

**North Carolina English I Honors
Teaching Preparation Portfolio**

General Course Information	Course code: 102151
	Course title: English I Honors
Course Description and Curriculum Standards	<p>Students in the honors course will explore literature more widely and deeply, including more challenging and/or complete print and non-print texts. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.</p> <p>While all courses should challenge students and incorporate opportunities for independent critical thinking, English I Honors can be distinguished from Standard English I by the consistency with which the characteristics described above are evident.</p>
Course Goals and Objectives	<p>See Standard Course of Study for English I. For an honors course, implement additional objective:</p> <p>1.04 Investigate expressive communication through</p> <ul style="list-style-type: none"> • exploring print and non-print texts to extend study of self-selected creators (author, artist, filmmaker, composer, etc.) or topics. • developing personal examples appropriate to purpose, audience, and context. • using precise language and sentence variety appropriate to the audience and purpose. • planning, designing, and self-monitoring as students create a variety of texts.
Generalizations	Generalizations
	<ul style="list-style-type: none"> • Students will understand that various literary genres provide a mirrored image to the human condition: students will realize and thus value the relevance of each genre as being a reflection to certain commonalities in physical and emotional experiences in life.
	Describe how generalizations will be used in the course.
	Students will explore certain writings from the literature textbook and supplemental texts to cover the span of literary genres.

Essential Questions	Essential Questions
	<ul style="list-style-type: none"> ● How does poetry aid in the exploration of creativity in composition? How does it aid in connections with others regarding the human experience? ● How do the elements of fiction enrich understanding of short stories and novels? ● In what ways does the genre of drama differ from other prose forms? What unique considerations does the genre require of the reader? ● How can non-fiction literature create connections between fiction and real world situations? ● How can the understanding of literary devices enhance student understanding of texts as well as students' own writing. ● What different literacy strategies are required for the different genres explored in English I?
	<p>Describe how Essential Questions will be used in the course.</p> <p>The essential questions will be used to help students to become aware of the relevance of each literary genre studied and to help students see connections between each genre and real life experiences.</p>
Issues Particular to the Course	<ul style="list-style-type: none"> ● NC End of Course Test prep ● Review of grammar basics plus extension of grammar knowledge ● Variety of vocabulary strategies including roots and affixes, visual organizers such as Frayer Model and Thinking Maps, and SAT based vocabulary lists ● Knowledge and application of literary terms ● Analysis of various genres from diverse cultures and time periods ● Knowledge and application of organized writing processes ● Introduction of definition essay ● Introduction to MLA research formats
Expectations of Performance	<p>English I Honors students will hold themselves to a more intense level of understanding and be a more reflective scholar. Students in an honors course must be able to read at or above grade level and be able to independently engage themselves in the learning process, including independent research and homework that requires higher levels of critical thinking and reading comprehension.</p>

Assignments

Provide selected assignments and explain how they are appropriate for an honors course.

Sample Summer Assignment: These are suggested titles. Any related titles may be substituted and assignments adapted for summer reading.

English I Honors Sample Summer Reading Assignment

Theme: Coming of Age

Texts: 1. *To Kill a Mockingbird* by Harper Lee
2. Your Choice -- Young Adult Novel -- see the attached list or choose another “coming of age” YA novel with teacher approval

Goal: Student will read and reflect upon two novels that share the theme of “coming of age” by marking text, recording thinking, and writing an essay.

Assignments:

Pre-Reading:

Before reading, consider your own coming-of-age experiences. In a format of your choice (circle map, chart, list, etc.), record some experiences, people, and places that have been central to your own path towards adulthood.

During Reading:

While reading both texts, highlight significant quotations, excerpts, characters, or events that impact the protagonist’s journey towards maturity. Hold your thinking about these quotes, etc. on the attached chart.

After Reading:

In a format of your choice, define “maturity” for the protagonist of either book. You might choose to write an essay, compose a song, create a podcast, or draw a picture, just to name a few examples. Remember your task is to define “maturity” for either Scout or the protagonist from your choice novel. Use the book for support – your during reading chart will be useful here.

Support: I am available for questions through my email, honors.teacher@bcsemail.org. I will respond to your email within three days. If you do not have email, you can call the school, and they will forward your message to me.

