p> <p>37. <i>Sir Gawain and the Green Knight</i></p> <p>38. <i>Anglo-Saxon Poetry</i></p> <p>39. <i>The Canterbury Tales</i></p> <p>40. <i>Macbeth</i></p> <p>41. <i>Sonnets</i></p> <p>42. <i>Gulliver's Travels</i></p> <p>43. <i>A Modest Proposal</i></p> <p>44. <i>Renaissance Poetry</i></p> <p>45. <i>The Importance of Being Earnest</i></p> <p>46. <i>Romantic Poetry</i></p> <p>47. <i>1984</i></p>	<p>17. After reading each text, students create a chart for each character, the moral dilemma they faced and how they responded to it and how that response affected them as a result.</p> <p>18. Students have discussion about their own moral views.</p> <p>19. Students write their own works basing them on examples from the various time periods covered.</p>

Elizabeth Keiper

12<sup>th</sup> Grade English Curriculum

AP English: The Classics and Modernism

Big Ideas	Enduring Understandings	Essential Questions	State Standards	Possible Assessment	Possible Content	Possible Learning Experiences
-Man on a journey -Stoicism	-Journey is a archetypal theme in literature because it is central to the human experience. -Stoic philosophy focuses on doing one's duty regardless of emotion.	-How is life like a journey? From what and to what are we journeying? -What aspects of stoic philosophy are admirable? Which aspects should be held in question?	-1.2.12.D: Evaluate textual evidence to make subtle inferences and draw complex conclusions based on and related to an author's implicit and explicit assumptions and beliefs about a subject. -1.3.12.A: Interpret significant works from various forms of literature to make deeper and subtler interpretations of the meaning of text. Analyze the way in which a work of literature is related to the themes and issues of its historical period.	-Have students write an essay that cites evidence of Aeneas' stoicism (and when he is not so stoic). Students must then explain their view of stoic philosophy, and using examples from the Aeneid, explain what is helpful and what is hurtful about stoic philosophy.	- <i>The Odyssey</i> by Homer - <i>The Aeneid</i> by Virgil -The Allegory of the Cave (from <i>The Republic</i> ) by Plato	-Chart the journey: Have a huge map of the Mediterranean and have the students chart the journey of the adventurer that they are studying. At the end, have the students look over the journey and see what was accomplished over the journey. Was the end result worth the journey? What was gained?
-Human Nature -The Basis of Morality	-Human Nature defines how man is naturally inclined to behave without any external instruction or intervention.	-What is the nature of the human will? Are we naturally inclined to evil or good? -What is morality?			-Augustine on the Pear tree (from <i>Confessions</i> ) - <i>Inferno</i> by Dante - <i>Hamlet</i> by Shakespeare	

	-If morality exists, there must be a basis for it. What you believe about the basis of morality will affect the code of conduct that you feel obligated to follow.	Who should define what is right and wrong? How do we know what is right and wrong? Is there a universal sense of what is right and wrong?				
--	--	---	--	--	--	--

Ideas for 12th grade curriculum:

- The Odyssey/The Aeneid
- The Allegory of the Cave by Plato
- Augustine on the Pear tree (from Confessions)
- The Inferno
- Shakespeare (Hamlet?)
- Jonathan Swift—A Modest Proposal
- John Locke—Two Treatises of Government
- Descartes—excerpts from Discourse on the Method
- Emerson—“Nature” or “Self-Reliance”
- Waiting for Godot
- Hemingway (In Our Time)
- T.S. Eliot “The Love Song of J. Alfred Prufrock” and “Four Quartets”
- Their Eyes Were Watching God
- Flannery O’Connor “A Good Man is Hard to Find”
- John Updike “Separating”