

English Language Arts (11th Grade)  
Syllabus - 2017-2018 Home and Exploration  
Instructor: Roslyn  
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### **Course Description**

This Junior level course entitled “Home and Exploration” deconstructs gender discrimination and empowerment through a variety of lens. This course will explore the female perspective by developing students’ reading, writing, and vocabulary, skills. In addition, socratic seminars, and using films to make text-to-world connections, and engaging in a variety of strategies to enhance questioning techniques and critical thinking skills will be applied. These activities will all be done in an engaging and student -friendly environment, while focusing on the following essential questions:

### **Essential Questions**

1. Can an individual be typecasted by cultural norms that suppress their true identity within their family structure?
2. How can females in a repressed heteronormative society take back their power?
3. What are some strategies that demonstrate high expectations and responsibility for meeting deadlines for our PBATS
4. Do oppressed women who are empowered to make a cultural change often victims of a pyrrhic victory?
5. How can we choose to participate by communicating our ideas more effectively in our writing?

### **Class Norms/Expectations & School Norms**

This class will adhere to all policies in the Facing History Student Handbook, including the common grading policy, attendance, tardiness, cell phone usage, uniform, etc. As seniors, we expect that you know these rules and the consequences for breaking them already. In addition, to create an environment where everyone can be successful the three following rules are essential:

**RESPECT** - for yourself as a student, for your classmates, for your teachers, and for the classroom. Respecting yourself means controlling what you say or do. Respecting your classmates means using appropriate language and helping others. Respecting the teacher means listening to directions the first time and not talking during instruction. Finally, respecting the classroom means no gum, food or drinks, except water. This means that the classroom is a clean, pleasant place where you can concentrate on learning. We will have fun while remaining appropriate in our language and behavior.

**PREPARATION** – As seniors, you should be familiar with school structure. You must come to class every day, on time, in uniform and with the appropriate materials (binder, paper, pens). We are preparing you for college and jobs where you will be responsible for keeping track of deadlines, making up missing work, and seeking out help when you need it (see office hours above). Also, as in college, turning in assignments late or plagiarism (using someone else’s work without giving credit) will result in serious consequences.

Please COMMUNICATE before there is a problem. If something is happening in your life that is keeping you from doing your best, please talk to us after class or during lunch, or send an email and we will do our best to help you, adjust deadlines, etc. However, you must be responsible and reach out. We can't offer help if we don't know what's going on.

### **CLASSROOM SUPPLIES**

1. Loose Leaf /Composition that tears neatly
2. Pens (Blue or black ink ONLY!!)
3. Highlighters
4. Thumb drive
5. Thesaurus or dictionary
6. White out (Optinal)

### **FHS Grading Policy**

The school-wide breakdown and minimum number of graded assignments to be entered into Skedula by the end of the cycle are as follows:

- 20% Classroom independence / Interdependence- Minimum of 20 graded assignments (at least 2 per week) *these can include journals, classroom participation, group work, independent work, class discussions, presentations etc.*
- 20% Homework- Minimum of 20 graded assignments (at least two graded per week)
- 30% Formative Assessments- Minimum of 5 graded assignments (at least 2 graded bi-weekly).

### **Book Abstracts:**

#### **Like Water for Chocolate by Laura Esquivel**

This classic love story takes place in Mexico on the De La Garza ranch. Mamma Elena has a cultural tradition which states that the youngest of the family cannot ever marry but instead must remain and be caregiver for their parents. This causes a rash of conflicts for the young protagonist named Tita who is repressed once she comes of age and is prohibited from having a social life. The story is told using magical realism. Recipes begin each chapter and foreshadow the events that will soon follow.

#### **The Crucible by Arthur Miller**

This play is set during the 1600's and takes place in a fictional town in Salem Massachusetts. The plot focuses on a group of girls who live in an oppressive religious society which has social rules of conduct that women must follow. The plot is underway when it is rumored that the young women of the puritan village may or may not have committed a sin in the woods. Although the play gives the reader a glimpse into what a religious theocratical society is like for women during this particular time period, It also focuses on a secret adulterous love affair between two of its characters.

