

Polish G6

Time	Content	Skills	Assessment
8 weeks	<p><u>THE FAREWELL SUMMER</u> Short Story Unit Poetry Grammar Novel H. Sienkiewicz: <i>W pustyni i w puszczy</i></p>	<p>Plan, present, and critique story readings of literary selections. Use verbal and nonverbal techniques in the delivery of presentations. Evaluate and critique the impact of the presentations. Use relevant details to help the audience understand the content of an oral presentation. Use examples to support the main ideass of the oral presentation. Cite information by giving credit in the oral presentation. Respond clearly and informatively to audience questions. Features of poetry (verse, personification, rhyme, rhythm, meter, simile, metaphor...) Features of story (narrator, dialogue...) Grammar (adjective, noun). Use grammatically correct language including vocabulary appropriate to the topic, audience, and purpose.</p>	<p>Create an original short story. Create a “most wanted” poster for a character from a story. Create a “missing person” poster for a character form a story. Rewrite the story from another character,s point of view. Write a critical review. Identify and explain literary techniques used in story. Write a journal entry as a character from the story. Create and alternate ending. Write a letter to a character or to the author of the story. Compare and contrast two stories with similar themes. Autobiographical/Biographical Sketch Write an expository essay. Write a speech in support of/against a topic currently in the news. Write class-work and complete any corrections required.</p>
4 weeks	<p><u>THE FANTASY WORLD</u> Process for Reading Short Story Unit Fiction Nonfiction Novel Clive Staples Lewis: <i>Opowiesci z Narnii</i> Poetry Grammar</p>	<p>Apply a process for reading to aid in the analysis of literature. Identify format, text structure, and main idea. Identify the chatacteristics of short story that distinguish it from other literary forms. Analyze the elements of literature and understand haw they work together to create an effective selection. Explain the historical context of a short story by discussing how a work reflects the culture and events of the times in which it was written. Explain the relationship between author’s style and literary effect. Identify the differing characteristics thet distiguish the essay</p>	<p>Create an original short story. Rewrite the story from another character’s point of view. Read aloud with appropriate expression. Read in silence with good understanding of the text. Recite on chosen poems. Demonstrate the ability to depict fragments concerning the theme. Describe the presented world in context of time, place, its characters and their</p>

	Vocabulary	<p>from other literary forms. Generate questions for discussion, further reading and research after reading a selection. Grammar (cardinal, ordinal, verb) Features of poetry (verse, personification, rhyme, rhythm, meter, simile, metaphor, chorus...)</p>	<p>functions, its narrator and his judgment of that world. Analyse and describe characters. Edit a plan. Write class-work, grammar test and complete any corrections required. Show the ability to write: notes, short stories, descriptions and character analysis. Demonstrate knowledge of phonetics: division of words into syllables, letters, Division of syllables; inflection; conjugation through cases. Take part in the lesson, class discussion, to compose different types of speeches individually and in groups. Prepare for lessons, read stories, poems, complete exercises relating to the composition of individual work and class work. Provide neat notes, correction of work (as further exercises and consolidation of an orthographic material).</p>
3 weeks	<p><u>THE CREATIVE PROCESS</u> Poetry Short Story Unit Novel Grammar</p>	<p>Students to engage in reading work range of poetry. Use personal observation and memory to generate ideas for writing. Awareness of different types of poems. Features of poetry (rhyme, rhythm, meter, simile, metaphor, personification, epithet...) Demonstrate knowledge types of poems and different forms of speech and positioning of rhyme. Write their own poems. Evaluate poetry. Select, organize, polish, and present a process portfolio. Grammar (preposition).</p>	<p>Poet's notebook. Daily exercises. Portfolio. Composition, polishing, and presentation of a poem collection. Suggested forms of poetry: free verse, sonnet... I am like (the conceit), call and response, the song. Portfolio exhibiting and documenting processes and products of which the student is proud. Writing a personal version of the poetry.</p>
7 weeks	<p><u>THE MYTHICAL</u> Greek and Roman</p>	<p>Identify characteristics that distinguish myth. Develop and use literary vocabulary and vocabulary from myths.</p>	<p>The students will be expected to: Read aloud with appropriate expression.</p>