Resources: These books are available in our school library and at local bookstores, like Barnes and Noble, Books a Million, and Mr. K’s Used Books. I also have several copies in my

classroom library. Please see me prior to summer vacation if you need help securing one or both books.

In class, we will learn how to distinguish between authoritative, valid literary criticism and non-authoritative, online opinions and summaries. But for this summer's reading assignments, do not use online or other support such as Spark Notes or Cliff Notes. This is an opportunity for me to assess your individual strengths (see rubric). If you need help, just contact me.

Bildungsroman Novel Suggestions from Media Coordinator

Bildungsroman Criteria: Protagonist faces loss, embarks on a journey for "self-actualization," usually faces societal conflict, achieves goal and raises level of maturity.

The Maze Runner-Dashner

This kid Thomas wakes up in a big steel "elevator" with no memory of anything other than how to survive. He joins a group of other boys who have been dropped into a crazy world of mazes, gooey slug robot things they call Grievers, and messages from above--weirdly Lord of the Flies-esque with a big revelation at the end.

Witch and Wizard-Patterson

Twins Wisty and Whit are roused from their beds and jailed as a witch and wizard. They have no idea they really are. As they are being drug out of their house, their parents throw them a blank book and a drumstick (hmmm, wonder what that could be . . .). They have to escape from jail, battle spirits from another dimension, and try to rally the other teens into overthrowing the new regime, while still trying to figure out their powers and save their parents.

Marked-Cast

Zoey's just hanging out at school one day when a mysterious guy arrives and "marks" her as a vampire (apparently, in this vampire world, you are predestined, not bitten). She moves into the House of Night and realizes that she's more than just the new kid. I like her friends and I liked the story line--LOTS of action.

Going Bovine-Bray

Libba Bray is the author of the *Great and Terrible Beauty* series which I loved (full of mystical realms and powerful chicks). This time, she's chosen a male narrator who suffers from delusions supposedly resulting from Creutzfeldt-Jakob disease (Mad Cow).

He's sent on a quest (along with a hypochondriac dwarf and a smack talking yard gnome whom he saved from a frat house) by a punk angel with pink hair to fight the source of evil which is trying to destroy our world. Or is he? This is a crazy book. Bray has a great talent for mixing the real with the unreal. Cameron's road trip will have you laughing as he competes on an MTV Spring Break-type game show, bowls perfect strikes in a smoothie-drinking bowling "happy" cult, and travels through time using a time machine.

The Hunger Games-Collins

Imagine a post-WWIII United States in which the government keeps the people subservient by withholding food and other items needed to survive. Each year, two names from each district are drawn by lottery to fight to the death against each other in a televised "game." Katniss makes the ultimate sacrifice so her little sister doesn't have to experience the horrors of the games. This book is the ultimate survival of the fittest novel with lots of action and emotion.

North of Beautiful-Headley

Terra has a big port wine birthmark on her face and has had to take great pains to cover up her face and her emotions. Her mom sometimes eats a stick of butter to ease her stress and her dad is a real "piece of work," if you know what I mean. She meets Jacob who helps her see that it's okay to show the real you.

Chicks with Sticks-Lenhard

This is kind of like *Sisterhood of the Traveling Pants*, but, instead of magical jeans, these unlikely friends magically become expert knitters. They, like their knitting projects, are "works in progress" learning to navigate the halls of high school.

The Graveyard Book-Gaiman

Bod's family is murdered while they sleep. He escapes into a local graveyard and is adopted and raised by spirits and ghouls. This book chronicles his youth from toddler to teenager as he learns tricks and tips from witches, ghosts, and the occasional human.

Dark Dude-Hijuelos

I really like "fish out of water" tales and this one does not disappoint. Rico's looking for a way out "Yo Mamma" high school with its "incident involving a firearm" (school shooting) and rampant drug trade. Decides to run away to Wisconsin and live on a commune. Logical choice, right?

Lock and Key-Dessen

Ruby goes to live with her newly-married sister Cora when her mother, once again, leaves her alone to raise herself. She must

develop trust and learn to rely on other people to allow herself to be open to loving relationships with her family. She connects with Nate, the boy next door, who appears to have problems of his own.

