**Lesson Plan for Sample Student**

 **Grading** (105 possible points per month)

* **Grammar:** Boomerang (Brave Writer); 4 passages per month (10 pts)
* **Vocabulary**: Vocabulary Cartoons SAT 1 (1 chapter/week/test (10 pts)
* **HS Short Story/Poetry class:** 1 hr/3x/month(5 pts per class)
* **Novel:** Read and discuss with reading guide(15 pts)
* **Novel Analysis questions**: Final copy; 2-3 sentence answers per question (15 pts)
* **Paper:** Pre-write; rough draft w/written corrections; final copy; graded rubric(40 pts)

**September-October**

1. Grammar
2. Vocabulary
3. HS Short Story/Poetry class
4. Novel Analysis questions
5. ***READ:*** *To Kill a Mockingbird*
6. ***WRITE:*****Personal Narrative (Narrative Rubric)**Select an experience in your life that has changed you and can be told in the manner of an engaging story. Write a narrative of at least ten paragraphs, to develop this experience using well-chosen details, and well-structured event sequences. Begin your narrative by setting out a problem, situation, or observation and explain its significance, establish a point of view, and introduce the narrator and/or characters. Create a smooth progression of experiences or events, using narrative techniques, such as dialogue, description, and reflection to develop both the event(s), and/or character(s). Use precise words and details and sensory language to convey a vivid picture of the experience. Provide a conclusion that follows from and reflects on what you learned or changed as a result of this experience. Consider choosing a college entrance essay prompt. [Student samples](https://k12.thoughtfullearning.com/resources/studentmodels) [500 Prompts](http://learning.blogs.nytimes.com/2014/11/13/500-prompts-for-narrative-and-personal-writing/?_r=0)

**October-November**

1. Grammar
2. Vocabulary
3. HS Short Story/Poetry class
4. Novel Analysis questions
5. ***READ:*** *Life of Pi*(Yann Martel)
6. ***WRITE:*****Point of View Analysis Paper (Expository Rubric)**Analyze a text, by discussing the differing points of view of two or more characters (or narrator). Cite strong and thorough textual evidence, addressing both what is said directly and what is inferred from symbols, motifs, satire, sarcasm, irony, or understatement. [Scroll to Page 8 of 12 in this PDF for support and instruction.](http://www.laurel.kyschools.us/userfiles/848/Classes/24211/Point%20of%20View.pdf)

**November-December**

1. Grammar
2. Vocabulary
3. HS Short Story/Poetry class
4. Novel Analysis questions
5. ***READ:***The Outsiders
6. ***WRITE:*****Contrast Paper (Expository Rubric) Written on** *Life of Pi*(Yann Martel)After reading a book, find a performance of the work in the form of movies, theatrical productions or audio dramatizations. Compare the interpretations.

**December-January**

1. Grammar
2. Vocabulary
3. HS Short Story/Poetry class
4. Novel Analysis questions
5. ***READ:***Animal Farm Read this first: <http://www.history.com/topics/russian-revolution> and/or <http://www.sparknotes.com/history/european/russianrev/> so you understand the background.
6. ***WRITE:*****Theme Paper written on** The OutsidersCite strong and thorough textual evidence to support analysis of what the text says explicitly to develop a theme over the course of the text, as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Include the impact of the author’s choices such as setting, plot and character development in the development of the theme. [Student Sample 12](https://k12.thoughtfullearning.com/studentmodels/my-interpretation-joy-luck-club) [How to Write an Analysis Paper](http://www.newton.k12.in.us/hs/english/vanduyn/eng11-12ap/A%20Guide%20to%20Writing%20the%20Literary%20Analysis%20Essay.pdf) [Theme paper process](http://www.smusd.org/cms/lib3/.../1493/Literary%20Analysis%20Essay.ppt)