	<p>mythology (Olympian gods/goddesses) J. Parandowski <i>Mitologia starożytnych Greków i Rzymian</i> Epic – the <i>Odyssey</i> Homer <i>Odysseja</i> Vocabulary from texts and literary terms International Materials-manuals, textbooks, business letters, newspapers, brochures, reports, catalogs Poetry: S. Grochowiak <i>Latanie (Flying)</i> L. Staff <i>Odys</i> Grammar</p>	<p>Analyze characterization techniques and character types, including archetypes. Analyze allusions to myths. Explain the relationship between character and symbol. Explain the relationship between character and theme. Explain the influence of historical context on the form, style, and point of view of Greek and Roman myth. Identify characteristics of epic. Develop and use literary vocabulary and vocabulary from the <i>Odyssey</i>. Identify and analyze types of figurative language in the <i>Odyssey</i>. Identify and analyze structure in relation to content of the <i>Odyssey</i>. Analyze techniques used by Homer to convey character. Explain the relationship among characters, setting, and theme in the <i>Odyssey</i>. Analyze the relationship between Homer’s style and the literary effect. Explain the influence of historical context on the form, style, and point of view in the <i>Odyssey</i>. Read and analyze a variety of informational materials. Identify a position/argument to be confirmed, disproved, or modified. Evaluate clarity and accuracy of information. Identify questions not answered by a selected text. Extend general and specialized vocabulary through reading. Develop narrative, expository, and informational writings about myth and the <i>Odyssey</i>. Edit for correctness in mechanics and usage. Synthesize information from sources and apply it in writing. Use print, electronic databases, and online resources to access information about myth.</p>	<p>Read in silence with good understanding of the text. Recite on (S. Grochowiak <i>Latanie</i>, L. Staff <i>Odys</i>) chosen poems. Demonstrate the ability to depict fragments concerning the theme. Describe the presented world in context of time, place, its characters and their functions, its narrator and his judgment of that world. Analyze and describe characters. Edit a plan. Write grammar test and complete any corrections required. Show the ability to write: notes, short stories, descriptions and character analysis. Demonstrate knowledge of inflection; conjugation through cases, separating subject from ending, contiguity of themes, syntax, singular sentences, unfolded, not unfalded, parts of a singular sentences, subject, predicate, attribute, adjunct. Take part in the lesson, class discussion, to compose different types of speeches individually and in groups. Prepare for lessons, read stories (mythology), poems, complete exercises relating to the composition of individual work and class work. Provide neat notes, correction of work (as further exercises and consolidation of an orthographic material). Take part in the classes competition. Write class-work, grammar test and complete any corrections required.</p>
3 weeks	THE LEGENDS	Identify characteristics that distinguish legend.	The students will be expected to:

	Poland Legends Grammar	<p>Develop and use literary vocabulary and vocabulary from legends.</p> <p>Analyze characterization techniques and character types, including archetypes.</p> <p>Analyze allusions to legends.</p> <p>Explain the relationship between character and symbol.</p> <p>Explain the relationship between character and theme.</p> <p>Explain the influence of historical context on the form, style, and point of view of Poland legends.</p> <p>Identify characteristics of legends.</p> <p>Develop and use literary vocabulary and vocabulary from the Poland legends.</p> <p>Identify and analyze types of figurative language in the legends.</p> <p>Identify and analyze structure in relation to content of the legends.</p> <p>Analyze techniques used by author in Poland to convey character.</p> <p>Explain the influence of historical context on the form, style, and point of view in the legends.</p> <p>Read and analyze a variety of informational materials.</p> <p>Identify a position/argument to be confirmed, disproved, or modified.</p> <p>Evaluate clarity and accuracy of information.</p> <p>Identify questions not answered by a selected text.</p> <p>Extend general and specialized vocabulary through reading.</p> <p>Develop narrative, expository, and informational writings about legend.</p> <p>Edit for correctness in mechanics and usage.</p> <p>Synthesize information from sources and apply it in writing.</p> <p>Use print, electronic databases, and online resources to access information about legend.</p>	<p>Read aloud with appropriate expression.</p> <p>Read in silence with good understanding of the text.</p> <p>Participate in a class performance.</p> <p>Demonstrate the ability to depict fragments concerning the theme.</p> <p>Describe the presented world in context of time, place, its characters and their functions, its narrator and his judgment of that world.</p> <p>Analyze and describe characters.</p> <p>Edit a plan.</p> <p>Show the ability to write: notes, short legend.</p> <p>Take part in the lesson, class discussion, to compose different types of speeches individually and in groups.</p> <p>Prepare for lessons, read legends, complete exercises relating to the composition of individual work and class work.</p> <p>Provide neat notes, correction of work (as further exercises and consolidation of an orthographic material).</p> <p>Take part in the classes show.</p>
3 weeks	<p><u>THE VALUE WORLD</u></p> <p>Short Story</p> <p>Poetry</p> <p>Grammar</p>	<p>Read aloud with appropriate expression.</p> <p>Read in silence with good understanding of the text.</p> <p>Recite on chosen poems.</p> <p>Show the ability to write short story.</p> <p>Use personal experience for imaginative ideas.</p> <p>Use some artificial invention strategies.</p> <p>Understand and develop essential elements of narrative, using the elements of the writing process.</p>	<p>Assessment for most activities is based on level of effort, engagement, and progress in journalizing which is evaluated an amount and on evidence of creative engagement.</p> <p>Daily prewriting, writing, and revising activities and evidence of engagement with the process.</p>

