Odysseyware®

RESOURCE LIST

ENGLISH LANGUAGE ARTS

Table of Contents

Language Arts 300

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 5: Project: Animal Story Report	Required	No	Choose a story that centers on an animal. It can be fiction or nonfiction. Here are some suggestions: • *Chester the Worldly Pig*, by Bill Peet, Houghton Mifflin, 1965. • *Fantastic Mr. Fox*, by Roald Dahl (author of *Charlie and the Chocolate Factory*), Alfred A. Knopf, 1970. • *Frog and Toad All Year*, by Arnold Lobel, Harper & Row, 1976. • *Only One Woof*, by James Herriot, St. Martin's Press, 1985. • *Why Mosquitoes Buzz in People's Ears*, by Aardema, Dillion, 1976. Caldecott Medal Award book.
Unit 6: Project: Book Review	Required	No	Any children's book of your choice.
Unit 8: Project: Cinderella Comparison and Contrast	Required	No	• *Cinderella*, the book. • Cinderella, the movie
Unit 9: Project: Nonfiction Report	Required	No	Choose a nonfiction story that you are interested in reading about and challenges your reading skills. Here are some suggestions: • *Abe Lincoln Grows Up*, by Carl Sandberg, Harcourt, 1985 • *Buffalo Hunt by Russell Freedman*, Holiday House, 1998 • *The Plymouth Thanksgiving*, by Leonard Weisgard, Doubleday, 1967 • *Promise of a New Spring by Gerda Klein*, Rossel Books, 1981 • *Young Frederick Douglas, Fight for Freedom*, by Laurence Santrey, Troll, 1983
Unit 9: Project: Informational Report	Required	No	• Internet for research purposes *Recommended: https://www.worldwildlife.org/species*

Language Arts 400

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 1: Project: Reading Poetry and Prose Aloud	Required	No	• Both a poetry and a prose selection of your choice. Your prose selection should be a single paragraph between 125 and 150 words.
Unit 4: Project: Fiction Book Review	Required	No	Choose a story that is fiction. Here are some suggestions: • *Fantastic Mr. Fox*, by Roald Dahl, Alfred A. Knopf, 1970. • *Gentle Ben*, by Walt Morey, Avon, 1976. • *Indian in the Cupboard*, by Lynn Reid Banks, Doubleday, 1981. • *It's a Mile from Here to Glory*, by Robert C. Lee. Little, Brown and Co., 1972. • *James and the Giant Peach*, by Roald Dahl, Bantam, 1978.
Unit 6: Project: Nonfiction Book Review*	Required	No	Choose a book that is nonfiction. Here are some suggestions: • *The Astronomy Book*, by Dr. Jonathan Henry, Master Books, 1999. • *The Weather Book*, by Michael Oard, Master Books, 1997.

Unit 7: Project: Folk Tale Review*	Required	No	Choose a book on fairy tales, fables, or folklore. Here are some suggestions:

GENERAL FOLKTALES:

- *Llama and the Great Flood; a Folktale from Peru*, by Ellen Alexander, Crowell, 1989.
- *The Tale of Three Trees*, retold by Anglea Elwell Hunt, Lion Publishing Company, 1989.

FAIRY TALES and FANTASY:

- *Fairy Tales and Stories*, by H. C. Andersen. A Wonder-Book for Girls and Boys, by Nathaniel Hawthorne.
- *The Nutcracker Ballet*, retold by Deborah Hautig, Random House, 1992.
- *Rapunzel*, by Brothers Grimm, retold and illustrated by Bernadette Watts, Thomas Y. Crowell Co, 1975.
- *The Snow Queen*, by Hans Christian Andersen, translated by Noami Lewis, Henry Holt and Co. 1979.

TALL TALES:

- *Johnny Appleseed*, retold and illustrated by Steven Kellogg, Morrow Junior Books, 1988.
- *Mr. Yowder and the Train Robbers*, by Glen Rounds, 1981, Holiday House.
- *Pecos Bill*, retold and illustrated by Steven Kellogg, Morrow Junior Books, 1986.
- *Paul Bunyan*, retold and illustrated by Steven Kellogg, Morrow Junior Books, 1984.

FABLES:

- *Aesop's Fables*, by Aesop, illustrated by A. J. McClaskey, retold by Ann Mc Govern, Scholastic, 1963.
- *Fables*, by Arnold Lobel, Harper & Row, 1980. Caldecott Medal Winner.
- *The Fisherman and His Wife*, by Jacob Grimm, Farrar, 1980.

Unit 9: Project: Researching Native American Culture*	Required	No	• Encyclopedia or internet for research purposes.
Unit 9: Project: Report Part 1	Required	No	• books or internet for research purposes

Language Arts 500

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 1: Project: Finding the Topic	Required	No	• a short article in the newspaper
Unit 3: Project: Book Report - Nonfiction	Required	No	Choose a nonfiction book. Here are some suggestions: • *Buffalo Hunt*, by Russell Freedman, published by Holiday House, 1988. • *Growing Up Amish*, by Richard Ammon, published by Atheneum, 1989. • *Linnea's Windowsill Garden*, by Christine Bjork, published by Farrar, Straus & Giroux, 1988. • *Maggie by My Side*, by Beverly Butler, published by Dodd & Mead, 1987. • *The Story of Football*, by Dave Anderson, published by Morrow, 1985.
Unit 4: Project: Writing Descriptive Setting Paragraphs	Required	No	• drawing paper • pencil
Unit 4: Project: Participating in and Summarizing Claims in a Discussion	Required	No	• books or internet for research purposes
Unit 4: Project: Writing an Opinion Piece	Required	No	• paper • pencil
Unit 4: Project: Taking Notes	Required	No	• note cards • pencil
Unit 4: Project: Drafting Research Questions	Required	No	• internet for research purposes
Unit 4: Project: Advertisements and Persuasion	Required	No	• An advertisement that uses exaggeration. contradiction or misleading techniques. *Recommended:* *http://library.duke.edu/digitalcollections/adaccess/*
Unit 5: Project: Seed Ideas*	Required	No	• a large manila envelope or construction paper • a sheet of lined paper • glue stick or tape • a collection of pictures of people from magazines or newspapers to use as characters in stories
Unit 6: Project: Book Report – Poetry*	Suggested	No	• dictionary

Unit 6: Project: Poetry Book*	Required	No	• word processing software • printer • construction paper • markers
Unit 8: Project: Preparing and Giving an Oral Presentation	Required	No	• internet for research purposes • presentation software (optional)
Unit 8: Project: Fables	Required	No	Choose two of the following fables by Aesop: • *The Lion and the Mouse* • *The Wind and the Sun* • *The Dog and the Bone* • *The Ant and the Grasshopper*
Unit 9: Project: Book Report – Biography	Required	No	Choose a biography book on one person. Here are some suggestions: • *Martha Washington, First Lady*, by Stephanie McPherson, Enslow publishers, 1998. • *Clara Barton, Civil War Nurse*, written by Nancy Whitelaw, published by Enslow Publishers, 1997. • *Mark Twain: Legendary Writer and Humorist*, written by Lynda Pflueger, published by Enslow Publishers, 1999. • *Alexander Graham Bell: Inventor and Teacher*, written by Michael A. Schuman, published by Enslow Publishers, 1999.
Unit 9: Preparing a Fact and Opinion Report	Required	No	• research resources such as encyclopedias, almanacs, dictionaries, books, or the Internet.

Language Arts 600 Fundamentals

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 3: Project: Book Report -- Short Story*	Required	No	Choose one of these fiction short stories:
			• *Farmer Giles of Ham*, by J.R.R. Tolkien, Ballantine Books, 1949. Published in companion with "Smith of Wootton Major."
			• *Legend of Sleepy Hollow*, by Washington Irving, from The Sketch Book (1819-20). Multiple editions available, including e-texts.
			• *The Reluctant Dragon,* by Kenneth Graham, from Dream Stories (1898). Multiple editions available, including e-texts. Optionally: *The Reluctant Dragon*, by Kenneth Graham, retold by Graeme, Kent, published in A Collection of Animal Stories, Bimax, 1984.
			• *Rikki-Tikki-Tavi*, by Rudyard Kipling, from The Jungle Book (1894). Multiple editions available, including e-texts.
Unit 4: Project: Business Letter	Suggested	No	• magazines and newspapers for trips that are advertised or for booklets about interesting places to visit
Unit 4: Project: Note Taking	Required	No	• 3x5 note cards (index cards) • pen or pencil
Unit 5: Report: Newspapers Today	Required	No	• encyclopedia
Unit 5: Report: News Story	Required	No	• local newspaper
Unit 5: Project: Advertisement	Suggested	No	• drawing paper or poster board • colored pencils and/or markers
Unit 5: Project: Propaganda	Required	No	• an advertisement about some product or an editorial about some issue.
Unit 6: Report: Persuasive Oral Presentation	Required	No	• your school newspaper, if you have one, or your local newspaper • parents and neighbors
Unit 7: Report: Sheepherding	Required	No	• research material about shepherds and the occupation of shepherding • encyclopedia • presentation software (optional)
Unit 8: Project: Youthfulness*	Required	No	• a person who is over sixty years old to interview
Unit 8: Essay: Invented Words	Required	No	• any Dr. Seuss book
Unit 8: Report: Lullabies	Required	No	• music lullaby or children's lullaby books
Unit 9: Project: Effective Listening	Required	No	• a political speech, news commentary, public service announcement, or a commercial

Unit 10: Essay: Fish Story*	Suggested	No	• dictionary
Unit 10: Project: Advertising	Suggested	No	• research resources • supplies of your choice to help you build your advertisement
Unit 10: Project: Newspaper*	Required	No	• six or more sheets of blank paper • stapler or tape • pictures from magazines and newspapers (optional)