#### **A Thousand Splendid Suns by Khaled Hosseini**

This story takes place in Afghanistan during the rise of the Taliban in the early 1990's. Hosseini's story captures the intimate details of a world where women are subserviant to men and must adhere to strict Islamic culture or be publically punished either by brute force or death. Amongst these

daily struggles of war and bodies laying everywhere, two women are married o the same man. These women silently and proudly refuse to adhere to the restrictive cultural and heteronormative tradition exclusive only to men. One will sacrifice her life to save the other so that she can be free.

**11<sup>th</sup> Grade ELA Curriculum- Roslyn (Conflict and Cooperation)**

**Theme- Deconstructing the Heteronormative and Cultural Oppression of Females in Traditional Socities.**

	Unit 1	Unit 2	Unit 3	Unit 4 and 7	Unit 5	Unit 6

<p><b>Unit Title</b></p>	<p><b>Writing Workshop</b>  <b>Short Stories/</b>  <b>Teacher Assessment</b>  <b>Fairytales</b>  <i>The Three Bears</i>  <i>Black men &amp; Public Space</i>  “Donna &amp; Claudia”  “Tiger’s Claw”  “ Hero in the Hood</p> <p><b>Classroom Themes-</b>  <b>Ostracism</b>  <b>Homosexuality</b>  <b>Discrimination</b>  <b>Triumph through adversity</b>  <b>Skills:</b>  <b>Lit. Elements:</b>  <b>Irony</b>  <b>Foreshadowing</b>  <b>Skills</b>  <b>Common Writing</b>  <b>Errors Chart</b>  _Cornell Notes  _MLA Format  _Vocabulary  _Citations</p> <p><a href="https://docs.google.com/a/facinghistoryschool.org/document/d/1u2uMMlr9CXoGsQe6Dg9j3z17OkKicb6gBwkJ_gnjb-c/edit?usp=sharing">https://docs.google.com/a/facinghistoryschool.org/document/d/1u2uMMlr9CXoGsQe6Dg9j3z17OkKicb6gBwkJ_gnjb-c/edit?usp=sharing</a></p> <p><b>Student survey</b></p>	<p><b>Deconstructing</b>  <b>Ulterior Motives</b>  <i>(by not stating the obvious)</i>  <b>TEXT:</b>  <b>“Like Water for Chocolate” by Laura Esquivel</b></p> <p><b>Classroom Themes-</b>  <b>Repression</b>  <b>Cultural tradition/ Identity</b>  <b>Magical Realism</b>  <b>Insanity</b>  <b>Fighting for change</b></p> <p><b>Skills:</b>  <b>Lit. Elements:</b>  conflict, magical realism &amp; Climax  <b>Layer B- Magical Realism</b>  <a href="https://docs.google.com/a/facinghistoryschool.org/document/d/1pxCjMMKZY--fTiT-olqvzIL9rQXeDaDazHOUm5c4u7Q/edit?usp=sharing">https://docs.google.com/a/facinghistoryschool.org/document/d/1pxCjMMKZY--fTiT-olqvzIL9rQXeDaDazHOUm5c4u7Q/edit?usp=sharing</a></p> <p><b>Text to self/world connections- news articles, writing prompts, T.V</b></p>	<p><b>Writing for Speed and Accuracy</b>  <b>(Deconstruction skills learned)</b>  <b>TEXT:</b>  <b><i>The Crucible</i> by Arthur Miller</b></p> <p><b>Classroom Themes-</b>  <b>Witch hunts-Muslims</b>  Religious hypocrisy  The pack mentality  Social conditioning/ assimilation  Mass Hysteria</p> <p><b>Skills</b>  <b>Lit. Elements</b>  Plot turning point  The Hot seat</p> <p><b>Layer C- Anticipation Guide</b>  <a href="https://docs.google.com/a/facinghistoryschool.org/document/d/1C9WSiSqNdWbifDuoXZfDdqRqXWiRgx0uf5vd0XEsfM/edit?usp=sharing">https://docs.google.com/a/facinghistoryschool.org/document/d/1C9WSiSqNdWbifDuoXZfDdqRqXWiRgx0uf5vd0XEsfM/edit?usp=sharing</a></p> <p><b>Writing prompts-</b>  fitting In, Fear (justified-unjustified)  Scary Story Writing  Using “Hook” format  Making a brochure for Salem Mass.</p>	<p><b>PBATS</b>  <b>Perfecting the Critical Lens Essay</b>  <i>Making our essays more profound.