			<p>Completion of an original short story, including evidence of all stages of the process, to include publication and self-evaluation.</p> <p>Suggested types of short story: children's story, fable...</p> <p>Write class-work and complete any corrections required.</p>
6 weeks	<p><u>THE THEATRE, THE RADIO, THE FILM</u></p> <p>Short Story Unit</p> <p>Interview.</p> <p>Script</p> <p>Nowel Unit</p> <p>K. Makuszyński</p> <p><i>Panna z mokra glowa</i></p> <p>Grammar</p>	<p>Choose a literary form for presentation, such as a poem, monologue, scene from a play, or story.</p> <p>Adapt presentation techniques to fit the literary form.</p> <p>Use verbal and nonverbal techniques for presentation.</p> <p>Evaluate impact of presentation.</p> <p>Identify format, structure, and main idea.</p> <p>Identify the characteristics that identify theatre and film forms.</p> <p>Demonstrate knowledge of characteristics of theatre, radio and film.</p>	<p>Small group or individual performances of a short scene or soliloquy.</p> <p>Write a short play.</p> <p>Write interview.</p> <p>Write script.</p> <p>Read aloud with appropriate expression.</p> <p>Read in silence with good understanding of the text.</p> <p>Participate in a class performance.</p> <p>Demonstrate the ability to depict fragments concerning the theme.</p> <p>Describe the presented world in context of time, place, its characters and their functions, its narrator and his judgment of that world.</p> <p>Analyse and describe characters of mass media.</p> <p>Edit a plan.</p> <p>Take part in the lesson, class discussion, to compose different types of speeches individually and in groups.</p> <p>Prepare for lessons, read stories, complete exercises relating to the composition of individual work and class work.</p> <p>Provide neat notes, correction of work (as further exercises and consolidation of an orthographic material).</p> <p>Demonstrate knowledge of phonetics.</p>

Polish G7

Time	Content	Skills	Assessment
<u>6 weeks</u>	<p><u>The Power of imagination</u></p> <p>Short Story Unit Poetry Grammar</p>	<p>Plan, present and critique story readings of literary selections. Use verbal and non-verbal techniques in the delivery of presentation (e.g. drama, computer presentation). Evaluate and critique the impact of presentations. Use examples to support the main ideas of the oral presentation. Respond clearly and informatively to audience questions. Features of poetry (verse, rhyme, rhythm, metaphor, epithet, simile, ozywienie, personification). Features of story (narrator, dialogue, chapter...). Grammar: parts of speech (noun, adjective, verb, adverb, cardinal, preposition, pronoun). Grammar-spelling – writing „no” with different parts of speech. Grammar – types of sentences. Use grammatically correct language including vocabulary appropriate to the topic, audience and purpose. Writing an official and unofficial letter.</p>	<p>Writing an official and unofficial letter.</p> <p>Creative writing: writing a poem.</p> <p>Creative writing: <i>Imagine your private planet</i> – characteristic of a place.</p>
<u>2 weeks</u>	<p>The Renaissance</p> <p>Poetry of Jan Kochanowski-epigrams <i>Pan Tadeusz</i> - fragment</p>	<p>Features of poetry (verse, rhyme, rhythm, metaphor, epithet, simile, ozywienie, personification, onomatopeje) Main information – XVI century. Finding information about poet – presentation. Recitation a piece of <i>Pana Tadeusza</i> (description of a pond).</p>	<p>Creative writing – writing poetic characteristic of a pond– before reading J. Kochanowski's characteristic. Recitation a piece of <i>Pana Tadeusza</i> (description of a pond).</p>
<u>3 weeks</u> (till 16.11)	<p>Problems with growing up (school and family, values)</p> <p>Short Story Unit Poetry Grammar</p> <p>Set book: <i>Kwiat kalafiora</i> M. Musierowicz</p>	<p>Features of poetry (lyrical subject, symbol, metaphor, epithet, simile, ozywienie, personification). Plan, present and critique story readings of literary selections. Features of story (narrator, dialogue, chapter...) Reading with good understanding – finding information in the text (working with obligatory book). Synonyms (names of emotions). Extending vocabulary –mindmap- characteristic of a literary character. Discussion about growing up – taking part in discussion, expressing</p>	<p>Writing – characteristic, opinion. Discussion about growing up – taking part in discussion, expressing private point of view. Writing – characteristic, opinion</p>

