

Stanly County English II Honors Pacing Guide
designed 3/15/07

Topics/Concepts	Time (Days)	Curriculum Objectives
<p>Identity/Journey- <i>The Alchemist, Metamorphosis, Gilgamesh, How Much Land Does a Man Need?, Siddhartha, Dante’s Inferno, Cider House Rules</i></p> <p>Multiliteracies Text- “The Whale Rider,” “Harry Potter and the Sorcerer’s Stone,” various supporting visual arts text, supporting short stories and poetry, various film clips</p> <p>Essential Question- Why does the understanding of origins both essential to personal and universal understand?</p>	<p>15</p>	<p>Epic, Archetypes, Transformation, Wisdom and Heroic Literature, Spiritual Quest, Personal Growth, Cultural and Historical Impact</p> <p>Writing Product: Personal Reminiscence (Definition or Cause/Effect), Reader’s Response and Journal Entries (Definition), Reader’s Response, Journals, Reader’s Workshops or Literature Circles, Writer’s Workshops</p> <p>SCOS: 1.02, 1.03, 2.02, 4.03, 4.04, 5.01, 5.02, 6.01, 6.02</p> <p>Sample Activities</p> <ul style="list-style-type: none"> • Gilgamesh- written response to ancient visual text • Study guide scavenger hunt (Spain, Northern Africa, Saudi Arabia) • Film clips- written extended responses • Research project on religious theology • Visual project for Gilgamesh- what is your vision of the afterlife? • Construct “their own Hell” for Dante’s Inferno • Independent extended projects- Scrapbook, CD covers, painting, sculpture, maps, manuals • Who am I? Scrapbook • Holocaust survivor/speaker to class • Interview someone who has been on a journey

<p>Conflict- <i>The Da Vinci Code, All Quiet on the Western Front, The Guest, The Stranger, The Poisonwood Bible,. Master Harold and the Boys, Night</i></p> <p>Multiliteracies Text- various supporting visual arts text, supporting short stories and poetry, various film clips</p> <p>Essential Question- What is the relationship between cultural and individual change?</p>	15	<p>Man vs. Man, Man vs. God, Man vs. Himself, Man vs. Nature, Man vs. Society</p> <p>Writing Products: Essays of Cause and Effect, On Demand Writing (Cause/Effect), Plot Diagrams, Critical Analysis</p> <p>SCOS: 1.02, 1.03, 2.02, 4.03, 4.04, 5.01, 5.02, 6.01, 6.02</p> <p>Sample Activities</p> <ul style="list-style-type: none"> • Visual Reduction project (theme, symbolism, characterization) • Poetry crypt-text • Topographical map of the region (<i>The Guest</i>) • Research on politics of Zaire (former Congo) • Body Biography • Journal responses from characters' point of view (conflict between characters) • Write about a claim made by the author and write a argument against the claim • Extended research projects (Rwanda, Darfur, Tibet), webpage, blog, powerpoint, imovie documentary, photo essay • Cereal Box • Book in a bag
<p>Individual vs. Society- <i>Things Fall Apart,</i></p>	15	<p>Historical and Cultural Influences, Symbolism, Foreshadowing,</p>

<p><i>Oedipus/Antigone, Kaffir Boy, Les Miserables, Memoirs of a Geisha, Phantom of the Opera, Don Quixote, Stolen Lives, “Ha’Penny”</i></p> <p>Multiliteracies Text- various supporting visual arts text, supporting short stories and poetry, various film clips</p> <p>Essential Question: Why are some rights granted while others denied? What determines the priority of rights per culture?</p>		<p>Metaphorical Language, Dramatic Irony, Allusion, Figurative Language, Imagery, Flashback</p> <p>Writing Product: Essay of Definition, Interpretation of World Events (Cause/Effect)</p> <p>SCOS: 1.03, 2.01, 2.03, 3.04, 4.01, 5.01, 5.02, 6.01 6.02</p> <p>Sample Activities:</p> <ul style="list-style-type: none"> • Marketing campaign (project outreach) • Speech writing • Contemporary studies (newspapers, etc) • Rewriting History! (rewriting Oedipus/Antigone with historical themes that are still relevant today) • Lineage project • Research on the judicial system • Ceremonial tea party • Oral History Project • Psychology mini lesson – DSM IV – diagnose Don Quixote • Apartheid and/vs. Civil Rights in the United States • Essay for Oedipus- Fate vs. Choice • Use film clip from “The Da Vinci Code” (the very beginning regarding symbolism)
<p>Survival- <i>Night, “The Shawl,” Kaffir Boy, Stolen Lives, Epic of Gilgamesh, Man’s Search for</i></p>	<p>15</p>	<p>Social and Historical Context, Cultural Influence, Bias, Ethnocentrism, Propaganda, Point of View, Mood and Tone,</p>