Elsewhere-Zevin

Liz is hit by a taxi and killed on her way to help a friend find a prom dress and, thus, begins her journey to Elsewhere. She struggles with the extreme grief she feels over the loss of her family and the ins and outs of the new way of life she must adopt in the “afterlife” including talking to animals and aging backwards. Don’t worry, it’s not all doom and gloom. This is my favorite book of all time.

Great and Terrible Beauty-Bray

After fighting with her mother in India and then witnessing her mother’s murder, Gemma realizes that her dreams are actually visions into another realm where good and evil collide. Two months later, Gemma is enrolled in London's Spence School, still troubled by visions, and unable to share her grief and guilt over her loss. She gradually learns to control her vision and enter the "realms" where magical powers can make anything happen and where her mother waits to instruct her.

Stormbreaker-Horowitz

After Alex’s uncle dies, he finds out his uncle was, in fact, a secret agent and is recruited into Britain’s elite intelligence agency MI6. This series is like James Bond for teens. Lots of intrigue, gadgets, and action.

English I Summer Reading Assignment Rubric

Evidence	Level 4	Level 3	Level 2	Level 1
Preparation	Consistent high level, original thinking is evident during reading through significant, analytical note-taking.	High level, original thinking is evident in several places throughout analytical note-taking.	Note-taking may be inconsistent and/or superficial. Outside sources may have been used.	Note-taking is minimal or non-existent. Plagiarism may be apparent.
Focus	Product is very clearly focused on the assigned topic, “maturity.” Connections to novel are	Product is clearly focused on the assigned topic, “maturity,” but connections	Product strays from assigned topic of “maturity,” may appear to be more of a summary.	Product is unclear in focus.

	almost always clear.	may be unclear at times.		
Support	Product consistently uses specific, significant references to the novel.	Product references the novel throughout.	Product may need more textual support.	Textual support is missing.
Effort/Creativity	Effort and unique approach to the assignment is consistently strong.	Effort is good. Some elements are creative and “out of the box.”	Effort could be stronger. Approach may be commonplace.	Little time, effort, or thought is evident.

My Thinking . . .

Coming of Age in *To Kill a Mockingbird* and My Choice Novel

Quotation/Excerpt/Character/Event from Text	Page #	My Thinking

English I Honors Research and Writing Project:

Dissecting the Decades

This semester, our research project will encompass an exploration of the years of your life. Combining pictures, writings, and factual information, we will be creating scrapbooks that span a period of fourteen to fifteen years-- your years.

For your scrapbook shell, you may choose to use a photo album or create a shell of your own using various materials (wood, plastic, fabric, etc.). You may want to simply purchase an actual scrapbook that already has the pages included. Remember that whatever you choose, you will need to have pages on which you can attach writings and pictures. This is a project in which you can utilize your creative expression and one that will serve as a great keepsake of memories, so make sure you spend enough time and effort to make this look professional.

We will use class time for research and exploration, but you will have to research outside of class as well. You will also complete your writings and work on the piecing together of your scrapbook at home. During this project, we will learn how to do note cards, which will be required sporadically through out the duration of the project, as well as learn to create bibliographies (citings for your sources). This project will span twelve weeks.

Layout:

- 1) Cover
- 2) Purpose Page (letter to yourself re: this project)
- 3) Each year of your life with the criteria for each
- 4) Creative Writings dispersed throughout

For each year, you will include the following **10** items:

Events:

- 1 world current event
- 1 local current event (USA)
- 1 sports moment

Fashion trends:

- clothing/fads
- hairstyle

Popular:

- music
- movie
- book

Personal:

- a picture of you at this age
- 2 events that occurred in your life at this age (cont.)

****Make sure you include pictures and captions throughout these pages.**

****All information sources and pictures obtained must be cited.**

Order in which to arrange your **15** creative writings:

- Purpose letter to self: Opening**
- Year born (use actual year)
- Bio Poem**

- 2nd yr.
- **Goals in life**
- 3rd yr.
- **Proudest moment (accomplishments)**
- 4th yr.
- **Inspirational quotes or sayings**
- 5th yr.
- **Funniest moment ever**
- 6th yr.
- **An obstacle or hardship you've overcome**
- 7th yr.
- **Your hero**
- 8th yr.
- **An experience in which you learned a valuable lesson**
- 9th yr.
- **"Your place" – vivid imagery**
- 10th yr.
- **A favorite poem**
- 11th yr.
- **Travel destination**
- 12th yr.
- **A dream you've had and possible meaning**
- 13th yr.
- **A realization or awakening you've experienced**
- 14th yr.
- 15th yr.
- **Closing letter to yourself: A reflection**
- Bibliography

Sample Writing Assignment:

Romeo and Juliet Essay

Thinking of the story of *Romeo and Juliet*, what is one theme you found in the play? Compose a two page typed essay in which you explore your chosen theme. Include in your paper, two examples from the story that support your theme. Also include in your paper how your theme can be applied to today's society.