Language Arts 600

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 3: Project: Lullaby Example	Required	No	• music lullaby or children's lullaby books
Unit 3: Project: Word Play	Required	No	• any Dr. Seuss book
Unit 3: Project: 3 Body Paragraphs	Suggested	No	• research resources
Unit 5: Project: Debate Speech	Suggested	No	• research resources
Unit 6: Project: Oral Presentation - Solving a Problem	Suggested	No	• your school newspaper, if you have one, or your local newspaper • parents and neighbors
Unit 6: Project: Write an Argument	Suggested	No	• research resources
Unit 7: Project: Write a Reflection on the Different Faces of John Muir	Required	No	• research resources *Recommended:* *http://www.laondaverde.org/greensquad/intro/intro_1.asp* *and/or https://www.nrdc.org/work*
Unit 7: Project: Make an Infographic	Required	No	• word processing software or • poster board • graphic cut outs for your infographic
Unit 7: Project: Procedural Scavenger Hunts	Required	No	• 3-6 classmates • printer to print out the scavenger hunt sheet • paper • pencil • dictionary • 8 red objects in the classroom
Unit 8: Project: Note Taking	Required	No	• 3x5 note cards (index cards) • pen or pencil
Unit 8: Project: Draft 1	Required	No	• research resources
Unit 8: Project: Multimedia Presentation of Your Research	Required	No	• presentation software • visual and audio files

Language Arts 700 Fundamentals

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 4: Project: Writing a Letter of Application	Required	No	• a job listing in your local newspaper or other online source.
Unit 4: Project: Business Letters	Required	No	• paper • pen or pencil • envelope
Unit 4: Essay: Personal Letters	Suggested	No	• word processing software • pen • stamped envelope
Unit 4: Project: Analyzing Technical Directions	Required	No	• an instructional manual or how-to list *Examples include: software manuals, car manuals or other how-to instructions. You can visit a website like Wikihow or How Stuff Works.*
Unit 6: Essay: Listening	Required	No	• a political speech, news commentary, or public service announcement
Unit 8: Project: Descriptive Paragraph	Required	No	• a picture of a scene that you like
Unit 8: Project: Newspaper Articles	Required	No	• ten ads from newspapers and magazines that use statistics to sell a product • paper • glue or tape
Unit 9: Essay: Short Story*	Required	No	• e-text or library copy of one of these short stories: *The Gift of the Magi* by O. Henry or *The Open Window* by Saki
Unit 9: Report: Poet Biography	Required	No	• research resources
Unit 9: Essay: Limericks	Required	No	• a book of poetry of your choice
Unit 9: Report: Drama	Required	No	• research resources
Unit 10: (unit reading)	Required	No	• *Harriet Tubman: the Moses of Her People,* by Sarah Bradford. ISBN number is 1557092176
Unit 10: Essay: Slavery	Required	No	• research resources
Unit 10: Essay: Responding to a Documentary	Required	No	• a documentary that explores slavery, prisoners of war, or the Underground Railroad

Language Arts 700

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 1: Project: Business Letter	Required	No	• word processing software or • paper and pen
Unit 3: (unit reading)	Required	No	• *The Diary of Anne Frank* (the play), Frances Goodrich and Albert Hackett; ISBN 978-0822203070, Dramatists Play Service, Inc.
Unit 4: (unit reading)	Required	No	• *The True Confessions of Charlotte Doyle*, Avi; ISBN 978-0-545-47711-6, Scholastic
Unit 4: Project: Informative Essay	Required	No	• research resources
Unit 4: Project: Multi-Media Speech	Required	No	• research resources • presentation software or posters and markers
Unit 5: Project: Rhetorical Fallacies	Required	No	• a print source (such as a newspaper or magazine) or the Internet
Unit 5: Project: The First Men in the Moon: Multimedia Presentation	Required	No	• presentation software • images for your presentation • audio for your presentation
Unit 6: Project: Evaluate Media	Required	No	• three examples of advertisements with different tones and from different types of media.
Unit 6: Project: Expository Essay on Justice	Required	No	• research resources
Unit 6: Project: Informative Essay: An Analysis of the Hero	Required	No	• research resources
Unit 6: Project: Create a Mythological Video	Required	No	• video creation software • research resources

Language Arts 700 Supplement

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 2: (unit reading)	Required	Yes	• *The Story of My Life,* by Helen Keller
Unit 3: (unit reading)	Required	Yes	• *Treasure Island,* by Robert Louis Stevenson

Language Arts 800 Fundamentals

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 3: Essay: Tracing Language Changes*	Required	No	• an e-text version of an Anglo-Saxon version of *Beowulf*
Unit 3: Report: Geoffrey Chaucer	Required	No	• research resources
Unit 4: Essay: Summarizing a Formal Essay	Required	No	• a formal essay
Unit 4: Report: Analyzing a Formal Magazine Essay	Required	No	• a short, formal essay in a magazine
Unit 4: Report: Thesis Statement	Required	No	• research resources
Unit 4: Project: Formal Essay	Required	No	• research resources
Unit 5: Project: Truth and Propaganda	Required	No	• an account of slavery before the Civil War from a Southerner's point of view and an account written from a Northerner's point of view • ten people to ask questions
Unit 5: Project: Researching to Persuade	Required	No	• research resources
Unit 6: Project: Active Listening	Required	No	• a presidential speech (audio)
Unit 6: Project: Identifying Nonverbal Cues	Required	No	• a presidential speech (video)
Unit 7: Project: Peer Editing	Required	No	• another classmate's story to edit
Unit 8: Helen Keller (2)	Suggested	No	Reading and questions in this lesson are focused on Chapter IV of *The Story of My Life,* which is included in the lesson. The students will be asked to complete a literary response about this same excerpt in a later project. You may wish to have the student read the entire work. The text can be ordered online or direct from the publisher. • *The Story of My Life* (Dover Thrift Editions) ISBN: 0-4862-9249-5 • *The Story of My Life* (Modern Library Paperback Edition) ISBN: 0-8129-6886-7
Unit 8: Project: Autobiography Technique	Suggested	No	• Helen Keller's autobiography
Unit 9: Project: Paraphrasing	Required	No	• an article from an online encyclopedia
Unit 9: Report: Summarizing	Required	No	• an article from an online encyclopedia

Unit 10: Project: Summarizing and Paraphrasing	Required	No	•	a poem of your choice
Unit 10: Essay: Short Story Response	Required	No	•	research resources
Unit 10: Report: History of the Novel	Required	No	•	research resources
Unit 10: Essay: Play Review*	Required	No	•	a video of a play or attend an actual live production

Language Arts 800

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 1: Project: Word History	Required	No	• Old English Dictionary online or the Oxford dictionary online
Unit 2: (unit reading)	Required	Yes	• *Little Women,* by Louisa May Alcott
Unit 2: Research Essay: Planning	Required	No	• research resources
Unit 2: "We Shall Overcome: The Power of Protest Song": Finding Sources	Required	Yes	• *We Shall Overcome: The Power of the Protest Song*, by Sarah Novak
Unit 2: Frederick Douglass: Using Evidence	Required	Yes	• *Narrative of the Life of Frederick Douglas, an American Slave*, by Frederick Douglas
Unit 2: "The Road to Valley Forge": Formal Writing	Required	Yes	• *Road to Valley Forge*, by Marc Brier
Unit 2: "Gettysburg Address": Writing for Audience and Purpose	Required	Yes	• *The Gettysburg Address,* by Abraham Lincoln
Unit 2: "Paul Revere's Ride" and "O Captain! My Captain!": Historical Context; Compare and Contrast	Required	Yes	• *Paul Revere's Ride,* by William Wadsworth Longfellow • *Oh Captain, My Captain!,* by Walt Whitman
Unit 2: US Constitution: Claims and Citations	Required	Yes	• United States Preamble and First Amendment to the Constitution
Unit 2: Bill of Rights: Public Speaking	Required	Yes	• Bill of Rights
Unit 3: (unit reading)	Required	Yes	• *Journey to the Center of the Earth*, by Jules Verne
Unit 3: "Colors": Point of View and Purpose and "Your Brain on Blue": Fact or Opinion	Required	Yes	• *Colors*, from *Drunk Tank Pink: And Other Unexpected Forces that Shape How We Think, Feel, and Behave*, by Adam Alter
Unit 3: "The Fall of the House of Usher": Word Meaning and Imagery; Narrator; Mood, Tone, and Foreshadowing; Extended Metaphor	Required	Yes	• *The Fall of the House of Usher*, by Edgar Allan Poe
Unit 3: "The False Gems": Task, Purpose, and Audience in Writing; Situational Irony	Required	Yes	• *The False Gems,* by Guy de Maupassant

Unit 3: "The Diamond Necklace": Theme, Historical Context, Prewriting; Compare and Contrast Theme	Required	Yes	•	*The Diamond Necklace*, by Guy de Maupassant
Unit 3: "Charles": Context; Dramatic Irony	Required	Yes	•	*Charles*, by Shirley Jackson
Unit 3: Project: Research Essay and Multimedia Presentation on the Brain	Required	No	•	research resources
Unit 4: (unit reading)	Required	Yes	•	*The Iliad*, by Homer
Unit 4: "Home in Amarna": Writing a Summary and Subjunctive Mood; Creating Inquiry Questions	Required	Yes	•	*Home in Amarna,* by Salima Ikram and Janice Kamrin
Unit 4: "A Very Ancient Ode" and "Spring and Autumn": Reading Poetry	Required	Yes	• •	*A Very Ancient Ode*, anonymous *Spring and Autumn,* by Ohogimi
Unit 4: "Recollections of My Children" and "On Beholding the Mountain": Analyzing Poetry	Required	Yes	• •	*Recollections of My Children*, by Yamagami-no Okura *On Beholding the Mountain*, anonymous
Unit 4: "A Maiden's Lament": Comparative Analysis of Poetry	Required	Yes	•	*A Maiden's Lament,* by The Lady Sakanouhe
Unit 4: "The Bear": Plot and Verb Moods; Characterization; Vocabulary and Research; Comparing Productions	Required	Yes	•	*The Bear*, by Chekov
Unit 4: "Sweet Nothings": Author Purpose and Parenthetical Citation; Structure and Revision; Euphemisms and Loaded Language; Analyzing Evidence	Required	Yes	•	*Sweet Nothings*, by Kathiann M. Kowalski
Unit 4: "The White Umbrella": Prereading and Analogy; SIFTT Reading Strategy to Analyze Unit 4: "The Medicine Bag" and "The White Umbrella": Comparative Analysis; Write a Literary Analysis	Required	Yes	•	*The White Umbrella,* by Gish Jen

