

## English Level 5

### August/September

#### Focus:

- Expectations for excellence in writing
- Symbolism and allegorical writing
- Literary and Rhetorical Devices: Speaker/Purpose/Audience/Tone, Diction, Connotation-Denotation, syntax, sentence structure, details, ideas, language, brainstorming.
- Organization and Development
- Grammar/vocabulary

#### Readings:

English 51 by Andrew King - 2 The Essay

English 214 by Thompson - 2 Conjunctions, Commas, Modifiers, Prepositions, Adjective Clauses

501 Sentence Completion Questions by Learning Express - Questions Chap 1-4

English 214 by Thompson - 3 Appositives, Verbal Phrases, Concession, Thesis

English 51 by Andrew King - 3 The Paragraph

English 214 by Thompson - 4 Paragraphing, Sentence Focus and Logic, Parallel Structure

501 Sentence Completion Questions by Learning Express - Questions Chap 5-8

*Lord of the Flies* by William Golding

Assessments & Quizzes:

Reading comprehension and quote analysis

#### **Composition:** Critical Analysis Essay

1. Defend and/or criticize Ralph's actions as leader. What were his motivations? Did he contribute to the tragedy in any way? Could he have acted to prevent any of the deaths? What would you have done differently in his situation?
2. Describe the religious imagery in *Lord of the Flies*: the forces of good and evil, a fall from grace, a savior, and eventual redemption. How does Golding's depiction of the island compare to the Garden of Eden?
3. Some readers of *Lord of the Flies* have argued that each and every one of the boys' actions is nothing more than an attempt to survive in difficult conditions. Think about the mounting of the sow's head, Simon's ascent up the mountain, and the murder of Piggy in particular, as well as any other key scenes that stand out for you. Is it fair to say that the boys' actions were merely the result of the human survival instinct? Why or why not? If so, can you use these examples to draw some general conclusions about the human instinct to survive?
4. Support the argument that Simon is a "Christ Figure." Do you agree or disagree with the idea that Simon is a Christ Figure? Discuss the development of this character from the frail, shy, fainting kid to the well-developed character that faces the Lord of the Flies and the beast, eventually being sacrificed as a result.
5. The conch is an all-important symbol in the novel. It is almost a character in its own right. Trace the development of this symbol. How does Golding develop this shell into this symbol? Discuss what it means, and the effect it has on the group of boys, from the first assembly to its eventual destruction. You may want to include in your discussion its relation to characters like Ralph, Piggy, or even Jack.
6. Discuss the development of one of the major characters (Ralph, Piggy, Simon, Jack). How do they change from beginning to end? Is the change a "good" change, or a "bad" one? Be sure to support your response with specific examples from the text, as well as information you learned from class discussions (Simon as Christ Figure, or Piggy as representative of knowledge, etc.)

#### **Composition:** Narrative Essay

Discuss an instance of vying for power that you have personally experienced. How did the involved parties resolve their dispute? Examine the consequences and identify the potential ways in which the situation could have been better handled.

### October – November

#### Focus:

- Syntax/sentence structure/style/voice/tone
- Persuasive techniques
- Crafting Essays
- Organization/Development
- Compare and contrast concepts
- Grammar/vocabulary

Readings:

English 51 by Andrew King - 4 The Sentence  
English 214 by Thompson - 5 Correlative Conjunctions, Absolute Phrases, Appositionals, Quotations and Citations  
English 214 Workbook by Wise - 1 Title, Table of Contents, Grading Criteria  
English 51 by Andrew King - 5 The Appendix  
English 214 Workbook by Wise - 2 Literary Terms, Inferencing, Thesis, Topic Sentences, Essay Focus  
English 214 - Appendices - Peer Groups, Criteria and Symbols  
English 214 Workbook by Wise - 3 Quotes, Ballads, Essay Topics, Critical Analysis, Introductions  
501 Sentence Completion Questions by Learning Express - Questions Chap 9-12

Outside Homework Readings:

*The Paper Menagerie and Other Short Stories* by Ken Liu

Assessments & Quizzes:

- Grammar
- Sentence diagramming
- Rhetorical language vocabulary

Two Timed Writes:

**Composition:** Compare and Contrast Essays

Choose two of the short stories from the collection and explore thematic or stylistic similarities and differences.

**Composition:** Peer edit/Teacher Evaluation Review/Cultural Approach

Write a persuasive paper in support of a cultural viewpoint or position. You may also choose to examine a current cultural phenomenon or a lasting tradition. You are required to use quotes from the reading sources as well as provide additional reference material in your paper. Using peer editors' suggestions, you will rewrite your original paper using the upgraded ideas to improve the quality of your persuasive essay. The paper will contain the proper MLA citations.

