

BEST High School
English 9/10
Stephanie Monaghan
 Competency-based Syllabus

Desired Results

Credit: .125 per session

Estimate of hours per week engaged in learning activities: 5 hours

Course Overview: This course covers the reading and writing skills and experiences required for students to pass the Reading and Writing HSPE. Our focus will be on expository and persuasive writing and on World Literature.

Instructional Materials: - *EMC Paradigm World Literature, Prentice Hall Literature, Patterns for College Writing, All Quiet on the Western Front, Persepolis, Night, Romeo and Juliet, VirtualLit Interactive Poetry Tutorial, on-line literature and writing resources*

Semester 1: Short Stories, Non-Fiction, and Novels

Session 1 (9/6 – 10/4) – The impact of a writer’s life on his work: Edgar Allen Poe

Session 2 (10/5 – 11/4) – Overcoming challenges: *Night* and the importance of character and plot

Session 3 (11/7 – 12/9) – War: *All Quiet on the Western Front*: Characters and conflict in literature

Session 4 (12/12 – 1/27) – Dictatorship: *Persepolis* - growing up in an authoritarian world

Semester 2: Poetry, Plays, and Film

Session 5 (1/30 – 3/2) - How to read and write poetry: elements of poetry

Session 6 (3/5 – 3/30) – How to read plays: *Romeo and Juliet*, persuasive essay

Session 7 (4/9 – 5/11) – Writing, analyzing, and performing poetry: Slam poetry

Session 8 (5/14 – 6/22) – How to read film: *Persepolis* and *All Quiet on the Western Front*; compare-contrast essay

All summative assessments are due by 1 pm two school days before the end of session

All coursework is aligned with the Washington State and District EALR’s

Students earn credit for proficient completion of each session’s summative assessments

Session	Learning Target	Formative	Summative
1	<ul style="list-style-type: none"> Identify themes in the life of an author and that author’s work Analyze the author’s work, using textual evidence Evaluate the impact of the author’s life on his/her work 	Dialectical journal on Edgar Allen Poe’s <i>The Raven, Annabel Lee, The Tell-Tale Heart, and The Pit and the Pendulum</i> that identifies influences of his personal history	Literary Analysis Essay and Key Cognitive Skills Reflection
2	<ul style="list-style-type: none"> Analyze the impact of the setting and plot of <i>Night</i> Evaluate what resources characters and people need to overcome challenges 	Dialectical journal on <i>Night</i> and web-based research sources on the Holocaust	Formal speech that answers the essential question: What do people need to overcome challenges?

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	<ul style="list-style-type: none"> Analyze web-based research sources for information relevant to the essential question: What do people need to overcome challenges? 		
3	<ul style="list-style-type: none"> Evaluate the impact of war on the characters in <i>All Quiet on the Western Front</i> Develop a research question and conduct research using web-based sources Analyze historical and current research on how wars affect people who fight in them Explain the impact of war on real and fictional soldiers 	Dialectical journal on the effects of war on all of the major characters in <i>All Quiet on the Western Front</i> and on web-based research on the physical and emotional effects of war	Completion of an expository essay on the selected research question and the Key Cognitive Skills Reflection
4	<ul style="list-style-type: none"> Identify the impact of living in an authoritarian system Develop a research question and conduct research using web-based sources Analyze the ways Iran's dictatorship affected Marjane and others Reflect on the role of freedom and oppression in your life and compare it to Marjane's experience 	Dialectical journal on the role of oppression and freedom in <i>Persepolis</i>	Expository essay on the role of oppression and freedom in your life and how it compares to Marjane's experience; Key Cognitive Strategies Reflection
5	<ul style="list-style-type: none"> Explain and analyze key elements of poetry: rhyme, connotation and denotation, metaphors, diction, imagery Evaluate the effect of these elements Produce poetry that effectively uses these key elements of poetry 	Practice sheets for each element of poetry	Evaluate the impact of these elements of poetry in published examples OR Produce poetry that effectively uses these elements of poetry
6	<ul style="list-style-type: none"> Practice the skills required to effectively read Shakespearean plays Analyze the concept of love as presented in <i>Romeo and Juliet</i> 	Dialectical journal on the effects of genre conventions (play, romance, tragedy) on the play and on the concept of love the play presents	Persuasive essay on the value of the concept of love as presented in <i>Romeo and Juliet</i>

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	<ul style="list-style-type: none"> Evaluate the value of this concept of love 		
7	<ul style="list-style-type: none"> Apply the elements of poetry studied in session 5 to analyzing performance poetry Analyze performance (“slam”) poetry both for elements of poetry and performance 	Dialectical journal of multiple slam poetry performances that discusses rhyme, connotation and denotation, metaphors, diction, imagery and the role of performance	Write and perform one slam poem
8	<ul style="list-style-type: none"> Analyze the films of All Quiet on the Western Front and <i>Persepolis</i> to see how the directors’ choices affect the viewer’s experience Evaluate the impact of the directors’ choices on the films 	Dialectical journal that compares the films to the novels	Compare contrast essay that compares the impacts of the directors’ choices to the reader’s experience with the book OR Compare-contrast essay that compares the choices the director’s of each film made

Types of Learning Activities

[This chart demonstrates the types of learning activities the student will complete throughout the course]

Direct Instruction	Indirect Instruction	Experiential Learning	Independent Study	Interactive Instruction
<input type="checkbox"/> Structured Overview <input checked="" type="checkbox"/> Mini presentation <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Demonstrations <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> Problem-based <input checked="" type="checkbox"/> Case Studies <input checked="" type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Practice <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Paper <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Other (List)	<input type="checkbox"/> Virt. Field Trip <input type="checkbox"/> Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Field Observ. <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Bldg. <input type="checkbox"/> Surveys <input type="checkbox"/> Other (List)	<input type="checkbox"/> Essays <input type="checkbox"/> Self-paced computer <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Directed Study <input type="checkbox"/> Research Projects <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Project team <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input checked="" type="checkbox"/> Conferencing <input type="checkbox"/> Other (List)