Unit 4: "The Medicine Bag": Context and Exposition; Character and Climax Unit 4: "The Medicine Bag" and "The White Umbrella": Comparative Analysis; Write a Literary Analysis	Required	Yes	• *The Medicine Bag,* by Virginia Driving Hawk Sneve
Unit 4: Project: Argumentative Essay - Culture in America	Required	No	• research resources
Unit 4: Project: Visual Presentation of Cultural Customs	Required	No	• presentation software of your choice • research resources
Unit 5: (unit reading)	Required	No	• *Vincent Van Gogh: Portrait of an Artist* by Jan Greenburg and Sandra Jordan; ISBN 978-0440419174.
Unit 5: "Head Games": Outlining Persuasion Techniques; Structure	Required	Yes	• *Head Games*, from Muse, September 2013
Unit 5: "The Camera Does Lie": Figurative Language and Media Literacy; Critical Reading	Required	Yes	• *The Camera Does Lie*, from Muse, July/August 2014
Unit 5: "American Gothic": Parody; Write a Parody	Required	Yes	• *American Gothic*, by John Stone
Unit 5: "Landscape with the Fall of Icarus": Allusion and Theme; Theme and Irony Unit 5: The Fall of Icarus: Reading a Painting Unit 5: The Fall of Icarus and "Landscape with the Fall of Icarus": Synthesize	Required	Yes	• *Landscape with the Fall of Icarus,* by William Carlos Williams • research resources
Unit 5: "Taj Mahal": Central and Supporting Ideas and Notetaking; Writing an Informational Text	Required	Yes	• *Taj Mahal*, by Deepa Argawal from Cricketi February 2013
Unit 5: "Girl Powdering Her Neck": Imagery	Required	Yes	• *Girl Powdering her Neck*, by Cathy Song
Unit 5: Project: Research Essay on Impressionistic Artist	Required	No	• research resource • presentation software
Unit 5: Project: Multi-media Presentation of an Art Piece	Required	No	• research resource • presentation software
Unit 6: (chapter reading)	Required	Yes	• *The Early History of the Airplane*, by Orville and Wilbur Wright
Unit 6: (chapter reading)	Required	Yes	• *The Monkey's Paw*, by W.W. Jacobs

Unit 6: (chapter reading)	Required	Yes	•	*The Early History of the Generation and Use of Steam*
Unit 6: (chapter reading)	Required	Yes	•	*Modern Faithful Steed,* from Faces, October 2013
Unit 6: (chapter reading)	Required	Yes	•	*Living Like Weasels*, by Annie Dillard
Unit 6: (chapter reading)	Required	Yes	•	*Secret Life of Walter Mitty,* by James Thurber
Unit 6: Project: Multimedia Claim	Required	No	•	presentation software
Unit 6: Project: "Living Like Weasels": Multimedia Presentation of Personal Narrative	Required	No	•	presentation software

Language Arts 800 Supplement

Assignment	Required or Suggested	Provided by OW?	Reading Resource	
Unit 2: (unit reading)	Required	Yes	•	selected excerpts from *Lives of the Most Eminent Painters, Sculptors, and Architects,* by Giorgio Vasari

English I Fundamentals

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 1: Project: Effective Oral Reading*	Required	Yes	• *Imaginary Speech of John Adams*, by Daniel Webster
Unit 4: Project: Proposal, Outline, and Works Cited	Required	No	• encyclopedia
Unit 4: Writing Note Cards	Required	No	• note cards There is not a specific note and source card assignment in this lesson and chapter. The students are taught *how* to do note cards and source cards. You will have to ascribe the number of note cards and source cards that you think are appropriate for a four- to six-page paper. We suggest no less than fifty note cards and three source cards.
Unit 4: Project: Multimedia Presentation	Required	No	• multimedia presentation software
Unit 5: Project: Researching Your Argument	Required	No	• research resources • printer to print out your thesis statement and outline
Unit 5: Project: Conducting an Interview*	Required	No	• a friend or family member to interview
Unit 7: Project: Create, Present, and Evaluate a Poster	Required	No	• publishing software such as Microsoft® Publisher® or a poster board and materials of your choice to design your poster
Unit 7: Project: Evaluating an Advertisement	Required	No	• a magazine
Unit 7: Project: Comparing and Contrasting Media Coverage	Required	No	• a current event or news story that interests you • one mainstream news source and one independent news source that cover your chosen event
Unit 8: Understanding Poetry	Required	Yes	• *Lines Written in Early Spring*, by William Wordsworth • *To the memory of my beloved, The AUTHOR Mr. William Shakespeare, And what he hath left us,* by Ben Johnson • *On the Grasshopper and Cricket*, by John Keats • *XXVII (From Fairie Queene),* by Edmund Spenser
Unit 8: Essay: "Up-Hill"	Required	Yes	• *Up-Hill,* by Christina Rossetti
Unit 8: Essay: Poetry	Required	No	• a poem not studied in this unit
Unit 8: Quiz 1: Poetry	Required	Yes	• *The Tides,* by Henry Wadsworth Longfellow
Unit 8: Action and Plot: "The Most Dangerous Game"	Required	Yes	• *The Most Dangerous Game,* by Richard Connell
Unit 8: "The Gift of the Magi"	Required	Yes	• *The Gift of the Magi,* by O. Henry

Unit 8: "The Open Window"	Required	Yes	• *The Open Window,* by Saki
Unit 9: (unit reading)	Required	No	• Homer, *The Odyssey*, translated by Robert Fagles, introduction and notes by Bernard Knox. ISBN: 0140268863
Unit 10: (unit reading)	Required	Yes	• *Romeo and Juliet,* by William Shakespeare
Unit 11: (chapter reading)	Required	Yes	• *Twenty Thousand Leagues Under the Sea,* by Jules Verne
Unit 11: Report: Synthesis*	Required	No	• research resources

English I Fundamentals Supplement

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 2: (unit reading)	Required	Yes	• *The Odyssey*, by Samuel Butler

English I

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 1: (chapter reading)	Required	Yes	• *The Most Dangerous Game,* by Richard Connell
Unit 1: Project: "The Most Dangerous Game": Group Discussion	Required	No	• a classmate, friend or family member • 4 sheets of drawing paper • pencil
Unit 1: (chapter reading)	Required	Yes	• *Marigolds,* by Eugenia W. Collier
Unit 1: Project: Comparative Essay "Marigolds"	Required	No	• research resources • a work of art to use in your essay
Unit 1: (chapter reading)	Required	Yes	• *Two Kinds,* by Amy Tan
Unit 1: Project: Research on Chinese American Life	Required	No	• research resources • note cards • 3-5 visual aids (photographs, slides, video, music, other images per teacher approval)
Unit 1: (chapter reading)	Required	Yes	• *I Stand Here Ironing*, by Tillie Olsen • *Everyday Use,* by Alice Walker
Unit 1: (chapter reading)	Required	Yes	• *The Gift of the Magi,* by O. Henry • *The Cask of Amontillado,* by Edgar Allan Poe
Unit 1: Project: Informative Essay: Research an Author	Required	No	• research resources
Unit 2: I Know Why the Caged Bird Sings: Characteristics of Memoir	Required	Yes	• *I Know Why the Caged Bird Sings*, by Maya Angelou
Unit 2: "Life Without Go-Go Boots": Diction and Humor	Required	Yes	• *Life Without Go-Go Boots,* by Barbara Kingsolver
Unit 2: "Uncle John's Farm": Satire and Parallelism	Required	Yes	• *Uncle John's Farm*, by Mark Twain
Unit 2: "Eavesdropping": Tone and Figurative Language	Required	Yes	• *Eavesdropping,* by Eudora Welty
Unit 2: Narrative of Frederick Douglass: Point of View	Required	Yes	• *Learning to Read and Write* from *The Narrative of the Life of Frederick Douglass,* by Frederick Douglass
Unit 2: "A Four Hundred Year Old Woman": Allusion	Required	Yes	• *The Four-Hundred-Year-Old Woman,* by Bharati Mukherjee

Unit 2: Project: Analyze Procedural Text	Required	No	• an automotive manual • a child's recipe book • a contract for a cell phone service plan • a warranty for the purchase of a cell phone • research resources
Unit 2: Gettysburg Address: History and Rhetoric	Required	Yes	• *The Gettysburg Address*, by Abraham Lincoln
Unit 2: "I Have a Dream": Context and Rhetoric	Required	Yes	• *I Have a Dream,* by Martin Luther King, Jr.
Unit 2: Project: Comparative Essay of Gettysburg Address and "I Have a Dream"	Required	No	• research resources
Unit 2: "Hope, Despair, and Memory": Paradox	Required	Yes	• *Hope, Despair, and Memory*, by Elie Wiesel
Unit 2: Project: Narrative Essay	Suggested	No	• an app like Google Docs to offer students the opportunity to collaborate and peer-edit online
Unit 3: (unit reading)	Required	No	• *The Odyssey*, by Homer. Recommend text: Penguin Classics edition, *Homer, The Odyssey*, translated by Robert Fagles, introduction and notes by Bernard Knox. ISBN: 0140268863
Unit 3: Project: Research Paper: The Hero's Journey	Required	No	• research resources • a classmate for peer editing • a movie or story
Unit 3: Project: "Penelope" and "Siren Song": Point of View	Required	Yes	• *Penelope*, by Dorothy Parker • *Siren Song*, by Margaret Atwood
Unit 5: (unit reading)	Required	Yes	• *Oedipus the King*, by Sophocles (Translated by Ian Johnston)
Unit 5: Project: Discussion Comparing "The Tragedy" and Oedipus the King	Suggested	No	• a classmate, friend or family member
Unit 5: (chapter reading)	Required	Yes	• *Romeo and Juliet,* by William Shakespeare
Unit 5: Project: Compare Two Versions of Romeo and Juliet	Required	No	• 4-8 classmates • BazLuhrmann's 1996 film version of *Romeo and Juliet*
Unit 5: Project: Contemporary Adaptations of Romeo and Juliet*	Required	No	• research resources
Unit 6: (unit reading)	Required	No	• *To Kill a Mockingbird*, by Harper Lee. Recommended text: Grand Central Publishing (1982) ISBN-13: 978-0-446-31078-9
Unit 6: To Kill a Mockingbird: Historical Setting	Required	Yes	• First Inaugural Address by Franklin D. Roosevelt