		private point of view. Writing – characteristic, opinion. Grammar-spelling “-ji” or “i”? (e.g. Mai, ale Patrycji).	
<u>3 weeks</u> <u>(till 7.12)</u>	How do we change while traveling? Short Story Unit Poetry Grammar Set book – adventurous novel	Features of story (narrator, plot, thread (wątek) etc.). Features of adventurous novel. Grammar – subordinate clause (zdanie podrzędne) and main clause (zdanie nadrzędne) Grammar-spelling – capital letters. Grammar-spelling – proper name (nazwy własne). Features of comic.	Writing a summary. Rewrite the story from another character’s point of view. Identify and explain literary techniques used in story. Creative writing - writing alternate ending. Creative writing – write an article to the “National Geographic” about an island of literary character. Writing characteristic of favourite literary character. Creative writing – writing a comic.
<u>2 weeks</u> <u>(till 22.12)</u>	Out of this world (I) – ghosts Short Story Unit Poetry Grammar Set book – A. C. Doyle: <i>The Adventures of Sherlock Holmes</i> ; C. Dickens: <i>A Christmas Carol</i> - fragment	Features of novels (e.g. detective story) Alfred Hitchcock, Agatha Christie(?) – who they were? – presentation. Grammar – types of pronoun.	Creative writing - writing a detective story.
<u>5 weeks</u> <u>(15.02)</u>	Out of this world (II) – tales and fairy tales. Short Story Unit Poetry Grammar Real or fantasy world?	Features of story (motyw wędrowny, literary fiction (fikcja literacka) etc. Features of drama (dramat). Features of tales, fairy tales, ballad. Stories about the past (myths, tales, legends) and the future – fantasy stories. Science fiction films – main features. Grammar – types of numerals/liczebnika). Grammar-spelling – how to write <i>no</i> with adverbs and pronouns?	Creative writing - writing alternate ending of a tale Creative writing – writing a script of science fiction film.

	Set book: Tolkien: <i>Hobbit, czyli tam i z powrotem</i> ; A. Mickiewicz: <i>Dziady cz.II</i>		
5 weeks (till 21.03)	What was at the beginning? <i>Bible</i> <i>Mythology</i> Legends Poetry Art-paintings Grammar Set book – M. Twain: <i>Pamiętniki Adama i Ewy</i> ; fragment	<i>Bible</i> – main features, values. <i>Mythology</i> – main features, values. The similarities and differences between <i>Bible</i> and <i>Mythology</i> . The beginning of the world and the man – <i>Bible</i> and <i>Mythology</i> . The history of Kain and Abel, potop, Babel tower Discussion about God and our religions. Extending vocabulary - związki frazeologiczne derived from <i>Bible</i> and <i>Mythology</i> .	
<u>6 weeks</u> (till 9.05)	Problems of contemporary world – the differences among people, barriers of communications. Short Story Unit Poetry Grammar Set book – Juliusz Słowacki: <i>Balladyna</i>	Romantyzm – main features. Juliusz Słowacki as a poet – presentation. Features of ballad. We learn how to quote properly. When do we plagiarize? Vaclaw Havel – whom he is? Grammar – direct and indirect speech (mowa niezależna i zależna).	Creative writing – writing a letter to “ludożerców”. Discussion about threats of contemporary world made by people (wars etc.)