</i>  <b>Revisiting:</b>  <b>H-I-T-T</b>  <b>T-I-E-D-D-I-E-D</b>  <b>T-R-U-E</b>  <b>A.Constructing the thesis</b>  <b>Choose 2books</b>  Write an <b>abstract (summary)</b> for your 1st book  Write an abstract for book #2  (discuss similarities in both books.  Decide what <b>message</b> the author is trying to convey to the reader.  <b>This is your thesis!</b></p> <p><b>B. Scene Selection</b>  Find_a scene from the first text that is relevant to your <b>new</b> thesis.</p> <p><b>Introduce Evidence-</b>  Who, where, what when and why?  <b>Discuss Evidence-</b>  Find a quote  <b>Evidence - Explain</b>  Quote’s relevance</p>	<p><b>Identifying our voices in writing.</b></p> <p><b>Text:</b>  <b>“A Thousand Splendid Suns”</b>  by Khaled Hosseini</p> <p><b>Classroom Themes</b>  <b>Heteronormatives in Islam( Abuse of power)</b>  <b>Female Oppression</b>  <b>Child brides</b>  <b>Arranged Marriages</b></p> <p><b>Skills</b>  <b>Lit. Elements</b>  <b>Foreshadowing</b>  <b>Setting and Tone</b>  Writing Prompt-  <b>Arranged marriages</b>  <b>Social experiment</b>  <b>Clip- Child bride reactions in Times Sq.</b>  Mock Trial</p> <p><b>Layer C- Candy Gram</b>  <a href="https://docs.google.com/a/facinghistoryschool.org/document/d/1aCqNHzvGze5836C43Nmng67t5u2qTaPld3Ahdq1vaRA/edit?usp=sharing">https://docs.google.com/a/facinghistoryschool.org/document/d/1aCqNHzvGze5836C43Nmng67t5u2qTaPld3Ahdq1vaRA/edit?usp=sharing</a></p>	<p><b>PBATS and REGENTS</b>  (See UNITS 4 &amp; 7)</p> <p><b>TEXT:</b>  <b>OTHELLO by William Shakespeare</b></p> <p><b>Classroom Themes</b>  <b>Reputation</b>  Jealousy  <b>Racial stereotypes</b>  Interacial - relationships</p> <p><b>Skills</b>  <b>Lit. Elements</b>  Setting, tragic hero, verbal Irony  <b>Lit. Devices</b>  Denotation, connotation, aside, soliloquy, Act  Who were the Moors?</p> <p><b>Role play scenarios (Day 1)</b>  <a href="https://docs.google.com/a/facinghistoryschool.org/document/d/14DuRB3r17QY0jKGzN3zz9P49gNP9qk40c">https://docs.google.com/a/facinghistoryschool.org/document/d/14DuRB3r17QY0jKGzN3zz9P49gNP9qk40c</a></p>
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<p><a href="https://docs.google.com/a/facinghistoryschool.org/document/d/1NijXm1efvrM41SetHy_Wk9yDNZmzLS2AkC-SJjrTH0Q/edit?usp=sharing">https://docs.google.com/a/facinghistoryschool.org/document/d/1NijXm1efvrM41SetHy_Wk9yDNZmzLS2AkC-SJjrTH0Q/edit?usp=sharing</a></p> <p><b>Key elements in a story</b>  <i>Exposition</i>  <i>Conflict</i>  <i>Resolution</i></p> <p>Summary Writing/ abstract  <a href="https://docs.google.com/a/facinghistoryschool.org/document/d/19vkZT8xXfyRCt8pZxdTzUaclphSNfCdYkUPHd1clk-0/edit?usp=sharing">https://docs.google.com/a/facinghistoryschool.org/document/d/19vkZT8xXfyRCt8pZxdTzUaclphSNfCdYkUPHd1clk-0/edit?usp=sharing</a></p> <p>Transition Words  <b>Silent Written response on chart paper-Articles bathroom and trans.</b></p> <p><b>Discussion / Debate</b>  <i>"On Tidy Endings"</i>  <i>(Irony)</i>  <b>Writing our own short stories.