Unit 6: "The Big Red Scare": Infer and Analyze	Required	Yes	• *The Big Red Scare* from *Only Yesterday, An Informal History of the 1920's,* by Frederick Lewis Allen
Unit 6: Project: Discussion - Considering Perspectives*	Required	No	• 4-8 classmates
Unit 6: Project: Comparative Presentation - To Kill a Mockingbird Novel and Film	Required	No	• a film version of *To Kill a Mockingbird*
Unit 7: "Young" and "Hanging Fire": Analyzing Poetry	Required	Yes	• *Young*, by Anne Sexton • *Hanging Fire,* by Audre Lorde
Unit 7: "Theme for English B": Rhythm and Meter of Poetry	Required	Yes	• *Theme for English B*, by Langston Hughes
Unit 7: "Sonnet 73": Rhyme Scheme and Meaning	Required	Yes	• *Sonnet 73*, by William Shakespeare
Unit 7: "The Bean Eaters": Rhyme Scheme and Imagery	Required	Yes	• *The Bean Eaters,* by Gwendolyn Brooks
Unit 7: "The Road Not Taken" and "Song of the Open Road": Poetic Punctuation and Paraphrase"	Required	Yes	• *The Road Not Taken,* by Robert Frost • *Song of the Open Road,* by Walt Whitman
Unit 7: "We Grow Accustomed to the Dark": Annotation and Theme	Required	Yes	• *We Grow Accustomed to the Dark,* by Emily Dickinson
Unit 7: "The Courage My Mother Had": Sound Devices	Required	Yes	• *The Courage That My Mother Had,* by Edna St. Vincent Millay
Unit 7: Project: Sound Devices in "The Bells"*	Required	Yes	• *The Bells,* by Edgar Allan Poe
Unit 7: "Caged Bird": Theme and Form	Required	Yes	• *Caged Bird,* by Maya Angelou
Unit 7: "Women": Metaphor and Tone	Required	Yes	• *Women,* by Alice Walker
Unit 7: "The Journey": Tone, Figurative Language, and Theme	Required	Yes	• *The Journey,* by Mary Oliver
Unit 7: "Cloud": Form and Imagery	Required	Yes	• *Cloud,* by Sandra Cisneros
Unit 7: "The Bells" and "Annabel Lee": Sound and Mood	Required	Yes	• *The Bells,* by Edgar Allan Poe • *Annabel Lee,* by Edgar Allan Poe
Unit 7: Project: Annotate a Poem	Required	No	• a poem written by Edgar Allan Poe

Unit 7: Project: Argumentative Essay: Figurative vs. Literal Language	Required	No	•	research resources
Unit 7: Project: Poetry Research	Required	No	• •	research resources presentation software
Unit 7: "Musée des Beaux Arts": Compare Poetry and Art*	Required	Yes	• •	*Ode on a Grecian Urn*, by John Keats *Musée des Beaux Arts,* by William H. Auden

English I Supplement

Assignment	Required or Suggested	Provided by OW?	Reading Resource	
Unit 2: (unit reading)	Required	Yes	•	*The Odyssey*, by Samuel Butler
Unit 3: (unit reading)	Required	Yes	•	*Frankenstein, or the Modern Prometheus,* by Mary Shelley

English II Fundamentals

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 1: Report: Names	Required	No	• research resources
Unit 1: Project: Taking Notes	Required	No	• a speech, lecture, or a program on public television or • an audio copy of a famous historical speech such as, Martin Luther King, Jr.'s "I Have a Dream."
Unit 4: Logic and Relationships	Required	No	• at least two examples of cause/effect in a newspaper, magazine or book
Unit 4: Project: Technical Instructions*	Required	No	• an owner's manual, schematic drawings, and/or a technical magazine
Unit 4: Project: Biography	Required	No	• someone to interview
Unit 4: Project: Catalog Systems*	Required	No	• a trip to the library to use the catalog system
Unit 4: Project: Reference Materials*	Required	No	• a trip to the library
Unit 4: Essay: Language and Culture	Required	No	• research resources
Unit 4: Project: Writing a Speech	Required	No	• research resources
Unit 5: Project: Getting a Job	Required	No	• classified ads for a "real" employment position • someone who works in the field you are "applying" for • research resources
Unit 5: Project: Resume and Cover Letter	Suggested	No	• research resources • word processing software
Unit 7: Report: Media and Public Opinion	Required	No	• research resources
Unit 7: Report: Print Media Analysis	Required	No	• a piece of print media
Unit 7: Report: Broadcast Media Analysis*	Required	No	• a piece of broadcast media
Unit 7: Report: Internet Media Analysis*	Required	No	• an Internet media sample
Unit 8: The Celebrated Jumping Frog of Calaveras County	Required	Yes	• *The Celebrated Jumping Frog of Calaveras County,* by Mark Twain

Unit 8: The Lady, or the Tiger?	Required	Yes	• *The Lady, or the Tiger?,* by Frank R. Stockton
Unit 8: The Necklace	Required	Yes	• *The Necklace,* by Guy de Maupassant
Unit 8: Project: Preparing a Critique	Required	No	• a story to critique
Unit 9: (unit reading)	Required	No	• *Silas Marner,* by George Eliot
Unit 9: Project: Reviewing a Review	Required	No	• research resources
Unit 9: Project: Comparing Media*	Required	No	• a movie version of *Silas Marner*
Unit 10: Poetic Form and Rhyme	Required	Yes	• *To My Brother George,* by John Keats • *XXV,* by Elizabeth Barrett Browning • *XII (From Fairie Queene, Book I, Canto 11)*
Unit 10: Imagery and Figurative Language	Required	Yes	• *The Loveliest of Trees,* by A.E. Housman • *The Eagle,* by Alfred Lord Tennyson • *Velvet Shoes*, by Elinor Wylie
Unit 10: Literal Meaning	Required	Yes	• *XXVII,* by A.E. Housman • *Ozymandias,* by Percy Bysshe Shelley
Unit 10: Figurative and Symbolic Meaning	Required	Yes	• *A Red, Red Rose,* by Robert Burns • *The Sick Rose,* by William Blake • *Red Roses,* by Gertrude Stein • *The Tyger,* by William Blake
Unit 10: Essay: Poem Analysis	Required	No	• a poem in this unit or in a poetry anthology
Unit 11: (unit reading)	Required	Yes	• *Pygmalion,* by George Bernard Shaw

English II

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 1: (chapter reading)	Required	Yes	• *Through the Tunnel,* by Doris Lessing
Unit 1: "The Carp": Ancient and Modern Chinese Poetry	Required	Yes	• *The Carp,* by Yun Wang
Unit 1: "Sixteen": Elements of a Short Story	Required	Yes	• *Sixteen*, by Maureen Daly
Unit 1: "A Decade": Culture and Theme	Required	Yes	• *A Decade,* by Ha Jin
Unit 1: Project: Compare and Contrast Literary Analysis -- "Sixteen" and "Through the Tunnel"	Suggested	No	• *Sixteen*, by Maureen Daly • *Through the Tunnel,* by Doris Lessing • research resources
Unit 1: "A Wedding Gift": Character and Theme	Required	Yes	• *A Wedding Gift,* by Guy de Maupassant
Unit 1: The Story of My Experiments with Truth: Literary Nonfiction; Word Parts and Connotation	Required	Yes	• Excerpt from *The Story of My Experiments with Truth,* by Mahandas Gandhi
Unit 1: "There Was a Child Went Forth": Form and Structure	Required	Yes	• *There Was a Child Went Forth*, by Walt Whitman
Unit 1: (chapter reading)	Required	Yes	• *A Midsummer Night's Dream,* by William Shakespeare
Unit 2: (unit reading)	Required	No	• *Animal Farm,* by George Orwell ISBN-10: 0452284244, ISBN-13: 978-0452284241 e-text version is available online at http://orwell.ru/library/novels/Animal_Farm/english/eaf_go
Unit 3: "Once Upon a Time": Inference and Analysis	Required	Yes	• *Once Upon a Time,* by Nadine Gordimer
Unit 3: "Serve the People": Mao, China, and Media	Required	Yes	• *Serve the People,* by Mao Zedong
Unit 3: "Garden of My Childhood": Personification and Theme	Required	Yes	• *Garden of my Childhood,* by Kuangchi C. Chang
Unit 3: "Granny and the Golden Bridge": Character and Anecdote	Required	Yes	• *Granny and the Golden Bridge,* by Claribel Alegria
Unit 3: "'Agua Viva,' A Sculpture by Alfred Gonzalez": Implying	Required	Yes	• *'Agua Viva,' a Sculpture by Alfredo Gonzalez,* by Jack Agueros