<u>6 weeks</u>	The power of mass-media	How do we communicate (since antiquity till XXI century) Features of books, newspapers, radio, TV, the Internet. Journalist genres. The features of commercials	<u>Discussion – mass-media – a friend or an enemy of people?</u> <u>Creative writing – make a commercial of our school.</u>
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Polish G8

Time	Content	Skills	Assessment
1 week	<u>THE BIBLE</u> <i>Stary Testament</i> <i>Księga Rodzaju:</i> <i>Pierwotny stan</i> <i>szczyt</i> (textbook p. 9) <i>Nowy Testament</i> <i>Ewangelia wg Łukasza:</i> <i>Przypowieści o</i> <i>siewcy</i> (textbook p. 11-13) <i>Nowy Testament</i>	Identify characteristics that distinguish the Bible. Develop and use literary vocabulary and vocabulary from bible. Analyze characterization techniques and character types, including archetypes. Analyze allusions to bible. Explain the relationship between character and symbol. Explain the relationship between character and theme. Explain the influence of historical context on the form, style, and point of view of the Bible. Identify characteristics of parable. Develop and use literary vocabulary and vocabulary from the <i>Bible</i> . Identify and analyze types of figurative language in the <i>Bible</i> . Identify and analyze structure in relation to content of the <i>Bible</i> .	Analyze orally (three to five minutes) one parable - prepared at home, delivered in class, but not read out. Write one parable. Research a painting based on a parable. Identify and explain allusions to parables. Research etymologies of words from parable and bible characters. Description of the Rembrandt's painting.

	<p><i>Ewangelie wg św. Łukasza: Miłosierny Samarytanin</i> (textbook p. 15)</p> <p><u>Bible in the Art.</u></p> <p>Rembrandt: <i>Miłosierny Samarytanin</i> (textbook p. 15)</p>	<p>Explain the relationship among characters, setting, and theme in the <i>Bible</i>.</p> <p>Explain the influence of historical context on the form, style, and point of view in the <i>Bible</i>.</p> <p>Read and analyze a variety of informational materials.</p> <p>Identify a position/argument to be confirmed, disproved, or modified.</p> <p>Evaluate clarity and accuracy of information.</p> <p>Identify questions not answered by a selected text.</p> <p>Extend general and specialized vocabulary through reading.</p> <p>Edit for correctness in mechanics and usage.</p> <p>Synthesize information from sources and apply it in writing.</p> <p>Use print, electronic databases, and online resources to access information about myth.</p>	
1 week	<p><u>THE MYTHICAL</u></p> <p>Greek mythology</p> <p><i>Dzieje Tezeusza</i> (textbook p. 17 IG)</p> <p><i>Mit o Orfeuszu i Eurydyce</i> J. Padowski</p> <p><i>Mitologia grecka i rzymska</i> Z. Kubiak <i>Uródeł mitów greckich</i> (textbook p. 24 IG)</p>	<p>Identify characteristics that distinguish myth.</p> <p>Develop and use literary vocabulary and vocabulary from myths.</p> <p>Analyze characterization techniques and character types, including archetypes.</p> <p>Analyze allusions to myths.</p> <p>Explain the relationship between character and symbol.</p> <p>Explain the relationship between character and theme.</p> <p>Explain the influence of historical context on the form, style, and point of view of Greek myth.</p>	<p>The students will be expected to:</p> <p>Read aloud with appropriate expression.</p> <p>Read in silence with good understanding of the text.</p> <p>Demonstrate the ability to depict fragments concerning the theme.</p> <p>Describe the presented world in context of time, place, its characters and their functions, its narrator and his judgment of that world.</p> <p>Analyze and describe characters.</p> <p>Edit a plan.</p> <p>Show the ability to write: notes, short stories, descriptions and character analysis.</p> <p>Take part in the lesson, class discussion, to compose different types of speeches individually and in groups.</p> <p>Prepare for lessons, read stories (mythology), complete exercises relating to the composition of individual work and class work.</p> <p>Provide neat notes, correction of work (as further exercises and consolidation of an</p>