</b>  Using 3 elements</p>	<p><b>Layer B- Quotes</b>  <a href="https://docs.google.com/a/facinghistoryschool.org/document/d/11vAq0YCbJM0fSq_DCVGJTADy9Lhim490GfdN7chzMsM/edit?usp=sharing">https://docs.google.com/a/facinghistoryschool.org/document/d/11vAq0YCbJM0fSq_DCVGJTADy9Lhim490GfdN7chzMsM/edit?usp=sharing</a></p> <p><b>Layer A- Cookie Rubric- On Parenting</b>  <b>Layer B- Facebook entries</b>  <b>Layer C- Diary Entry- Character's perspective</b>  <a href="https://docs.google.com/a/facinghistoryschool.org/document/d/1g-h1Mmxc8kSC8WY08f0jxuYTNgwqUTV5Sj1OqoCpCvc/edit?usp=sharing">https://docs.google.com/a/facinghistoryschool.org/document/d/1g-h1Mmxc8kSC8WY08f0jxuYTNgwqUTV5Sj1OqoCpCvc/edit?usp=sharing</a></p> <p><b>Recipes for love Design a cookbook</b>  <b>Layer C - Greeting Cards</b>  Unrequited Love orDeath and bereavement  <b>Layer A- Ques. &amp; discussion /role play</b>  <b>Class groups generates questions for Role play- 3 rejection scenes:</b>  Tita rejects John</p>	<p><b>Layer A- Research</b>  Who were the Puritans?</p> <p><b>Layer A- Debate</b>  <a href="https://docs.google.com/a/facinghistoryschool.org/document/d/1rVRs2eCqHU3mT7DSYtJcehE3oRo-a5zAvITjQxyNMvc/edit?usp=sharing">https://docs.google.com/a/facinghistoryschool.org/document/d/1rVRs2eCqHU3mT7DSYtJcehE3oRo-a5zAvITjQxyNMvc/edit?usp=sharing</a>  Text-to-world</p> <p><b>Layer B- LSTAR Chart-</b>  Pick a characterList behavior, add Visual _Diary Entry as a character. (1pg.)</p> <p><b>Layer A- Field Research Churches</b>  <a href="https://docs.google.com/a/facinghistoryschool.org/document/d/1rycaRg-wQEM_oE-Ft8bkPysVLjm7Gc_LzISmxmd-jGw/edit?usp=sharing">https://docs.google.com/a/facinghistoryschool.org/document/d/1rycaRg-wQEM_oE-Ft8bkPysVLjm7Gc_LzISmxmd-jGw/edit?usp=sharing</a></p> <p><b>Layer B- Poster Chain of Events</b>  <a href="https://docs.google.com/a/facinghistoryschool.org/document/d/13-dXqv6D33OlcS2292u8i8chJNyz8acEK A64YVSEb1A/edit?usp=sharing">https://docs.google.com/a/facinghistoryschool.org/document/d/13-dXqv6D33OlcS2292u8i8chJNyz8acEK A64YVSEb1A/edit?usp=sharing</a></p>	<p>and connect back to your thesis</p> <p><b>First Draft due:</b></p> <p><b>Final Draft due:</b></p> <p><b>Skills</b>  <b>The Power point Presentation</b>  Creativity using interactive methods  <b>(Powerpoint stage)</b></p>	<p><b>Mock trial</b>  <b>Mariam vs Afgahnistan</b>  <a href="https://docs.google.com/document/d/1pqrBzFtmmbuPVbWEVGppJ_uWTzKACMvYKl1_Gb9-dIY/edit?usp=sharing">https://docs.google.com/document/d/1pqrBzFtmmbuPVbWEVGppJ_uWTzKACMvYKl1_Gb9-dIY/edit?usp=sharing</a></p> <p><b>Movie:</b>  <b>"Not without My Daughter."</b></p> <p><b>Thousand Splend Suns- Anticipation Guide</b></p>	<p><a href="https://docs.google.com/a/facinghistoryschool.org/document/d/19H38UtMLqDRgCoEKDXI3emv4YLoxqH3NZLDuthqOUko/edit?usp=sharing">o2alfpj4fw/edit?usp=sharing</a>  Writing Prompts  Bestfriend / worse enemy  <b>Post reading Activity</b>  "Amadeus" (1984)  <a href="https://docs.google.com/a/facinghistoryschool.org/document/d/19H38UtMLqDRgCoEKDXI3emv4YLoxqH3NZLDuthqOUko/edit?usp=sharing">https://docs.google.com/a/facinghistoryschool.org/document/d/19H38UtMLqDRgCoEKDXI3emv4YLoxqH3NZLDuthqOUko/edit?usp=sharing</a>Jealousy-guided ques.</p> <p>(Examining ulterior motives)  -Writing Prompts  Text-to-world discussion  Examining Ulteior Motives (Iago)  <b>Deciphering Language</b></p> <p><a href="https://docs.google.com/a/facinghistoryschool.org/document/d/1LB1wVTC4rCf0fUktAJVDnuSOI5ECTX_rwZz_dURxIFc/edit?usp=sharing">https://docs.google.com/a/facinghistoryschool.org/document/d/1LB1wVTC4rCf0fUktAJVDnuSOI5ECTX_rwZz_dURxIFc/edit?usp=sharing</a></p>