Criteria:

Length: -Two typed pages

Format: -Standard essay format (including intro, bodies, conclusion)

-Double-spaced

-Header and page numbers

-12 pt. font: Times New Roman

-Standard use of grammar (proofread and revise)

Subject Matter: -Identify theme
-Two examples from story to support theme
-Application of theme to modern society

Short Story: Example Assignment

Pre-reading Discussion Questions:

“Harrison Bergeron”

Instructions: Write paragraph answers to each question. In class, tomorrow, be prepared to discuss your answer within your group, come to a consensus, and then share your thoughts with the class.

1. What do you think life and the world will be like 80 years from now?
2. What if people were so controlled by a powerful government that everyone was just like everyone else?
3. What if all competition was removed from society?
4. What if technology became so advanced that it could read thoughts?

Vocabulary Example Assignment:

Word Bank:

accentuate centrifugal disingenuous jaded momentum
aficionado convoluted indubitable viscera obsolescent
antecedent decapitate masochistic volition potential

Sample Vocabulary Assignment: *Frayer Model/Gallery Walk*

Break students into small groups and assign each group one of the current vocabulary words. Each group is responsible for creating a poster-size Frayer model (a rectangle with four quadrants, the vocabulary word in the center). In one quadrant, students write the definition in their own words. In another, the group creates a visual that represents the meaning of the word. (For “decapitate,” students might draw a guillotine). In the third and fourth quadrants, students can write a sentence using the word and compose a structural analysis (“de” = to undo; “cap” = head). When all groups are finished, students can post the Frayer models around the room and conduct a gallery walk. Groups visit and discuss each other’s work, perhaps adding comments, questions, and suggestions on post-it notes or else taking notes on a blank Frayer sheet for their notebook. The teacher

	<p>circulates during group creations and discussions, correcting misconceptions and guiding learning.</p>
<p>Timetables and Deadlines; Pacing Guide</p>	<p>Per instructor or department</p> <p>Sample Pacing Guide:</p> <p><u>ENG. I COURSE OUTLINE</u></p> <p>Texts Used: Adopted textbook <i>The Tragedy of Romeo and Juliet</i> <i>To Kill A Mockingbird</i> Language Handbook or Daily Grammar Practice Vocabulary Workbook (Third Course)</p> <p><u>1st 6 Weeks</u></p> <p><i>Reading:</i> Drama: <i>The Tragedy of Romeo and Juliet</i> Poetry: Selected works</p> <p><i>Writing:</i> descriptive essays narrative essays research reader’s response letters interviews</p> <p><i>Viewing:</i> <i>Romeo and Juliet</i> selected segments of film corresponding to the curriculum</p> <p><i>Speaking:</i> class presentations (both individual and group) impromptu speeches class debates dramatization of literature</p> <p><i>Language Study:</i> Vocabulary Workshop, Language Handbook Worksheets, EOC Prep. Guides</p> <p><u>2nd 6 Weeks</u></p> <p><i>Reading:</i> Novel: <i>To Kill a Mockingbird</i> Short Story: Selected stories from text Fairy Tales, Folk Tales, Fables: Selected works Non-fiction (autobiography/biography): Selected works</p> <p><i>Writing:</i> expository essays</p>