			<p>orthographic material). Take part in the classes competition. Write class-work and complete any corrections required. Research a painting based on a myth. Identify and explain allusions of words from myth and mythic characters.</p>
1 week	<p>THE RENAISSANCE Trifle J. Kochanowski <i>Na dom w Czarnolesie</i> (textbook p. 167 IG) J. Twardowski: trifle <i>Z bliska, Nie pabdzi piew, wity Antoni, Poma u, Teoretyk, Obawa</i> (textbook p. 192-193 IG) Threnody J. Kochanowski <i>Tren V</i> (textbook p. 163 IIG)</p>	<p>Recite and prepare the staging for J. Kochanowski <i>Tren V</i>. Taking part in the staging. Analyze orally (three to five minutes) on threnody and a freely chosen poem prepared at home, delivered in class, but not read out. Identify format, text structure, and main idea. Identify the characteristics of threnody and trifle that distinguish it from other literary forms. Explain the relationship between author's style and literary effect. Identify the differing characteristics that distinguish the essay from other literary forms. Work constantly and be active in class, use time effectively, highlight any doubts or problems.</p>	<p>Write condolences. Recite and prepare the staging threnody. Create an original two trifle.</p>
10 weeks	<p>GRAMMAR</p>	<p>Demonstrate knowledge of inflection and syntax: parts of speech: • different • indeclinable inflection, conjugation through cases, separating subject from ending, contiguity of themes, syntax: singular sentences,</p>	<p>Oral comment. Short test. Write grammar test of inflection. Write grammar test of syntax and word formation.</p>

		<p>unfolded, not unfolded, parts of a singular sentences:</p> <ul style="list-style-type: none"> • subject • predicate, • attribute, • adjunct <p>word formation:</p> <ul style="list-style-type: none"> • basic expressions, • derivative expressions, • basic of formative, • formative, • types of formantive, • core, • accentuation. 	
5 weeks	<p><u>DRAMA</u> <u>Tragedy</u> W. Szekspir <i>Romeo i Julia</i> <i>Od Tespisa do</i> <i>Szekspira, czyli</i> <i>dzieciństwo</i> <i>i młodość teatru</i> <i>i dramatu</i> (tb p. 212 IG) Poem C. Norwid <i>W Weronie, Burza</i> (tb p. 178-179 IG) M. Pawlikowska- Jasnorzewska <i>Miłość, Listy,</i> <i>Ogród, lepa, czy</i> (tb p. 185, 186 IG) H. Połwiatowska <i>Jestem Julią</i></p>	<p>Orall language: Choose a literary form for presentation, such as a poem, monologue, scene from a play, or story. Adapt presentation techniques to fit the literary form. Use verbal and nonverbal techniques for presentation. Evaluate impact of presentation. Reading analysis: Identify format, structure, and main idea. Identify the characteristics that identify literary forms. Use literary terms in describing and analyzing selections. Explain the relationships between and among elements of literature: character, plot, setting, tone, point of view, theme. Explain the relationship between the author's style and literary effect. Describe the use of images and sounds to elicit the reader's emotions. Explain the influence of historical context on the form, style, and point of view in a written work. Identify the two basic parts of drama: staging and scripting. Compare and contrast the elements of character, setting, and plot in full length plays.</p>	<p>Students assume the role of a 17th century director and write a journal entry discussing the difficulties experienced in staging one of the major scenes of Romeo and Julit. All aspects of staging and scripting to include props, costumes, quotes from the text, blocking, and drawings of the scene should be analyzed. After writing the journal entry, students should cast the scene as if they were the director noting details to emphasize and advice for the actors. Midway through the unit, students should act out prepared scenes and monologues. Students should evaluate each presentation using a class designed rubric. The best and the worst elements in line interpretation and acting (tone, projection, enunciation, body language, interaction with other actors, and use of</p>