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	<p><u><a href="#">Learning how to summarize</a></u>  <b>Layer A- lunchtime Opinion Poll.</b> Using a video camera, compile four questions and ask whether same gender marriage is ethical or unethical, why?</p> <p><b>Layer B- Finding Evidence</b>  <a href="https://docs.google.com/a/facinghistoryschool.org/document/d/14UJNg95V1ntCGpg1qkYeJ1OIKi0F_RguvEU8g84/edit?usp=sharing">https://docs.google.com/a/facinghistoryschool.org/document/d/14UJNg95V1ntCGpg1qkYeJ1OIKi0F_RguvEU8g84/edit?usp=sharing</a></p> <p><b>Layer B- Brief Abstract and moral or theme of the story</b></p> <p><a href="https://docs.google.com/a/facinghistoryschool.org/document/d/19vkZT8xXfyRCt8pZxdTzUaclphSNfCdYkUPHd1clk-0/edit?usp=sharing">https://docs.google.com/a/facinghistoryschool.org/document/d/19vkZT8xXfyRCt8pZxdTzUaclphSNfCdYkUPHd1clk-0/edit?usp=sharing</a></p>	<p>Tita &amp; Rosaura fight  Tita vs. Pedro  Mama Elena vs. Tita</p> <p><b>Movies:</b>  <b>Themes of magical realism and tradition</b>  <i>"The Book of Life."</i>  <i>(tradition, Mag. real.)</i></p> <p><i>"Diary of A Mad Black woman"</i>  (Revenge and Retaliation)</p> <p><b>"Pan's Labrynth"</b>  <b>(Magical Realism)</b></p> <p><b>Layer B - Book Critique</b>  <a href="https://docs.google.com/a/facinghistoryschool.org/document/d/18vIMVCjnGpUvfExFBCNvhtvRkKEZchh1449JH4n3_C8/edit?usp=sharing">https://docs.google.com/a/facinghistoryschool.org/document/d/18vIMVCjnGpUvfExFBCNvhtvRkKEZchh1449JH4n3_C8/edit?usp=sharing</a></p> <p><b>Layer B- Design Book Jackets</b>  <a href="https://docs.google.com/a/facinghistoryschool.org/document/d/1_GkCe2zSPuEPA-sKbMGjVoE9URd-rUbXqp6oWzOxrl/edit?usp=sharing">https://docs.google.com/a/facinghistoryschool.org/document/d/1_GkCe2zSPuEPA-sKbMGjVoE9URd-rUbXqp6oWzOxrl/edit?usp=sharing</a></p>	<p><u>Layer B-</u> Group poster  Cause and Effect</p> <p><b>Movies same themes</b>  Pack mentality  Snitching  Social conditioning</p> <p><b>"Heathers"</b>  "The Crucible"  "Doubt"  "The Boondocks- Cartoon"  "No Snitching!"</p>			<p><b>Movies- Themes</b>  <b>(Jealousy &amp; Isolation)</b>  "Amadeus" (1984)  "O" (modern adaptation)</p> <p>Layer A- Soliloquy Performance  <a href="https://docs.google.com/a/facinghistoryschool.org/document/d/1yH6RzPvgV2sbhOzo3_zFofvA1dwkLE3PI-WhxluEWns/edit?usp=sharing">https://docs.google.com/a/facinghistoryschool.org/document/d/1yH6RzPvgV2sbhOzo3_zFofvA1dwkLE3PI-WhxluEWns/edit?usp=sharing</a></p>
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<b>Time</b>	<b>4 weeks</b>	<b>8 weeks</b>	<b>6 weeks</b>	<b>2 weeks</b>	<b>8 weeks</b>	<b>4 weeks</b>
<b>Essential Question</b>	<p>1. How can we choose to participate by communicating our ideas more effectively in our writing?</p> <p><b>FHS THEMES:</b> Making Decisions</p>	<p>1 Can an individual be “typecasted” by the cultural norms that determine identity within their family structure?</p> <p><b>FHS THEMES:</b> Identity</p>	<p>1. How can females in an repressed heteronormative society take back their power?</p> <p><b>FHS Themes</b> Making Decisions</p>	<p>1. What are strategies that demonstrate high expectations and responsibilities for meeting deadlines for our PBATS, Prezis or powtoons? <b>FHS Themes</b></p>	<p>Do women who become empowered to make cultural changes do so at a great cost? pyrrhic victory <b>FHS Themes</b> Identity</p>	<p>1.How are our insecurities amplified when we are part of a minority? How does that affect ur outlook and response to certain situations?</p>