<p><i>Meaning</i></p> <p>“Schindler’s List”, “The Pianist”, “Life is Beautiful”, “Jakob the Liar”, “Nightmare’s End”, “Star Trek (for Epic of Gilgamesh)”, “Oprah’s Interview with Elie Wiesel”, “Hotel Rwanda”</p> <p>Multiliteracies Text- various supporting visual arts text, supporting short stories and poetry, various film clips, historical background information, religious background information, political issues</p> <p>Poetry- “To the Little Polish Boy with His Arms Up”, “On Teaching: Elie Wiesel’s <i>Night</i>”, “Hitler’s First Photograph”</p> <p>Essential Question: Why is surviving an integral part of the human experience? Why do cultures fail or survive?</p>		<p>Genocide, Inhumanity, Indifference, Human Rights, Religious Issues, Instinct, Cultural Differences/Similarities</p> <p>Writing Products: Response to Issue (Cause/Effect), Editorial or Response to Editorial (Definition or Cause/Effect), On Demand Writing</p> <p>SCOS: 1.03, 2.01, 2.03, 3.02, 3.03, 3.04, 4.01, 4.05, 5.01, 5.03, 6.01, 6.02</p> <p>Sample Activities:</p> <ul style="list-style-type: none"> • Powerpoint which reflects student journal responses to novel/memoir • Research- groups other than Jewish people who were persecuted during the Holocaust • Webpage design for extended research (Rwanda, genocide, Darfur, Tibet, etc) • Who is responsible? project • Found poetry • Powerpoint on the Holocaust/Video • Create / sculpt/ paint/ multimedia visual art to represent a major theme/issue from <i>Night</i>
<p>Change- <i>Cry, the Beloved Country, Things Fall Apart, “A Doll’s House,” Metamorphosis, Cyrano, Oedipus/Antigone, Les Miserables, Kaffir Boy,</i></p>	<p>15</p>	<p>Cultural differences, Personal Responses and Cultural Analysis, Feminism, Political Background, Archetypes, Literary Devices, Allegory, Characterization, Dialogue, Interpretation, Evaluating</p>

<p>World fairytales, <i>Year of Impossible Goodbyes</i>, <i>The Aenied</i>, World Poetry</p> <p>Films-“Hotel Rwanda”, “A Doll’s House”, “Cry, the Beloved Country”</p> <p>Multiliteracies Text- various supporting visual arts text, supporting short stories and poetry, various film clips, historical background information, religious background information, political issues</p> <p>Essential Questions: What are the positives and negatives of imposed change on an environment? What is the relationship between cultural and individual change?</p>		<p>Connections and Relationships, Situational Irony, Historical Impact, Hero’s Journey, Engagement and Reflection</p> <p>Research Product or Presentation, Letter of Complaint (Cause/Effect, Definition), Poetry (Definition), On Demand Writing</p> <p>SCOS: 2.04, 3.01, 4.02, 5.01, 6.01, 6.02</p> <p>Sample Activities:</p> <ul style="list-style-type: none"> • Study of feminism (history of) • Map out “The Hero’s Journey” • Multiple versions of text (graphic novels) • Reading multiple fairytales from around the world and analyzing them for fairytale plot elements, archetypes, universal themes • With <i>The Aenied</i>, write the wife’s response after being left behind • Write a children’s book containing universal fairytale and archetypal themes • Analyzing world poetry for universal and culturally relevant themes • Origami journals – analyzing characters • Rewrite the ending of “The Doll’s House” (or rewrite the dialogue as you were rewriting it for 2007 and act it out)
<p>Flex Days</p>	<p>15</p>	<p>Writing Workshops, Practice Writing Assessments Grammar Workshops/ Mini lessons , Cause and Effect/Definition Writing</p>

		<p>SCOS: 6.01- sentence structure, author’s choice of words, use of language, vocabulary and word choice, context clues, resources, structural analysis, correct essay format, create mood and tone; 6.02- subject/verb agreement, tense choice, pronoun usage, complete sentences, correct mechanics, parallel structure, clichés, spelling</p> <p>Sample Activities:</p> <ul style="list-style-type: none"> • Daily journal writing (interpreting quotes, phrases, literary meaning and devices) • Paragraph editing • Create a song, chant, cheer, rap about how to remember the format of an essay • Mini-lessons- sentence construction, noun/verb agreement, how to write a thesis statement, common misplaced words, transitions, homonyms • Rivers not Rabbits!!! • Common grammatical errors • Word boards / Dead words • Got words??? Board • Prepositions • Daily grammar snap-shot
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