**Composition:** Letter

In the style of Ken Liu, compose a letter that indirectly tells a story. Practice pacing and omission, along with other literary techniques to craft a compelling narrative in an epistolary format.

**December – January**

Focus:

- Propaganda
- Power of language
- Epistolary structure and narrative
- Test taking strategies
- Grammar/vocabulary

Readings:

English 214 Workbook by Wise - 4 Paragraph Development, Appositives, Joining Words, Commas  
English 214 Workbook by Wise - 5 Sentence Focus, Parallel Structures, Adjective Clauses, Revision, Subject and Verb, Endings, Tips  
Reasoning Skills Success - Lesson 1 - Critical Thinking and Reasoning Skills  
Reasoning Skills Success - Lesson 2 - Problem Solving Strategies  
501 Sentence Completion Questions by Learning Express - Questions Chap 13-16  
Reasoning Skills Success - Lesson 3 - Thinking vs Knowing  
Reasoning Skills Success - Lesson 4 - Who Makes the Claim  
Reasoning Skills Success - Lesson 5 - Partial Claims and Half-Truths

*The Perks of Being a Wallflower* by Stephen Chbosky

Assessments:

Test taking strategies  
Literary Terms  
Rhetorical Devices  
SAT and PSAT Exercises

**Composition:** Critical Analysis Essay

Write an essay explaining how the books Charlie read affected him by providing experiences in fiction rather than experiencing those same things in his life. Discuss whether Charlie does eventually learn to "participate"?

**Composition:** Essay

Choose one of the topics from *The Perks of Being a Wallflower* list of topics for a 5 page essay. Please use MLA format.

**In Class Essays:** Complete a timed writing assignment using an SAT essay prompt.

## February – March

Focus:

- Argumentative techniques
- Contemporary issues debate
- SAT
- Grammar/vocabulary

Readings:

501 Challenging Logic and Reasoning Problems 74 - 101  
Reasoning Skills Success in 20 mins a Day by Chesla - Lesson 6 - What's in a Word  
501 Sentence Completion Questions by Learning Express - Questions Chap 17-20  
Reasoning Skills Success in 20 mins a Day by Chesla - Lesson 7 - Working with Arguments  
501 Challenging Logic and Reasoning Problems 102 - 201  
Reasoning Skills Success - Lesson 8 - Evaluating Evidence  
Reasoning Skills Success - Lesson 9 - Recognizing a Good Argument  
501 Challenging Logic and Reasoning Problems 202 - 241

Assessments:

Argument techniques  
Citing sources  
PSAT/SAT Practice Tests  
AP Language and AP Literature Practice Tests

**Timed write:** Read the assigned articles. Then write a carefully reasoned essay that defends, challenges, or qualifies one of these writer's claims. Support your argument with appropriate evidence.

**Media Compilation Assignment:** Choose five items from your media chart and discuss their significance. Can be linked to your playlist assignment.

**Composition:** Personal Exploratory Narrative

In a well-written essay that draws upon your reading, experience, or observations for support, take a position on the issue of one of the high school issues Charlie faces.

**Composition:** SAT Rhetorical Analysis Essays

## April - May

**Theme:** **Compassion and Expression**

Focus:

- Review of story elements: Character analysis/Plot/Setting/Conflicts
- Advanced rhetorical analysis
- Symbolism in literature
- Poetry
- Grammar/vocabulary

Assessments:

Reasoning Skills Success - Lesson 10 - Putting It All Together  
Reasoning Skills Success - Lesson 11 - Logical Fallacies Appeal to Emotion  
501 Challenging Logic and Reasoning Problems 242 - 320  
Reasoning Skills Success - Lesson 12 - Logical Fallacies the Imposter  
Reasoning Skills Success - Lesson 13 - Logical Fallacies Distractors and Distorters  
Reasoning Skills Success - Lesson 14 - Why Did it Happen  
Reasoning Skills Success - Lesson 15 - Inductive Reasoning

**Composition:** Poetic Devices Analysis

In a well-developed essay, analyze key symbolic elements, figurative language, imagery, and tone that uses to enhance the theme of the selected poems.

**Composition:** Compare and Contrast Essay

After reading poets from different literary movements/periods, discuss their similarities as well as how they differ. Write a well-crafted essay that discusses both works citing examples from each to support your beliefs.

**Poetry:** Analysis Essay

Read several poets from the list of poets. Include three or more poets of the same genre and evaluate their themes. Compose your own poems in the same style.