	Caring and Responsibility	Making Decisions Caring and responsibility	Identity Choosing to participate	Caring and responsibility	Caring and responsibility Making Decisions	FHS Themes: Caring and Responsibility Making Decisions Choosing to Participate
Skills/ ELA Content	<ul style="list-style-type: none"> <li>_ Common essay writing errors</li> <li>- Cornel Notes</li> <li>-Text Annotations</li> <li>-Vocabulary</li> <li>Writing footnotes</li> <li>- Parenthetical citations</li> <li>- Analyzing behavior and thought processes</li> <li>- What are topic sentences?</li> <li>thesis development</li> <li>inferences</li> <li>-text evidence</li> <li>-discussion circles</li> <li>-central idea (thesis)</li> <li>-theme</li> <li>-reading strategies</li> <li>- strategy</li> <li>- Literary Response quizzes</li> <li>-group work</li> <li>-Rubrics for class discussion</li> </ul>	<ul style="list-style-type: none"> <li>-HITT, TIED, TRUE</li> <li>-Structure and content of body paragraphs</li> <li>-Thesis Statements</li> <li>-point of view</li> <li>-symbolism</li> <li>-Interpretation</li> <li>-Analysis</li> <li>-Read aloud skills</li> <li>-text evidence</li> <li>- Transition words</li> <li>- How not to state the obvious in an essay</li> </ul>	<ul style="list-style-type: none"> <li>-mental disorders connotation and denotation</li> <li>-comprehending What is Drama</li> <li>-Rhetorical devices</li> <li>- Shakespearean Language</li> <li>counter argument</li> <li>-character traits (ulterior motives)</li> <li>-Soliloquies</li> <li>-voice</li> <li>- text evidence</li> <li>-- Campaign posters</li> <li>-create newspapers</li> <li>-symbolism</li> </ul>	<ul style="list-style-type: none"> <li>-Reviewing themes learned thus far</li> <li>-Structuring essay</li> <li>-Group presentation</li> <li>-Reflection on learning</li> <li>-creating rubrics</li> <li>- Checks for understanding</li> <li>- Peer editing</li> <li>_ creating topic sentences</li> <li>Utilizing T-R-U-E</li> </ul>	<ul style="list-style-type: none"> <li>-comprehending memoir</li> <li>-Structuring an essay</li> <li>-finding and using evidence-info. Texts</li> <li>-thesis</li> <li>-important details</li> <li>-imagery</li> <li>-themes</li> <li>- Islam and the heteronormative</li> <li>- Common and Oprah- “women in hip hop”</li> <li>- Mock trial-Mariam (women wear hijabs)</li> </ul>	<ul style="list-style-type: none"> <li>-comprehending Shakespearean English</li> <li>-Analyzing style</li> <li>-interpreting plot</li> <li>-analyzing conflict</li> <li>-stage directions</li> <li>-using evidence to support an argument</li> <li>-Role play</li> <li>Group work on ulterior motives, theme and literary devices</li> </ul>
Texts	“Chicken Soup for the Teenage Soul.” Short Stories	Like Water for Chocolate by Laura Esquivel	Hamlet by William Shakespeare	-Rough drafts of themes -Student work	“A Thousand Splendid Suns.” Khaled Hosseini	Pudd’nd Head Wilson -Film and play
Common Summative Assessments	-B Layer: poem or story with same theme skill assessment	Essay: A. History of Mexican Revolution Test	A Layer- Persuasive Essay A. Hamlet and the Oedipus Complex	-Written draft -Completed PBAT - Powerpoints, Prezi	A- LayerEssay- Women in Islam:Marytrs or victims?	B Layer: Socialin justice PSA project related to violence and tolerance