	<p>Introduce definition writing research reader's response letters interviews</p> <p><i>Viewing:</i> <i>To Kill A Mockingbird</i> selected segments of film corresponding to the curriculum</p> <p><i>Speaking:</i> class presentations (both individual and group) impromptu speeches class debates dramatization of literature</p> <p><i>Language Study:</i> Vocabulary Workshop, Language Handbook Worksheets, EOC Prep. Guides</p> <p><u>3rd 6 Weeks</u></p> <p><i>Reading:</i> Mythology -Notes from Edith Hamilton's <i>Mythology</i> -Various myths -Abridged versions of <i>The Iliad</i> and <i>The Odyssey</i></p> <p><i>Writing:</i> persuasive essays definition writing poetry reader's response letters interviews</p> <p><i>Viewing:</i> selected segments of film corresponding to the Curriculum</p> <p><i>Speaking:</i> class presentations (both individual and group) impromptu speeches class debates dramatization of literature</p> <p><i>Language Study:</i> Vocabulary Workshop, Language Handbook Worksheets, EOC Prep. Guides</p>
Assessments	<p>Students will be assessed through a balanced assessment system which will include a variety of formative and summative assessments. Examples are as follows:</p> <ul style="list-style-type: none"> ● Formative: Think-Pair-Share Anticipation Guides

Podcasting
Role Play
Thinking Maps
Journal Entries
Exit Slips

- Summative:
Multiple Choice Items
Fill-in-the-blank
Short Answer
Extended Response
Performance
Simulation

Sample Formative Assessments:

Anticipation Guide

Anticipation Guides provide personal connection and promote student thinking about significant themes they will encounter in the reading. As a literacy tool, they encourage students to engage while reading and focus on the issues they introduce. Before reading *Romeo and Juliet*, ask students to answer the following questions. They can respond with “true” or “false,” or they can answer on a continuum, such as “highly agree” or “agree somewhat.” Then the class can engage in a discussion of individual responses, identifying areas of controversy.

1. It is a child’s duty to respect his/her parents’ wishes under all circumstances.
2. Real love is possible at fifteen.
3. Shakespeare’s themes and subjects are far different from today’s society.
4. Love can overcome all.
5. The setting of the play is 18th Century England.

After reading, students can return to the anticipation guides and note how their thinking has changed or been impacted by the text.

To Kill a Mockingbird POST-IT NOTE QUESTIONS

Student-created questions that lead to interpretation and analysis are much more effective comprehension tools than the traditional end of chapter questions provided by teachers or textbooks. Discuss with the class the different levels of questions and how broader questions lead to interpretation and analysis. Ask students to pose one or two questions per chapter and to jot questions down on post-it notes, one per note. Post-its are affixed to the page of text they reference. In class, students can categorize these questions on the board or on a concept chart, and discuss possible answers with their peers.

To help students make personal, literary, and cultural connections to Harper Lee’s novel, ask them to record on post-it notes any connections they see as they read *To Kill a Mockingbird*. To

emphasize the idea that connections should “count,” remind students to think about how these observations help them better understand the text, and to discard the post-its that do not aid in comprehension. At the end of an assigned section, students can collaborate and categorize their connections, and stick their post-its on labeled posters throughout the room, allowing the class to view each other’s ideas.

The Odyssey ANIMOTO

Students can create a multi-media presentation on Homer’s The Odyssey using Animoto.com. The program is a quick, user-friendly website where students choose music and images from the Internet to illustrate their comprehension of character or theme. The result is a digital story told by music, art, and minimal text, such as quotations from the poem. After teacher-led discussion about how music and visuals can portray certain tones or themes, students simply choose the pieces, and Animoto puts them together in a professional-looking presentation. Students can post the presentations on the class website, where the clips can be viewed either collectively or at home. To extend the assignment, students can critique each other’s work. Sample presentations and registration instructions can be found at the following website: <http://animoto.com/>

“The Most Dangerous Game” CLOSING ARGUMENTS SPEECHES

In this activity, students take the role of attorneys presenting their “closing arguments” at the end of a criminal trial for one of the characters in the short story “The Most Dangerous Game.” In this case either Rainsford or Zaroff is on trial. The crime can be varied: pain and suffering, failure to assist in an emergency, or murder. Ask students to choose whether to defend or prosecute the character. To prepare their case, they list all the possible arguments from both sides. For example, if they plan to defend General Zaroff, they list not only all the arguments they plan to use but also as many arguments as they can think of that will be used by the prosecution. Then, they’ll list possible responses to the opposition’s points. In this way, students not only consider both points of view but also illustrate their skills in persuasive writing and speaking. Students should be encouraged to use their own opinion but should also be required to cite the short story whenever possible to encourage close reading. Prior to preparing their arguments, students might watch a closing argument on video, such as the scene at the end of John Grisham’s *A Time to Kill*. Such a model provides ideas for rhetorical strategies such as repetition, storytelling, and gestures. Students present arguments orally to the class.