Unit 3: "They Shot Wook Kim": Shape Poetry	Required	Yes	• *They Shot Wook Kim,* by Bart Edelman
Unit 3: Night: Historical Context in Literary Nonfiction	Required	Yes	• *Night,* by Elie Wiesel
Unit 3: Project: Explanatory Essay with Textual Evidence	Required	No	• research resources
Unit 3: "Letter from a Birmingham Jail": Rhetoric and Allusion	Required	Yes	• *Letter from a Birmingham Jail,* by Martin Luther King, Jr.
Unit 3: The Apology: Socrates' Rhetoric; Greek and Latin Root Words	Required	Yes	• *The Apology,* by Plato, translated by Benjamin Jowett
Unit 3: Project: Research Presentation - Historical Context	Required	No	• research resources • presentation software of your choice, such as, Microsoft® PowerPoint®
Unit 3: Project: Write a Narrative about Injustice	Suggested	No	• online discussions, blogs, or a website to share your story with other students
Unit 5: (unit reading)	Required	No	• *Nectar in a Sieve*, Kamala Markandaya. ISBN: 0-451-16836-4 Signet (1995)
Unit 5: "Gandhi Defends His Beliefs": Persuasion and Parallel Structure	Required	Yes	• *Gandhi Defends His Beliefs,* by Mohandas Gandhi
Unit 5: "Work Without Hope": Compare with Nectar in a Sieve	Required	Yes	• *Work Without Hope,* by Samuel Taylor Coleridge
Unit 5: "Tell me, O Swan, your ancient tale": Implicit and Explicit Meaning	Required	Yes	• *Tell me, O Swan, your ancient tale*, by Kabir
Unit 5: "The Swan": Object Poetry	Required	Yes	• *The Swan,* by Rainer Maria Rilke
Unit 5: "Spanish Dancer": Imagery and Translations	Required	Yes	• *Spanish Dancer,* by Rainer Maria Rilke
Unit 6: Your Laughter": Free Verse and Tone	Required	Yes	• *Your Laughter,* by Pablo Neruda
Unit 6: "Birthplace": Enjambment and Tone	Required	Yes	• *Birthplace*, by Tahereh Saffarzadeh
Unit 6: "It's This Way": Meter and Futurism	Required	Yes	• *It's This Way,* by Nazim Hikmet
Unit 6: "Counting Small-Boned Bodies": Satire and Tercets	Required	Yes	• *Counting Small-Boned Bodies,* by Robert Bly

Unit 6: Project: Analysis and Comparison of Two Poems	Required	No	• internet access
Unit 6: Project: Write an Argument	Required	No	• research resources
Unit 6: "The Garden of Forking Paths": Allusions	Required	Yes	• *The Garden of Forking Paths,* by Jorge Luis Borges
Unit 6: "There's a Man in the Habit of Hitting Me on the Head with an Umbrella": Satire and Magical Realism	Required	Yes	• *There's a Man in the Habit of Hitting Me on the Head with an Umbrella,* by Fernando Sorrentino
Unit 6: Project: Research Essay: Latin American Writers	Required	No	• research resources
Unit 6: "The Circuit": Theme	Required	Yes	• *The Circuit,* by Francisco Jimenez
Unit 6: "The Passing": Inference and Theme	Required	Yes	• *The Passing,* by Durango Mendoza
Unit 6: Project: Grammar Essay	Required	No	• a peer to exchange essays with
Unit 7: (unit reading)	Required	No	• *Things Fall Apart*, by Chinua Achebe. First Anchor Books Edition (1994) ISBN: 0-385-47454-7
Unit 7: Project: Cited Web Search - Igbo Society	Required	No	• research resources
Unit 7: "The Second Coming": Epigraph to Things Fall Apart	Required	Yes	• *The Second Coming,* by William Butler Yeats
Unit 7: "1959: What Is Apartheid?": Citing Key Concepts	Required	Yes	• *1959: What Is Apartheid?,* by Nadine Gordimer
Unit 7: (chapter reading)	Required	No	• *"Master Harold"...and the Boys,* by Athol Fugard. Vintage (2009) ISBN: 978-0307475206
Unit 7: Mandela's Nobel Prize Acceptance Speech: Diction and Rhetoric	Required	Yes	• Nelson Mandela's Nobel Peace Prize Acceptance Speech (1993)
Unit 8: Don Quixote: Historical Context; Allegory	Required	Yes	• *Don Quixote,* by Miguel Cervantes
Unit 8: "The Lottery": Foreshadowing and Suspense	Required	Yes	• *The Lottery,* by Shirley Jackson
Unit 8: "The Bane of the Internet": Tone and Point of View	Required	Yes	• *The Bane of the Internet,* by Ha Jin

Unit 8: Project: Dramatic Recitation	Required	No	• video recording capability
Unit 8: Project: Research an Author's Cultural Context	Required	No	• research resources
Unit 8: Project: Gather, Evaluate, Cite Credible Information	Required	No	• research resources
Unit 8: Project: Write, Revise, Publish	Required	No	• research resources

English II Supplement

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 2: (unit reading)	Required	Yes	• *Hard Times,* by Charles Dickens
Unit 3: (unit reading)	Required	Yes	• Selected excerpts from *Freedom's Battle,* by Mahatmas Gandhi
Unit 4: (unit reading)	Required	Yes	• *Twelve Years a Slave*, by Solomon Northup

English III Fundamentals

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 1: Project: Analyzing a Magazine Article	Required	No	• *National Geographic* or another scientific magazine
Unit 1: Project: Using a Dictionary	Required	No	• dictionary
Unit 1: Project: Etymology	Required	No	• dictionary
Unit 4: Project: Greek Roots	Required	No	• white flash cards • a classmate or friend
Unit 4: Project: Latin Roots	Required	No	• white flash cards • a classmate or friend
Unit 4: Essay: Outline and Essay	Required	No	• research resources
Unit 5: Measurement in Poetry	Required	Yes	• *Annabel Lee*, by Edgar Allan Poe
Unit 5: Project: The Meter of a Poem*	Required	No	• a poem in any anthology or textbook
Unit 5: Musical Effects: Rhyme	Required	Yes	• Excerpt from *Two Old Bachelors*, by Edward Lear • *Young Grimes*, by Walt Whitman
Unit 5: Other Musical Effects	Required	Yes	• *A Lover and a Lass*, by William Shakespeare • *The Snake,* by Emily Dickinson
Unit 5: Form in Poetry	Required	Yes	• *Sonnet 43,* by Elizabeth Barrett Browning • *Sonnet 130,* by William Shakespeare
Unit 5: Essay: Narrative and Lyric Poetry	Required	No	• an example of each type of poem (narrative and lyric forms)
Unit 5: Irony and Ambiguity	Required	Yes	• *Success is Counted Sweetest,* by Emily Dickinson
Unit 5: Essay: Prose Paraphrase	Suggested	No	• dictionary
Unit 5: Essay: Prose Paraphrase	Required	Yes	• *My Last Duchess,* by Robert Browning
Unit 5: Poetic Content	Required	Yes	• *To My Wife—With a Copy of My Poems,* by Oscar Wilde
Unit 5: Imagery and Connotation	Required	Yes	• *Birches,* by Robert Frost

Unit 5: Essay: Writing a Poem	Required	No	• classmates to read your poem to
Unit 7: Project: Survey	Required	No	trip to the library to find out the number of periodicals to which it subscribes: • Number of newspapers • Number of magazines student. teacher family and friends to take a poll
Unit 7: Project: Journal*	Required	No	• a journal
Unit 7: Project: Analyzing an Editorial	Required	No	• an editorial depicting some form of the democratic process (e.g. exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state and national levels. • television evening news • internet • TV news magazines such as *Nightline* or *20/20*
Unit 7: Essay: Illustrative Composition	Required	No	• research resources
Unit 7: Essay: Analytical Paper*	Required	No	• research resources
Unit 7: Essay: Persuasive Paper*	Required	No	• research resources
Unit 8: (unit reading)	Required	No	• *Our Town*, by Thornton Wilder ISBN: 978-0380005574
Unit 9: (unit reading)	Required	No	• *The Old Man and the Sea*, by Ernest Hemingway. Page numbers refer to the Scribner edition, ISBN: 0684801221.
Unit 9: Report: Twentieth Century Novelist*	Required	No	Choose one: • research resources • two different colored sheets of cardstock or construction paper • scissors • pencil or • research resources
Unit 9: Essay: Similarities Among Symbols*	Suggested	No	• *The American Psychological Association, The Chicago Manual of Style,* or *The Modern Language Association.* • video recorder or a presentation software
Unit 10: Project: Choosing the Subject	Required	No	• a general article on the subject of your choice for a historical investigation. • research resources
Unit 10: Project: Library Tour	Required	No	• a trip to the library

Unit 10: Project: Source Cards	Required	No	• a trip to the library • research resources • 3" x 5" index cards
Unit 10: Project: Taking Notes	Required	No	• 4" x 6" or 5" x 8" note cards
Unit 10: Project: Thesis Statement	Required	No	• an article of a subject of your choice
Unit 11: Essay: Expository Essay	Required	No	• research resources
Unit 11: Essay: The Old Man and the Sea	Required	No	• *The Old Man and the Sea*, by Ernest Hemingway. Page numbers refer to the Scribner edition, ISBN: 0684801221.