	<p>(tb p. 203 IG) <i>Dramat i teatr w pytaniach i poleceniach</i> (tb p. 254 IG)</p>	<p>Describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme. Writing: Develop narrative expository, and informational writings to inform, explain analyze, or entertain. Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. Research: Avoid plagiarism and distinguish one's own ideas from information created or discovered by others. Narrow the focus of a search by identifying useful search terms. Scan research information and select resources based upon reliability, accuracy, and relevance to the purpose of the research. Evaluate resources, both print, and electronic, differentiating between Internet sources that are questionable and those that are reliable.</p>	<p>customs, or props) should be the focus of the evaluation. Students formally (or informally) debate which character is most at fault for the tragedy of the suicidal couple. Students should write an essay evaluating the actions of the entire community and their individual contributions to the actions of the suicidal couple. Peer editing and revision should use the same rubric that will be used for final evaluation by the teacher. Rewrite the balcony scene (Act II, scene 2) so that it is set today in the backyard of Juliet's Poland subdivision. Rewrite Romeo and Juliet's dialogue in contemporary English. Include specific stage directions.</p>
<p>4 weeks</p>	<p><u>DRAMA</u> <u>Comedy</u> A. Fredro <i>Zemsta</i> <i>Dramat na scenie czyli przedstawienie</i> (tb p. 233 IG) <i>Warsztaty teatralne...</i> (tb p. 236 IG) <i>Komedia siostra tragedii</i> (tb p. 241 IG) A. Fredro <i>Autobiografia</i> (tb p. 246 IG)</p>	<p>Orall language: Choose a literary form for presentation, such as a poem, monologue, scene from a play, or story. Adapt presentation techniques to fit the literary form. Use verbal and nonverbal techniques for presentation. Evaluate impact of presentation. Reading analysis: Identify format, structure, and main idea. Identify the characteristics that identify literary forms. Use literary terms in describing and analyzing selections. Explain the relationships between and among elements of literature: character, plot, setting, tone, point of view, theme. Explain the relationship between the author's style and literary effect. Describe the use of images and sounds to elicit the reader's emotions. Explain the influence of historical context on the form, style, and point of view in a written work. Identify the two basic parts of drama: staging and scripting.</p>	<p>Students assume the role of a 19th century director and write a journal entry discussing the difficulties experienced in staging one of the major scenes of <i>Zemsta</i>. All aspects of staging and scripting to include props, costumes, quotes from the text, blocking, and drawings of the scene should be analyzed. After writing the journal entry, students should cast the scene as if they were the director noting details to emphasize and advice for the actors. Midway through the unit, students should act out prepared scenes and monologues. Students should evaluate each presentation using a class designed rubric. The best and the worst elements in line interpretation and acting (tone,</p>

		<p>Compare and contrast the elements of character, setting, and plot in full length plays.</p> <p>Describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.</p> <p>Writing: Develop narrative expository, and informational writings to inform, explain analyze, or entertain. Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <p>Research: Avoid plagiarism and distinguish one's own ideas from information created or discovered by others. Narrow the focus of a search by identifying useful search terms. Scan research information and select resources based upon reliability, accuracy, and relevance to the purpose of the research. Evaluate resources, both print, and electronic, differentiating between Internet sources that are questionable and those that are reliable.</p>	<p>projection, enunciation, body language, interaction with other actors, and use of customs, or props) should be the focus of the evaluation.</p> <p>Students formally (or informally) debate which character is most at fault for the tragedy of the suicidal couple.</p> <p>Students should write an essay evaluating the actions of the entire community and their individual contributions to the actions of the suicidal couple. Peer editing and revision should use the same rubric that will be used for final evaluation by the teacher.</p> <p>Rewrite the key scene.</p> <p>Include specific stage directions.</p> <p>Write announcement and inuitation.</p>
2 weeks	<p><u>THE VALUE WORLD</u> A de Saint-Exupery <i>Ma y ksi e</i></p>	<p>Apply a process for reading to aid in the analysis of literature.</p> <p>Identify format, text structure, and main idea.</p> <p>Identify the characteristics of short story that distinguish it from other literary forms.</p> <p>Analyze the elements of literature and understand how they work together to create an effective selection.</p> <p>Explain the historical context of a short story by discussing how a work reflects the culture and events of the times in which it was written.</p> <p>Explain the relationship between author's style and literary effect.</p> <p>Identify the differing characteristics that distinguish the essay from other literary forms.</p> <p>Identify a position/argument to be confirmed, disproved, or modified.</p> <p>Evaluate clarity and accuracy of information.</p> <p>Extend general and specialized vocabulary through reading and writing.</p> <p>Generate questions for discussion, further reading, and research after reading a selection.</p> <p>Read and analyze a variety of print materials:</p>	<p>Class discussion.</p> <p>Oral presentation.</p> <p>Illustrate symbolically a quotation from <i>The Little Prince</i>.</p> <p>Write essay.</p> <p>Write a classwok.</p>