Summative Assessment:

During our Mythology Unit, students work in groups to prepare a

lesson on their assigned myths. Students will *teach* their myths to the class following the rubric provided, thus each student knows the criteria and points needed for grade of an *A*. Students are allowed fifteen minutes per lesson, must use a visual aid in their teaching, and must assess their fellow classmates on the material taught (via quiz or their own choice of assessment).

Mythology Project Rubric

Criteria	Points Possible
<i>Visual Aid: (30 pts.)</i>	
_____ Creativity	10
_____ Size and aesthetic appearance	10
_____ Usefulness and placement in teaching	10
<i>Effectiveness in Teaching: (35 pts.)</i>	
_____ Clear and coherent	10
_____ Knowledge on subject	10
_____ Covered material completely	15
<i>Time: (15 pts.)</i>	
_____ Cognizant of time limit, plus or minus three minutes	15
<i>Assessment: (20 pts.)</i>	
_____ Length	5
_____ Question lucidity	5
_____ Effectively testing covered material	5
_____ Creativity in assessment	5
	<u>100 pts. Total</u>

Summative Assessment:

Mythology is Alive and Well

The gods and heroes of ancient Greece and Rome linger in our own world. A U.S. space program is called Apollo, and some rockets are named Saturn, Poseidon, and Mercury. People talk of having an Oedipus complex or an Achilles' heel. Atlas Van Lines move us, and our tires are "vulcanized." If the gods were alive and well, what might they be doing? Assign one of the jobs below to each god or goddess in the box. It should be an appropriate assignment.

1. _____ professional party giver
2. _____ fisherman
3. _____ president of General Mills
4. _____ fire fighter

	<p>5. _____ forest ranger 6. _____ musician 7. _____ weather forecaster 8. _____ head of computer dating 9. _____ Federal Express worker 10. _____ beautician 11. _____ school teacher 12. _____ electrician 13. _____ florist 14. _____ four-star general 15. _____ grave digger 16. _____ pro football player</p> <table border="1" data-bbox="545 638 1333 831"> <tr> <td>Neptune</td> <td>Mercury</td> <td>Mars</td> <td>Pluto</td> </tr> <tr> <td>Ceres</td> <td>Vulcan</td> <td>Diana</td> <td>Orpheus</td> </tr> <tr> <td>Cupid</td> <td>Venus</td> <td>Apollo</td> <td>Bacchus</td> </tr> <tr> <td>Hercules</td> <td>Flora</td> <td>Jupiter</td> <td>Minerva</td> </tr> </table> <p>_____ theaters to national products that take their name from mythological and legendary figures.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	Neptune	Mercury	Mars	Pluto	Ceres	Vulcan	Diana	Orpheus	Cupid	Venus	Apollo	Bacchus	Hercules	Flora	Jupiter	Minerva
Neptune	Mercury	Mars	Pluto														
Ceres	Vulcan	Diana	Orpheus														
Cupid	Venus	Apollo	Bacchus														
Hercules	Flora	Jupiter	Minerva														
<p>System for Grading</p>	<p>Include system for grading in the course syllabus.</p> <p>Daily grades = 33.3 % Quiz/project grades = 33.3 % Test/Essay grades = 33.4 %</p>																
<p>Instructional Materials, Equipment, and Technologies</p>	<p>To be determined by county policy, department selection, and individual preference of instructor:</p> <ul style="list-style-type: none"> • Textbooks • Supplemental texts • Visual and audio media • Technology (i.e.—computers, data projectors, contemporary software) <p>Sample Instructional Materials:</p> <ul style="list-style-type: none"> ▪ Adopted textbook and supplemental workbooks ▪ <i>NC Coach—End of Course Test Prep</i> ▪ William Shakespeare’s <i>Romeo and Juliet</i> (split reading) ▪ Harper Lee’s <i>To Kill a Mockingbird</i> ▪ Ann Rand’s <i>Anthem</i> 																

	▪ Videos and CD's that follow texts
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Submitted _____
Teacher signature *Date*

Approved _____
Administrator signature *Date*

Approved _____
Administrator signature *Date*

Approved _____
Administrator signature *Date*