English III Fundamentals Supplement

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 2: (unit reading)	Required	Yes	• *The Hairy Ape,* by Eugene O'Neill
Unit 3: (unit reading)	Required	Yes	• *The Red Badge of Courage*, by Stephen Crane

English III

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 1: "To My Dear and Loving Husband" and "A Letter to Her Husband": Poetic Theme	Required	Yes	• *To My Dear and Loving Husband*, by Anne Bradstreet • *A Letter to Her Husband*, by Anne Bradstreet
Unit 1: "The Prologue" and "Verses upon the Burning of the House": Poetic Devices	Required	Yes	• *The Prologue*, by Anne Bradstreet • *Verses upon the Burning of the House*, by Anne Bradstreet
Unit 1: "Homage to Mistress Bradstreet": Structure and Meaning	Required	Yes	• *Homage to Mistress Bradstreet,* by John Berryman
Unit 1: Project: Anne Bradstreet Biography	Required	No	• the ability to participate in a collaborative discussion (if this is not an option, your teacher may ask you to do a prewriting exercise to explore the role of and limitations on women in Puritan society. • research resources
Unit 1: The Narrative of Captivity and the Restoration of Mrs. Mary Rowlandson: Literary Perspective	Required	Yes	• Excerpt from *A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson,* by Mary Rowlandson
Unit 1: "Remarks Concerning the Savages of North America": Franklin's Satire	Required	Yes	• *Remarks Concerning the Savages of North America*, by Benjamin Franklin
Unit 1: Project: Discuss and Present Ideas Across Texts Using Graphic Organizers*	Required	No	• presentation software
Unit 1: Project: Compare and Contrast Essay on Puritans*	Required	No	• a group of classmates for discussion
Unit 1: "The Selling of Joseph: A Memorial": Antislavery Argument	Required	Yes	• *The Selling of Joseph: A Memorial*, by Samuel Sewall
Unit 1: "On Being Brought from Africa to America" and "To His Excellency General Washington": Poetic Structure	Required	Yes	• *On Being Brought from Africa to America*, by Phillis Wheatley • *To His Excellency General Washington*, by Phillis Wheatley
Unit 1: Project: Comparative Analysis Essay with Research*	Required	No	• research resources
Unit 1: "Sinners in the Hands of an Angry God": Diction, Imagery, Style	Required	Yes	• *Sinners in the Hands of an Angry God* sermon, by Jonathan Edwards

Unit 2: Declaration of Independence, Bill of Rights, and "The Indian Burying Ground": American Identity	Required	Yes	•	The Declaration of Independence
			•	The Bill of Rights
			•	*The Indian Burying Ground*, by Philip Morin Freneau
Unit 2: "The Way to Wealth": Franklin's Style and Rhetoric	Required	Yes	•	*The Way to Wealth,* by Benjamin Franklin
Unit 2: Patrick Henry's Speech to the Virginia Convention: Rhetoric	Required	Yes	•	Patrick Henry's Speech to the Virginia Convention
Unit 2: The American Crisis: Rhetoric and Tone	Required	Yes	•	Excerpt from *The American Crisis,* by Thomas Paine
Unit 2: Project: Persuasive Essay	Required	No	•	research resources
			•	choose a contemporary issue that is of national concern
Unit 2: Declaration of Sentiments: Rhetoric and Inference	Required	Yes	•	*Declaration of Sentiments*, by Elizabeth Cady Stanton
Unit 2: Project: Write a Declaration*	Required	No	•	Applications such as iTalk or Voice memos on smart phones or free computer applications such as Voice, Talk.to or Speakline may be needed to enable the students to record their Declaration.
			•	a clock or timer
Unit 2: "What is an American?": Primary and Literary Sources	Required	Yes	•	*What is an American?*, by Hector St. John de Crevecoeur
Unit 2: "The Wild Honeysuckle" and "The Indian Burying Ground": Figurative Language	Required	Yes	•	*The Wild Honeysuckle,* by Philip Freneau
			•	*The Indian Burying Ground,* by Philip Freneau
Unit 2: The Interesting Narrative of the Life of Olaudah Equiano: Literary Nonfiction	Required	Yes	•	Excerpt from *The Interesting Narrative of the Life of Olaudah Equiano, Or Gustavus Vassa, the African,* by Olaudah Equiano
Unit 2: Project: Compare and Contrast Essay: Equiano and Bradford*	Required	Yes	•	Excerpt from *The Interesting Narrative of the Life of Olaudah Equiano, Or Gustavus Vassa, the African,* by Olaudah Equiano
			•	Excerpt from *Of Plymouth Plantation,* by William Bradford
Unit 2: Federalist No. 10: Reasoning and Rhetoric	Required	Yes	•	*Federalist No. 10*, by James Madison
Unit 2: Project: Informative Essay: Tone with Textual Evidence*	Required	No	•	The Declaration of Independence
			•	The Constitution
Unit 2: "The Star-Spangled Banner" and "Revolutionary Tea": Technical and Connotative Meaning	Required	Yes	•	*The Star-Spangled Banner,* by Francis Scott Key
			•	*Revolutionary Tea*

Unit 2: Project: Research Paper: Significance of Early American Writings	Required	No	• research resources
Unit 3: "Rip Van Winkle": Theme and Language	Required	Yes	• *Rip Van Winkle,* by Washington Irving
Unit 3: "Young Goodman Brown": American Gothicism and Symbolism	Required	Yes	• *Young Goodman Brown,* by Nathaniel Hawthorne
Unit 3: "The Black Cat": Inferences from the Text	Required	Yes	• *The Black Cat,* by Edgar Allan Poe
Unit 3: Project: Analytic Essay: "Rip Van Winkle," "Young Goodman Brown," and "The Black Cat"*	Suggested	No	• classmates to share your draft essay with so they can give you feedback
Unit 3: "Self-Reliance": Transcendentalism	Required	Yes	• *Self-Reliance,* by Ralph Waldo Emerson
Unit 3: Summer on the Lakes: Themes	Required	Yes	• Excerpts from *Summer on the Lakes in 1843,* by Margaret Fuller
Unit 3: "Song of Myself": Free Verse	Required	Yes	• Excerpts from *Song of Myself,* by Walt Whitman
Unit 3: "Belle of Amherst": Structure and Meaning	Required	Yes	• *This is my letter to the world*, by Emily Dickinson • *Because I could not stop for Death*, by Emily Dickinson
Unit 3: Project: Explanatory Paragraph Identifying Transcendental Elements*	Suggested	No	• classmates to collaborate with
Unit 3: To William Lloyd Garrison: Inference and Historical Context	Required	Yes	• *To William Lloyd Garrison,* by John Greenleaf Whittier
Unit 3: Narrative of the Life of Frederick Douglass: Tone and Point of View	Required	Yes	• Excerpt from *Narrative of the Life of Frederick Douglass,* by Frederick Douglass
Unit 3: "Civil Disobedience": Rhetoric and Structure	Required	Yes	• *Civil Disobedience,* by Henry David Thoreau
Unit 3: "John Brown" Speech: Interpretation	Required	Yes	• X. John Brown—Speech at Boston by Ralph Waldo Emerson
Unit 3: (chapter reading)	Required	Yes	• *Uncle Tom's Cabin,* by Harriet Beecher Stowe
Unit 3: "Ain't I a Woman?": Abolitionists and Romanticism	Required	Yes	• *Ain't I a Woman?,* by Sojourner Truth
Unit 3: "The Two Offers": Inferring and Ellipses	Required	Yes	• *The Two Offers,* by Frances Ellen Watkins Harper

Unit 3: Project: Explanatory Essay - African American Women*	Required	No	•	research resources
Unit 3: "Bartleby the Scrivener": Theme and Characterization	Required	Yes	•	*Bartleby the Scrivener,* by Herman Melville
Unit 3: Project: Close Reading and Recorded Presentation	Required	No	•	audio or video recorder
Unit 5: "House Divided": Lincoln's Rhetorical Devices	Required	Yes	•	*A House Divided* speech by Abraham Lincoln
Unit 5: "O Captain! My Captain!": Poetic Structures and Devices	Required	Yes	•	*O Captain! My Captain!,* by Walt Whitman
Unit 5: "Influence of Lincoln": Supporting a Thesis	Required	Yes	•	*Influence of Lincoln,* by Jane Addams
Unit 5: Project: Expository Essay - "A House Divided," "O Captain! O Captain!," "Influence of Lincoln"	Required	No	•	research resources
Unit 5: (chapter reading)	Required	Yes	•	*The Adventures of Huckleberry Finn,* by Mark Twain
Unit 5: Project: Persuasive Essay: "Defining Freedom as Found in the Theme(s) of The Adventures of Huckleberry Finn"	Required	No	•	research resources • classmates to read your first draft to
Unit 5: Project: Discussion – "Why I Wrote The Yellow Wallpaper"	Required	No	•	note cards • classmates for discussions
Unit 5: "Désirée's Baby": Themes	Required	Yes	•	*Désirée's Baby,* by Kate Chopin
Unit 5: "A White Heron": Narration and Figures of Speech	Required	Yes	•	*A White Herron,* by Sarah Orne Jewett
Unit 5: "The Revolt of Mother": Local Color and Dialogue	Required	Yes	•	*The Revolt of Mother,* by Mary E. Wilkins Freeman
Unit 5: "The Yellow Wallpaper": Analyzing Symbolism	Required	Yes	•	*The Yellow Wallpaper,* by Charlotte Perkins Gilman
Unit 5: Project: Discussion - "Why I Wrote The Yellow Wallpaper"	Required	Yes	•	*Why I Wrote The Yellow Wallpaper,* by Charlotte Perkins Gilman • a group of classmates for discussion

