

NIAGARA HIGH SCHOOL					WEEK BEGINNING:	DECEMBER 11, 2023
TEACHER NAME: GINGER ANDERSON						
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Notes:
ENGLISH II	TEST VOCABULARY UNIT 9 Level "C" Grammar: Sub / Verb Agreement	ASSIGNMENT: VOCAB UNIT 9 Level "C" Grammar: CLAUSES p. 562-568 DUE TODAY	SMARTBOARD REVIEW Vocabulary Unit 9 Level "C" Grammar: Sub / Verb Agreement	SHORT STORY UNIT REVIEW Elements of Literature (4 th Course) Class Discussion Short Story Literary Elements	VOCABULARY UNIT 9 Level "C" Grammar: Agreement TEST(S)	
	<i>THE ODYSSEY</i> Class Discussion	COMPLETE <i>THE ODYSSEY</i> Guided Reading Questions	Six (6) Traits of EPIC POETRY			
	SL.9-10, RL.9-10, RL.2.9-10, RL.2.9-10	SL.9-10, 11.9-10	W.3.9-10, W.4.9-10, SL.1.9-10, 11.9-10	W.3.9-10, W.4.9-10, SL.1.9-10, L.1.9-10	SL.1.9-10, RL.1.9-10, RL.2.9-10, RL.2.9-10	
ENGLISH III	TEST VOCAB UNIT 9 Level "E" Grammar: Sub / Verb Agreement p. 578-592 Ex. 1, Ex.2, Rev. C & Rev. D	VOCAB UNIT 9 Level "E" Grammar: Sub / Verb Agreement DUE TODAY	SMARTBOARD REVIEW Vocabulary Unit 9 Level "E" Grammar: Agreement	Assigned Reading THE GREAT GATSBY CHAPTER 9 Guided Reading Questions Discussion ESSAY TEST TUESDAY 12-13-22 THE GREAT GATSBY F. SCOTT FITZGERALD	VOCABULARY UNIT 9 Level "E" Grammar: Agreement TEST(S)	
	Begin Assigned Reading THE GREAT GATSBY CHAPTER 8	Assigned Reading THE GREAT GATSBY CHAPTER 8 Guided Reading Questions Discussion	Assigned Reading THE GREAT GATSBY CHAPTER 9 Guided Reading Questions Discussion		ACT READING REVIEW (PORTFOLIO)	
	L1.11-12, L2.11-12, L3.11-12, RL3.11-12	L1.11-12, L.2.11-12, L3.11-12, RL3.11-12	L1.11, L2.11, SL1.11, SL4.11, W4.11	RL2.11-12, RL3.11-12, W3.11, W4.11	SL1.11-12, RL1.11-12, RL2.11-12, RL2.11-12	
ENGLISH IV	TEST VOCABULARY UNIT 9 Level "G" Grammar: Sub / Verb Agreement p.600-615 Ex. 1, Rev. A, Ex. 3 & Ex. 5	ASSIGNMENT: VOCAB UNIT 9 Level "G" Grammar: Agreement DUE TODAY	(SMARTBOARD) REVIEW Vocab Unit 9 Level "G" Grammar: Agreement	SONNET WRITING ASSIGNMENT (IN CLASS) <small>Rhyme scheme: Does your sonnet's rhyme pattern correspond to traditional sonnet forms? Do you create unique rhymes rather than cliché and predictable rhymes like love-dove, etc.? Form: Does your sonnet utilize the standard number of lines for its type? Does it make good use of the volta to show a "turn" or change of thought? Meter: The prevailing meter should always be iambic pentameter, but you are encouraged to deviate in select feet in order to create poetic effect or emphasis, and then talk about that deviation in your commentary. To show your meter, write scansion marks above the words. Interactivity: Does your poem address the same concerns, imagery, and questions that appeared in the Shakespearean sonnet to which it responds? Diction: You may use contemporary language or Elizabethan English, provided your language is vivid and poetic rather than mundane. (Accurate use of Elizabethan vocabulary will impress me more than modern vocabulary, of course.) Originality: Do you avoid clichés and trite expressions or rhymes? Can you express old and familiar ideas in new and striking ways? Imagery: Does your poem make vivid appeals to visual (seeing), auditory (hearing), gustatory (taste), olfactory (scent), and tactile (touch) imagery? Simile and Metaphor: Does your poem employ any powerful comparisons through simile and metaphor, as was common in Elizabethan sonnets? Other Poetic Devices: Does the poem make use of other poetic devices such as puns, alliteration, anaphora, or any other schemes and tropes?</small>	VOCABULARY UNIT 9 Level "G" Grammar: Agreement TEST(S)	
	MACBETH ACT IV Class Reading	MACBETH ACT V Ques. p. 284 (1-10) (TEST: WED)	MACBETH ACT IV-V TEST Sonnet 29 Sonnet 30 William Shakespeare p.340-341		REVIEW WORKSHEET <i>Modern Language Association</i> <i>American Psychological Association</i> <i>Chicago Manual Style</i> PAPER FORMATS	
	L1.11-12, L2.11-12, L3.11-12, RL3.11-12	L1.11-12, L.2.11-12, L3.11-12, RL3.11-12	L1.12, L2.12, SL1.12, SL4.12, W4.12	RL2.11-12, RL3.11-12, W3.12, W4.12	SL1.11-12, RL1.11-12, RL2.11-12, RL2.11-12	