**January-February**

1. Grammar
2. Vocabulary
3. HS Short Story/Poetry class
4. Novel Analysis questions
5. ***READ:***The Chosen by Chaim Ptotk (boom)
6. ***WRITE:*****Argumentation/Persuasive Paper (Persuasive Rubric) written on** Animal Farm
*Discuss whether Communism can be an effective form of government. Use evidence from Animal Farm and historical events.*
Create a paper that introduces a precise, knowledgeable claim, establishes the importance of this claim, and distinguishes the claim from alternate or opposing claims. Support the claim through at least seven paragraphs of organized and logically sequenced evidence. Explain clearly how the evidence supports your claim. Include at least one paragraph, which addresses a common counterclaim, and provide evidence to refute that claim. [Student samples](https://k12.thoughtfullearning.com/resources/studentmodels)

**February-March**

1. Grammar
2. Vocabulary
3. HS Short Story/Poetry class
4. Novel Analysis questions
5. ***READ:***Much Ado about Nothing (No Fear Shakespeare)
6. ***WRITE:*****Theme Paper written on The Chosen**Cite strong and thorough textual evidence to support analysis of what the text says explicitly to develop a theme over the course of the text, as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Include the impact of the author’s choices such as setting, plot and character development in the development of the theme. [Student Sample 12](https://k12.thoughtfullearning.com/studentmodels/my-interpretation-joy-luck-club) [How to Write an Analysis Paper](http://www.newton.k12.in.us/hs/english/vanduyn/eng11-12ap/A%20Guide%20to%20Writing%20the%20Literary%20Analysis%20Essay.pdf) [Theme paper process](http://www.smusd.org/cms/lib3/.../1493/Literary%20Analysis%20Essay.ppt)

**March-April**

1. Grammar
2. Vocabulary
3. HS Short Story/Poetry class
4. Novel Analysis questions
5. ***READ:***Ender’s Game (boom)
6. ***WRITE:*****Research Paper (Research Rubric) Choose from your history studies**Write a paper, website or brochure to inform or explain to your audience a topic on which you have both interest and expertise. Select the most significant and relevant facts. Provide extended definitions, concrete details, quotations, formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia (when useful) to help your reader understand your topic. Choose an audience, and write using words that are a good fit with the audience’s knowledge of the topic. Use precise vocabulary, and techniques such as metaphor, simile, and analogy to help your readers better understand your topic. Make sure that your concluding paragraph follows clearly from the information you have provided and mentions its significance. [A Research Guide](http://www.aresearchguide.com/1steps.html) provides a step-by-step guidance in writing your research paper. [Student samples](https://k12.thoughtfullearning.com/resources/studentmodels)

**April-May**

1. Grammar
2. Vocabulary
3. HS Short Story/Poetry class
4. Novel Analysis questions
5. ***READ:***Blink by Malcom Gladwell (boom)
6. ***WRITE:*****Argumentation/Persuasive Paper (Persuasive Rubric) Written on** Ender’s Game
*Tell me whether governments should be allowed to involve children in warfare. Use evidence from the book and historical events.*
Create a paper that introduces a precise, knowledgeable claim, establishes the importance of this claim, and distinguishes the claim from alternate or opposing claims. Support the claim through at least seven paragraphs of organized and logically sequenced evidence. Explain clearly how the evidence supports your claim. Include at least one paragraph, which addresses a common counterclaim, and provide evidence to refute that claim. [Student samples](https://k12.thoughtfullearning.com/resources/studentmodels)

**May-June**

1. Grammar
2. Vocabulary
3. HS Short Story/Poetry class
4. Novel Analysis questions
5. ***READ:***The Pearl: John Steinbeck (boom)
6. ***WRITE:*****Theme Paper**Cite strong and thorough textual evidence to support analysis of what the text says explicitly to develop a theme over the course of the text, as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Include the impact of the author’s choices such as setting, plot and character development in the development of the theme. [Student Sample 12](https://k12.thoughtfullearning.com/studentmodels/my-interpretation-joy-luck-club) [How to Write an Analysis Paper](http://www.newton.k12.in.us/hs/english/vanduyn/eng11-12ap/A%20Guide%20to%20Writing%20the%20Literary%20Analysis%20Essay.pdf) [Theme paper process](http://www.smusd.org/cms/lib3/.../1493/Literary%20Analysis%20Essay.ppt)