Unit 5: "Tennessee's Partner": Narrative Point of View and Local Color	Required	Yes	• *Tennessee's Partner,* by Bret Harte
Unit 5: Project: Literary Circle: Discussion of Edith Wharton's Ethan Frome	Required	Yes	• *Ethan Frome,* by Edith Wharton • a group of classmates for discussion
Unit 6: "Aunt Imogen": Theme and Structure	Required	Yes	• *Aunt Imogen,* by Edwin Arlington Robinson
Unit 6: "A Servant to Servants": Structure and Technique	Required	Yes	• *A Servant to Servants,* by Robert Frost
Unit 6: "The Love Song of J. Alfred Prufrock": Form, Imagery, and Theme	Required	Yes	• *The Love Song of J. Alfred Prufrock,* by T.S. Eliot
Unit 6: Sara Teasdale: Lyric Poetry	Required	Yes	• *Lights,* by Sara Teasdale • *I Shall Not Care,* by Sara Teasdale • *Dew,* by Sara Teasdale
Unit 6: "Grass": Realism and War	Required	Yes	• *Grass,* by Carl Sandburg
Unit 6: Project: Analyzing Themes of Loss and Isolation in Modernist Poetry	Required	No	• classmates to form small groups (If students are unable to participate in a live or virtual discussion or respond by posting to an online discussion thread, have them prepare a short, written response to an assigned poem and respond to one or more other written response.)
Unit 6: "Hills Like White Elephants": Analysis Unit 6: Project: Literary Analysis of "Hills Like White Elephants."	Required	Yes	• *Hills Like White Elephants,* by Ernest Hemingway
Unit 6: Project: Revision of a Student Piece	Required	No	• research resources
Unit 6: (chapter reading)	Required	No	• *Our Town*, Thornton Wilder. Any version.
Unit 6: Project: Our Town: Presenting an Argument	Required	No	• research resources • *Our Town*, Thornton Wilder. Any version.
Unit 6: (chapter reading)	Required	No	• *The Crucible*, Arthur Miller. Recommended Text: Penguin (2003), ISBN: 978-0142437339
Unit 6: "Arrangement in Black and White": Satire and Writer Purpose	Required	Yes	• *Arrangement in Black and White,* by Dorothy Parker
Unit 6: "The Negro Artist and the Racial Mountain": Harlem Renaissance	Required	Yes	• *The Negro Artist and the Racial Mountain*, by Langston Hughes

Unit 6: Project: Web Quest: The Life and Art of Zora Neale Hurston	Required	No	• research resources
Unit 6: (chapter reading)	Required	No	• *Their Eyes Were Watching God*, Zora Neal Hurston. Recommended Text: HarperCollins, ISBN 978-0-06-083867-6
Unit 6: "If Black English Isn't a Language, Then Tell Me What Is?": Language Structure	Required	Yes	• *If Black Isn't a Language, Then Tell Me, What Is?,* by James Baldwin
Unit 6: Project: Essay with Textual Evidence – Slide Show Presentation	Required	No	• research resources • presentation software such as PowerPoint® • voice recorder
Unit 7: "The Petrified Man": Southern Gothic and Language	Required	Yes	• *The Petrified Man,* by Eudora Welty
Unit 7: "A Good Man is Hard to Find": Drawing Inferences and Word Meaning	Required	Yes	• *A Good Man is Hard to Find,* by Flannery O'Connor
Unit 7: John F. Kennedy's Inaugural Address: Analysis	Required	Yes	• John F. Kennedy's Inaugural Address
Unit 7: "For the Union Dead": Poetic Devices	Required	Yes	• *For the Union Dead,* by Robert Lowell
Unit 7: "The Man Who Was Almost a Man": Literary Elements	Required	Yes	• *The Man Who Was Almost a Man,* by Richard Wright
Unit 7: "The Lonesome Death of Hattie Carroll": Meaning of Lyrics	Required	Yes	• *The Lonesome Death of Hattie Carroll,* by Bob Dylan
Unit 7: "Over S.E. Asia": Theme of War	Required	Yes	• *Overheard Over S.E. Asia,* by Denise Levertov • *Life at War,* by Denise Levertov
Unit 7: "Poem": Interpretation	Required	Yes	• *Poem,* by Muriel Rukeyser
Unit 7: "Let Sleeping Dogs Lie": Analyzing Satire as a Tool of Criticism	Required	Yes	• *Let Sleeping Dogs Lie,* by David Lance Goines
Unit 7: "Attack the Water": Archetypes and Structure	Required	Yes	• *Attack the Water,* by Janice Mirikitani
Unit 7: "Sestina": Analyzing Form and Meaning	Required	Yes	• *Sestina,* by Elizabeth Bishop
Unit 7: "The Problem that Has No Name": Women and Cultural Context	Required	Yes	• Chapter 1 from *The Feminine Mystique: The Problem that Has No Name,* by Betty Friedan

Unit 7: "Mirror": Analysis	Required	Yes	• *Mirror,* by Sylvia Plath
Unit 7: Project: "The Quilt of a Country": Slideshow Presentation	Required	No	• *A Quilt of a Country,* by Anna Quindlen (provided by Odyseyware) • research resources • presentation software • audio or video recorder
Unit 7: Project: College and Career Research and Presentation	Required	No	• research resources • presentation software

English III Supplement

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 2: (unit reading)	Required	Yes	• *This Side of Paradise,* by F. Scott Fitzgerald • *The Autobiography of an Ex-Colored Man*, by James Weldon Johnson

English IV Fundamentals

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 3: Project: Web Searches*	Required	No	• 3 research resources (web site, library catalog, newspaper, magazine, search engine)
Unit 3: Project: Writing a Paper from Notes	Required	No	• research resources
Unit 4: Project: Semantics and Advertising	Required	No	• study advertisements for a week, or • watch the evening news for a month
Unit 5: The Epic and Beowulf	Required	Yes	• *Beowulf*, adaptation by Dr. David Breeden
Unit 5: Reading Beowulf	Required	Yes	• *Beowulf,* translation by Howell D. Chickering
Unit 5: Report: Beowulf and Anglo-Saxon Culture	Required	No	• research resources or, • a good translation of *Beowulf*
Unit 5: English Literature (1066-1300)	Required	Yes	• *The Bold Pedlar and Robin Hood* from The Adventures of Robin Hood
Unit 5: Report: Thirteenth-Century Literature	Required	No	• research resources
Unit 5: Canterbury Tales	Required	Yes	• *Canterbury Tales,* by Geoffrey Chaucer (excerpts)
Unit 5: Essay: Character Study	Required	No	• a copy of the *Canterbury Tales* in a modern translation or access it using the Internet
Unit 7: Elizabethan Poetry: Part I; Songs	Required	Yes	• *The Triumph of Charis,* by Ben Jonson • *Golden Slumbers Kiss Your Eyes* from The Pleasant Comedy of Patient Grisill, by Thomas Dekker • *Song* from Cymbeline, by William Shakespeare • *Song* from Much Ado about Nothing, by William Shakespeare • *Spring, the Sweet Spring...* from Summer's Last Will and Testament, by Thomas Nashe • *There Is a Garden in Her Face* from The Third and Fourth Book of Ayres: Book IV, VII, by Thomas Campion • *Angel's Song* from The Tempest, by William Shakespeare
Unit 7: Elizabethan Poetry: Part II; Sonnets	Required	Yes	• *Sonnet XXXI,* by Sir Phillip Sydney • *Sonnet XLI,* by Sir Phillip Sydney

Unit 7: Elizabethan Poetry: Part III; Sonnets	Required	Yes	• *Sonnet XV*, by Edmund Spenser • *Sonnet XXXIV*, by Edmund Spenser • *Sonnet XVIII*, by William Shakespeare • *Sonnet XXIX*, by William Shakespeare • *Sonnet CXVI*, by William Shakespeare • *Death, Be Not Proud,* by John Donne
Unit 7: Report: Elizabethan Poetry*	Required	No	• research resources
Unit 7: (chapter reading)	Required	Yes	• *Hamlet*, by William Shakespeare
Unit 8: Milton: Paradise Lost: Part I and Part II	Required	Yes	• *Paradise Lost,* by John Milton (excerpts)
Unit 8: Literature of Common Sense: Pope	Required	Yes	• "*The Dunciad,* by Alexander Pope *(excerpt)*
Unit 8: Literature of Common Sense: Swift	Required	Yes	• *Gulliver's Travels,* by Jonathan Swift (excerpts)
Unit 8: Literature of Sensibility: Goldsmith	Required	Yes	• *The Deserted Village,* by Oliver Goldsmith
Unit 8: Essay: Swift and Goldsmith	Required	No	• research resources
Unit 9: Romantic Poets: Wordsworth (1770-1850)	Required	Yes	• *Lines Composed a Few Miles Above Tintern Abbey*, by William Wordsworth
Unit 9: William Wordsworth: Other Poems	Required	Yes	• *London, 1802*, by William Wordsworth • *She Dwelt Among the Untrodden Ways*, by William Wordsworth
Unit 9: Romantic Poets: Coleridge (1772-1834)	Required	Yes	• *Kubla Khan,* by Samuel Coleridge
Unit 9: Romantic Poets: Byron (1788-1824)	Required	Yes	• *Chide Harold's Pilgrimage,* by Lord Byron (excerpt)
Unit 9: Romantic Poets: Shelley (1792-1822)	Required	Yes	• *Ode to the West Wind,* by Percy Shelley
Unit 9: Romantic Poets: Keats (1795-1821)	Required	Yes	• *On First Looking into Chapman's Homer,* by John Keats • *When I Have Fears,* by John Keats • *Ode on a Grecian Urn,* by John Keats
Unit 9: Report: John Constable*	Required	No	• research resources
Unit 9: Report: Queen Victoria	Required	No	• research resources