## Poetry: Poetry Appreciation

Continue reviewing different poetry forms/styles and analyze their themes and messages

### May - June

Focus:

- Identifying historical context
- Making inferences
- Grammar/vocabulary

Outside/homework Reading - Novel selected from the current AP List of American authors

Readings: Current articles and editorials

501 Challenging Logic and Reasoning Problems 321 - 453

Reasoning Skills Success - Lesson 16 - Jumping to Conclusions

Reasoning Skills Success - Lesson 17 - Inductive Reasoning

Reasoning Skills Success - Lesson 18 - Numbers Never Lie

Reasoning Skills Success - Lesson 19 - Problem Solving Revisited

Reasoning Skills Success - Lesson 20 - Putting it All Together

501 Challenging Logic and Reasoning Problems 454 - 501

Reasoning Skills Success - Posttest

Write It - Part I Basic Information and Documentation

Write It - Part II Practice Essays and Study Guides [1]

Write It - Part II Practice Essays and Study Guides [2]

Write It - Appendix

Write It - Part III Case Study

*All the Light We Cannot See* by Anthony Doerr

### Reading Comprehension

Tests: SAT and ACT Practice

### Composition: Critical Analysis Essay and In-Class Essays

1. The narration moves back and forth both in time and between different characters. How did this affect your reading experience? How do you think the experience would have been different if the story had been told entirely in chronological order? Whose story did you enjoy the most? Was there any character you wanted more insight into?
4. When Werner and Jutta first hear the Frenchman on the radio, he concludes his broadcast by saying “*Open your eyes and see what you can with them before they close forever*” (pages 48–49), and Werner recalls these words throughout the book (pages 86, 264, and 409). How do you think this phrase relates to the overall message of the story? How does it relate to Madame Manec’s question: “Don’t you want to be alive before you die?” (page 270)?
5. On page 160, Marie-Laure realizes “This . . . is the basis of his fear, all fear. That a light you are powerless to stop will turn on you and usher a bullet to its mark.” How does this image constitute the most general basis of all fear?
6. Reread Madame Manec’s boiling frog analogy on page 284. Etienne later asks Marie-Laure, “Who was supposed to be the frog? Her? Or the Germans?” (page 328) Who did you think Madame Manec meant? Could it have been someone other than herself or the Germans? What does it say about Etienne that he doesn’t consider himself to be the frog?
7. On page 368, Werner thinks, “That is how things are . . . with everybody in this unit, in this army, in this world, they do as they’re told, they get scared, they move about with only themselves in mind. *Name me someone who does not.*” But in fact many of the characters show great courage and selflessness throughout the story in some way, big or small. Talk about the different ways they put themselves at risk in order to do what they think is right. What do you think were some shining moments? Who did you admire most?
8. On page 390, the author writes, “To shut your eyes is to guess nothing of blindness.” What did you learn or realize about blindness through Marie-Laure’s perspective? Do you think her being blind gave her any advantages?
9. One of Werner’s bravest moments is when he confronts von Rumpel: “All your life you wait, and then it finally comes, and are you ready?” (page 465) Have you ever had a moment like that? Were you ready? What would you say that moment is for some of the other characters?
10. Why do you think Marie-Laure gave Werner the little iron key? Why might Werner have gone back for the wooden house but left the Sea of Flames?
11. Von Rumpel seemed to believe in the power of the Sea of Flames, but was it truly a supernatural object or was it merely a gemstone at the center of coincidence? Do you think it brought any protection to Marie-Laure and/or bad luck to those she loved?

12. When Werner and Marie-Laure discuss the unknown fate of Captain Nemo at the end of *Twenty Thousand Leagues Under the Sea*, Marie-Laure suggests the open-endedness is intentional and meant to make us wonder (page 472). Are there any unanswered questions from this story that you think are meant to make us wonder?

13. The 1970s image of Jutta is one of a woman deeply guilt-ridden and self-conscious about her identity as a German. Why do you think she feels so much guilt over the crimes of others? Can you relate to this? Do you think she should feel any shame about her identity?

14. What do you think of the author's decision to flash forward at the end of the book? Did you like getting a peek into the future of some of these characters? Did anything surprise you?

15. Aleksandr Solzhenitsyn once wrote that "the line dividing good and evil cuts through the heart of every human being." *All the Light We Cannot See* is filled with examples of human nature at its best and worst. Discuss the themes of good versus evil throughout the story. How do they drive each other? What do you think are the ultimate lessons that these characters and the resolution of their stories teach us?

**Composition:** ACT Persuasive and Synthesis Essays

**Composition:** SAT Rhetorical Analysis Essays