WISCONSIN CORE CURRICULUM STANDARDS

CREATIVE WRITING

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Notes:
<p>CLASS READINGS:</p> <p><i>I, Too, Sing America</i> by Langston Hughes</p> <p><i>Phenomenal Woman</i> by Maya Angelou</p> <p><i>Where the Sidewalk Ends</i> by Shel Silverstein</p> <p><i>If You Forget Me</i> by Pablo Neruda</p> <p><i>I Carry Your Heart with Me</i> by E. E. Cummings</p> <p><i>The Road Not Taken</i> by Robert Frost</p> <p>POETRY EXPLICATION One (1) Page MLA FORMAT</p> <p>BASIC COMPREHENSION Read Poem Paraphrase the Poem Identify Speaker and Intended Audience Identify Specific Setting of Time / Place Consider Poem's Title</p> <p>LANGUAGE ANALYSIS Consider the Poem's Diction Identify Any Figures of Speech Identify Instances of Irony Consider Tone of Poem</p>	<p>(LAPTOPS)</p> <p>REVISION and EDITING of ENTIRE PORTFOLIO</p> <hr/> <p>PERSONAL PORTFOLIO</p> <hr/> <p>Digital / Hard Copy Files</p>	<p>Writing Prompt # 23</p> <p>CREATIVE WRITING: Please choose three (3) of the following Poetry Prompts</p> <p>Poetry Prompt - Write an Anaphora poem. An Anaphora is "the repetition of a word or expression several times within a clause or within a paragraph". In poetry the repetition of the phrase can be just at the beginning of each line, setting the tone as a meditation or a mantra, or it can be utilized more subtly within the poem. The poem can be free verse or prose style.</p> <p>Poetry Prompt - Write a free verse poem using "sparrows".</p> <p>Poetry Prompt - Write a series of questions and answers to compose a poem.</p> <p>Poetry Prompt - Write a poem that describes a walk through a house from the perspective of a child.</p> <p>Poetry Prompt - Write three different impressions of "saturation", (e.g.: color, sound, aroma, urban-ness, etc.)</p> <p>Poetry Prompt - Write a poem using the prompt: "chain-link fence"</p> <p>Poetry Prompt - Write a poem concerning the "absence" of something. Consider the absence as a positive, or a negative.</p> <p>Poetry Prompt - List ten items that you would buy at an auction, or tag sale. Write a poem including those items. You may choose to title your poem, "Things Found At An Auction". Variation, have someone else create a list for you.</p> <p>Poetry Prompt - Write a poem that starts with a one word title, two words in the first line, three in the next, and continues by adding one word per line. (Variation: use as a prose exercise.)</p> <p>Poetry Prompt - "This and That". Write a list of phrases such as "salt and pepper", "cats and dogs", "love and war". Write a poem with the first stanza about the first word and the second stanza about the second word.</p> <p>Poetry Prompt - Write a poem that begins with a description of an event, telling what appears to be happening. Then give a description of what is really occurring.</p> <p>Poetry Prompt - Write a poem using, "paper and chalk".</p> <p>Poetry Prompt - Write a poem using the following title: "Another Language", or "Translation"</p>	<p>(LAPTOPS)</p> <p>PEER REVISION and EDITING of Poetry Explication FINAL DRAFT</p> <p>PERSONAL PORTFOLIO</p> <p>Digital / Hard Copy Files</p>	<p>CLASS READINGS:</p> <p><i>A Dream Within A Dream</i> by Edgar Allan Poe</p> <p><i>There is Another Sky</i> by Emily Dickinson</p> <p><i>A Girl</i> by Ezra Pound</p> <p><i>Messy Room</i> by Shel Silverstein</p> <p><i>Fast Rode the Knight</i> by Stephen Crane</p> <p>POETRY EXPLICATION One (1) Page MLA FORMAT</p> <p>BASIC COMPREHENSION Read Poem Paraphrase the Poem Identify Speaker and Intended Audience Identify Specific Setting of Time / Place Consider Poem's Title</p> <p>LANGUAGE ANALYSIS Consider the Poem's Diction Identify Any Figures of Speech Identify Instances of Irony Consider Tone of Poem</p>	
SH1.9-12, W4.9-12	W4.9-12	W39-12, SL19-12	W4.9-12	W3.9-10, SL1.9-12	

WISCONSIN CORE CURRICULUM STANDARDS

BADGER HOUR ACT / COLLEGE AP & ESSAYS / SCHOLARSHIPS / FAFSA

FLEX

Program Overview

REMINDER: NEW FAFSA APPLICATION OPENS 12-31-23

Youth Employment Success Solutions is a dynamic approach for youth (ages 16-18) to improve and develop the required skills and knowledge to succeed in the world of work. By understanding and practicing key employability skills, students will gain the wisdom to prepare for their career desires.

Program Topics:

- Reading Comprehension
- Basic Math Skills
- Using Computers
- Communication
- Preparing for Your Employment
- Work Expectations
- Money Management
- Career Planning

Program Length: TWO (2) SEMESTERS