Unit 9: Victorian Poets: Tennyson (1809-1892)	Required	Yes	• *Break, Break, Break,* by Alfred Tennyson • *Crossing the Bar*, by Alfred Tennyson
Unit 9: Victorian Poets: R. and E.B. Browning	Required	Yes	• *My Last Duchess,* by Robert Browning • *Home Thoughts, from Abroad,* by Robert Browning • *Sonnet 43,* by Elizabeth Barrett Browning • *A Child Asleep,* by Elizabeth Barrett Browning
Unit 10: Reading Fiction and Poetry	Required	Yes	• *The Yellow Wallpaper,* by Charlotte Perkins Gilman
Unit 10: Poetry Fundamentals	Required	Yes	• *A Late Walk,* by Robert Frost • Excerpt from *Ode: Intimations of Immortality,* by William Wordsworth
Unit 10: Writing the Poem	Required	Yes	• *When Lilacs Last in the Dooryard Bloom'd,* by Walt Whitman
Unit 10: Project: Keeping a Journal*	Required	No	• a journal
Unit 10: Project: Character Sketch	Required	No	• an older person other than a friend or relative to observe
Unit 10: Essay: Writing a Short Story	Suggested	No	• supplies to make a story board
Unit 10: Project: Writing Free Verse	Required	No	• free verse poetry
Unit 11: 17th-Century Puritan Literature: John Milton (1608-1674)	Required	Yes	• *Sonnet XIX*, by John Milton • excerpt from *Lycidas*, by John Milton
Unit 11: Project: Short Story Characteristics*	Required	No	• a short story from an anthology in the library or from another source
Unit 11: Project: Poem Analysis*	Required	No	• one rhyming poem • one free verse poem.
Unit 11: Essay: Expository Essay*	Required	No	• research resources

English IV

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 1: "The Permanent Philosophy": Analysis	Required	Yes	• *The Permanent Philosophy* from St. Thomas Aquinas Chapter VII, by G.K. Chesterton
Unit 1: Confessions: Questioning and Quoting the Text	Required	Yes	• *Book X* from Confessions, by Augustine
Unit 1: Project: Presentation: Dante Research	Required	No	• Internet access for research
Unit 1: (chapter reading)	Required	Yes	• *Dante's Inferno* from The Divine Comedy, by Dante Alighieri
Unit 1: (chapter reading)	Required	Yes	• excerpts from *The Decameron,* by Giovanni Boccaccio
Unit 1: Project: Group Discussion: Emotional Realism in Early Renaissance Art and Literature	Required	No	• a group of classmates for discussion
Unit 1: (chapter reading)	Required	Yes	• *The Canterbury Tales*, by Geoffrey Chaucer
Unit 2: "Sonnet 292": Petrarch's Poetic Structure	Required	Yes	• *Sonnet 292,* by Franceso Petrarch
Unit 2: The Prince: Connotation and Irony - Chapter XV	Required	Yes	• *Princely Virtues* from The Prince, by Niccolo Machiavalli
Unit 2: "To the Reader" and "Of Cannibals": Context and Conflict	Required	Yes	• *To the Reader,* by Michel de Montaigne • *Of Cannibals,* by Michel de Montaigne
Unit 2: "Sonnet 130" and "Sonnet 138": Shakespearean Sonnet	Required	Yes	• *Sonnet 130,* by William Shakespeare • *Sonnet 138,* by William Shakespeare
Unit 2: (chapter reading)	Required	Yes	• *Hamlet,* by William Shakespeare
Unit 2: Project: Literary Analysis Essay on Hamlet's Character	Required	No	• research resources
Unit 2: "The Passionate Shepherd to His Love" and "The Nymph's Reply to the Shepherd": Poetic Style	Required	Yes	• *The Passionate Shepherd to His Love*, by Christopher Marlowe • *The Nymph's Reply to the Shepherd*, by Walter Raleigh
Unit 2: "To the Virgins, to Make Much of Time" and "To His Coy Mistress": Figurative Language in Poetry	Required	Yes	• *To the Virgins, to make much of Time,* by Robert Herrick • *To His Coy Mistress,* by Andrew Marvell

Unit 2: "Batter My Heart": Verbs and Literary Technique	Required	Yes	• *Sonnet 14: Batter My Heart,* by John Donne
Unit 2: Project: The Middle Age's Effect on Humanism- Multimedia Presentation	Required	No	• presentation software • research resources
Unit 2: Project: Research Plan	Required	No	• research resources
Unit 3: Project: Analyzing Foundational Documents	Required	No	• The Declaration of Independence (provided by Odysseyware) • paper • pen or pencil
Unit 3: (chapter reading)	Required	Yes	• *The Tragical History of Doctor Faustus*, by Christopher Marlowe
Unit 3: Project: Compare Text and Film Version of Faustus*	Required	No	• *The Imaginarium of Doctor Parnassus,* the movie
Unit 3: "I Think Therefore I Am": Aristotle and Descartes	Required	Yes	• *I Think, Therefore I Am* from Discourse on Method, by Rene Descartes
Unit 3: "What is Enlightenment?": Argument Structures and Rhetoric	Required	Yes	• *What is Enlightenment?,* by Immanuel Kent
Unit 3: "An Essay Concerning Human Understanding": Organizational Structure	Required	Yes	• *An Essay Concerning Human Understanding,* by John Locke
Unit 3: "The Rape of the Lock": Epic Poetry and Satire	Required	Yes	• *The Rape of the Lock,* by Alexander Pope
Unit 3: "A Modest Proposal": Irony and Satire	Required	Yes	• *A Modest Proposal,* by Jonathan Swift
Unit 3: Project: Comparative Essay - Horatian and Juvenalian Works	Required	No	• classmates for group discussion
Unit 3: Micromegas: Voltaire and the Rise of Science Fiction	Required	Yes	• *Micromegas,* by Voltaire
Unit 5: Persuasive Writing Techniques	Suggested	No	• *Letters to Alice on First Reading Jane Austen* by Fay Weldon, ISBN: 9781444717662
Unit 5: (chapter reading)	Required	Yes	• *Sense and Sensibility,* by Jane Austen
Unit 5: Project: Presentation - Jane Austen	Required	No	• presentation software • research resources

Unit 5: Confessions: Rousseau and Autobiography	Required	Yes	•	Book 1 from *Confessions,* by Rousseau
Unit 5: "The Lamb" and "The Tyger": Lyrical Poetry	Required	Yes	•	*The Lamb,* by William Blake
			•	*The Tyger,* by William Blake
Unit 5: Preface to the Lyrical Ballads: Wordsworth's Poetic Diction	Required	Yes	•	Preface to *Lyrical Ballads,* by William Wordsworth
Unit 5: "She Dwelt Among Untrodden Ways": Meter and Theme	Required	Yes	•	*She Dwelt Among the Untrodden Ways,* by William Wordsworth
Unit 5: "Kubla Khan": Key Ideas	Required	Yes	•	*Kubla Khan,* by Samuel Cooleridge Taylor
Unit 5: "She Walks in Beauty": Literary Techniques	Required	Yes	•	*She Walks in Beauty,* by Lord Byron
Unit 5: "Ode to the West Wind": Form and Rhythm	Required	Yes	•	*Ode to the West Wind,* by Percy Bysshe Shelley
Unit 5: "When I Have Fears That I May Cease to Be": Form, Volta, and Point of View	Required	Yes	•	*When I Have Fears That I May Cease to Be,* by John Keats
Unit 5: Project: Analysis Essay and Seminar - Three Romantic Poems One Theme	Required	No	•	classmates for group discussion
Unit 5: Project: Comparative Essay Neoclassicism vs. Romanticism	Required	No	•	classmates for group discussion
Unit 6: "The Lady of Shalott": Form, Structure, and Theme	Required	Yes	•	*The Lady of Shallot,* by Lord Tennyson
Unit 6: Project: Presentation - Brontë Research and "The Continuing Appeal of Jane Eyre"	Required	No	•	*research resources*
			•	*The Continuing Appeal of Jane Eyre,* by Virginia Woolf (provided by Odysseyware)
Unit 6: (chapter reading)	Required	Yes	•	*Jane Eyre,* by Charlotte Brontë
Unit 6: Project: Analysis Essay of Jane Eyre and Emily Brontë	Required	No	•	research resources
Unit 6: "On the Origin of Species": Author Purpose and Style	Required	Yes	•	*On the Origin of the Species,* by Charles Darwin

Unit 6: "On Liberty: On Individuality, as One of the Elements of Wellbeing": Structure and Meaning	Required	Yes	•	excerpt from *On Liberty: On Individuality, As One of the Elements of Wellbeing,* by John Stuart Mill
Unit 6: Daisy Miller: Graphing Characterization Unit 6: Daisy Miller: Metaphor and Meaning	Required	Yes	•	*Daisy Miller: A Study,* by Henry James
Unit 6: (chapter reading)	Required	Yes	•	*Hedda Gabler,* by Henrik Ibsen
Unit 6: Project: Literary Essay - Daisy Miller	Required	No	•	research resources
Unit 6: Project: Speech: The Human Conscience	Required	No	•	video or audio recorder
Unit 6: Project: Literary Essay - Daisy Miller	Required	No	•	research resources
Unit 7: Project: "The Fallacy of Success" - Annotation and Analysis Essay	Required	No	• •	*The Fallacy of Success*, by G.K. Chesterton (provided by Odysseyware) research resources
Unit 7: "The Crisis of the Mind": Modernist Literature	Required	Yes	•	*The Crisis of the Mind*, by Paul Valery
Unit 7: "Araby": Inference and Plot	Required	Yes	•	Araby from *Dubliners*, by James Joyce
Unit 7: Project: Analytical Essay – "Eveline" by James Joyce	Required	Yes	•	*Eveline,* by James Joyce
Unit 7: "Shakespeare's Sister": Rhetoric, Diction, and Tone	Required	Yes	•	Shakespeare's Sister from *A Room of One's Own*, by Virginia Woolf
Unit 7: "Existentialism": Sartre on Existentialism	Required	Yes	•	*Existentialism*, by Juan Paul Sarte
Unit 7: "The Metamorphosis": Characterization and Symbolism	Required	Yes	•	*The Metamorphosis*, by Franz Kafka
Unit 7: (chapter reading)	Required	No	•	*The Stranger*, by Albert Camus. translated by Matthew Ward, ISBN: 978-0-679-72020-1
Unit 7: Project: The Search for Meaning Critical Analysis Multimedia Presentation	Required	No	• •	presentation software research resources

English IV Supplement

Assignment	Required or Suggested	Provided by OW?	Reading Resource
Unit 2: (unit reading)	Required	Yes	• *The Metamorphosis*, by Franz Kafka