	<b>A Layer: Compare and contrast to real world scenario</b>	<b>B. Layer- Facebook Tita and Pedro C Layer-</b>	<b>Are the ghosts a figment of Hamlet's imagination or is it real? B Layer- Write as a character for advice column to 2 characters A layer- Who was the third murder? Discuss and debate</b>		<b>exam- 1. B Layer: create a brochure describing Afghanistan  2. "Common" Rapper discusses women with Oprah women in hip hop.</b>	<b>A Layer: Debate one of the B layer topics</b>
<b>FHS Connection</b>	<b>-Identity - Dealing with adversity</b>	<b>-Universe of Obligation -Identity -History -Choices</b>	<b>-Rebellion and Reconciliation -Universe of Obligation -Judgement -Choices</b>	<b>-Identity &amp; Tradition</b>	<b>-Identity - Making Decisions Caring and Responsibility</b>	<b>-I</b>
<b>Other possible assignments</b>	<b>-interpreting poems -plot maps for short stories -group work protocols</b>	<b>Film- Like water for Chocolate (film) "The Virgin Suicides" -C Layer booklet</b>	<b>-C Layer booklet -Daily reading log -Split and read in 2 rooms</b>	<b>-C Layer Booklet -Daily Reading log -Split and read in 2 rooms</b>	<b>-Imagery in paintings and poem about freedom or abuse Watch "Kite Runner Mock trial</b>	<b>-Acting -Translating/ Interpreting (C Layer)</b>