		journals, essays, speeches, biographies, and autobiographies. Read instructions successfully to complete and assigned task.	
4 weeks	<p>SHORT STORY E. Hemingway <i>Stary człowiek i morze W innej krainie</i> (unit) (tb p. 117 IG) J. Conrad <i>Tajfun</i> (unit) (tb p. 105 IG) J. Conrad <i>Wydobył głębsze znaczenie...</i> (tb p. 114 IG) J. Heriot <i>To nie powinno się zdarzyć</i> (unit) (tb p. 124 IG) B. Prus <i>Kamizelka</i></p>	<p>Identify format, text structure, and main idea. Identify the characteristics that distinguish literary forms. Use literary terms in describing and analyzing selections. Explain the relationship between an author's style and literary effect. Describe the use of images and sounds to elicit the reader's emotions. Explain the influence of historical context on the form, style, and point of view of a written work. Generate, gather, and organize ideas for writing. Plan and organize writing to address a specific audience and purpose. Communicate clearly the purpose of the writing. Write clear, varied sentences. Use specific vocabulary and information. Arrange paragraphs into logical progression. Revise for clarity. Proofread and prepare final product for intended audience and purpose. Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicative nominative/predicate adjective. Use parallel structures across sentences and paragraphs. Use appositives, main clauses, and subordinate clauses. Use commas and semicolons to distinguish and divide main and subordinate clauses.</p>	<p>Read aloud with appropriate expression. Read in silence with good understanding of the text. Demonstrate the ability to depict fragments concerning the theme. Describe the presented world in context of time, place, its characters and their functions, its narrator and his judgment of that world. Analyse and describe characters. Edit a plan. Write essay.</p>
1 weeks	<p>HYMN I. Krasicki <i>Wiata miłości kochanej ojczyzny</i> (tb p. 169 IG) J. Wybicki <i>Pieśń Legionów Polskich we</i></p>	<p>Use personal observation and memory to generate ideas for writing. Keep an image notebook. Use helpful algorithms for sorting ideas and images. Recognize and avoid cliches. Understand and use sound: rhyme and meter. Use traditional poetic patterns. Develop original poetic patterns.</p>	<p>Write hymn. Recite and prepare the staging for on hymn. Taking part in the staging.</p>

	<p>Włoszech (tb p. 170 IG) J. Kochanowski <i>Czego chcesz od nas, Panie</i> (tb p. 161 IIG)</p>	<p>Exercise discipline over free verse. Revise and edit effectively. Study and apply effective models.</p>	
5 weeks	<p>MASS MEDIA Cinema and Film M. Przyłipiak <i>Przyjechał pociąg z kinem</i> (tb p. 258 IG) J. Kaden-Bendrowski <i>Diabelska sztuczka</i> T. Rózewicz <i>„Gorączka z otą”</i> T. Konwicki <i>Magia kina</i> (tb p. 262,263,265 IG) <i>Wzrost obrazu zmieniającego wiat</i> (tb p. 267 IG) R. Włodek <i>Ze stronic na ekran, czyli o adaptacji filmowej</i> (tb p. 278 IG) <i>Filmowa sztuka opowiadania – jaka jest, jaka była, jaka będzie?</i> (tb p. 283 IG) <i>Nie samo podpatrywanie wiat (o filmie dokumentalnym)</i> (tb p. 287 IG) <i>Warsztaty filmowe – zestaw zadań i poleceń</i></p>	<p>Choose a literary form for presentation, such as a poem, monologue, scene from a play, or story. Adapt presentation techniques to fit the literary form. Use verbal and nonverbal techniques for presentation. Evaluate impact of presentation. Identify format, structure, and main idea. Identify the characteristics that identify theatre and film forms. Demonstrate knowledge of characteristics of theatre, radio and film and advertisement on the radio or on television or on press.</p>	<p>Small group or individual performances of a short scene or soliloquy. Write a short play. Write interview. Write script. Read aloud with appropriate expression. Read in silence with good understanding of the text. Participate in a class performance. Demonstrate the ability to depict fragments concerning the theme. Describe the presented world in context of time, place, its characters and their functions, its narrator and his judgment of that world. Analyse and describe characters of mass media. Edit a plan. Take part in the lesson, class discussion, to compose different types of speeches individually and in groups. Prepare for lessons, read stories, complete exercises relating to the composition of individual work and class work. Provide neat notes, correction of work (as further exercises and consolidation of an orthographic material). Demonstrate knowledge of phonetics. Write advertisement on the radio or on television or on press.</p>

	<p>(tb p. 291 IG) <i>Porozmawiajmy o filmie</i> (tb p. 292 IG) Press <i>Gazeta w podręczniku - najkrótsza historia prasy</i> (tb p. 296 IG) <i>Informacja - chleb powszedni dziennikarza i artykuł pierwszej potrzeby</i> (tb p. 304 IG) <i>W formacji i artykule - nie zij o tytule</i> (tb p. 300 IG) <i>Od wzmianki do sprawozdania - sztuka informowania</i> (tb p.307 IG) <i>Pisz o tym, co się zdarza - test młodego dziennikarza</i> (tb p. 309 IG)</p>		
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Polish G9

Time	Content	Skills	Assessment
4 weeks	<p><u>THE BIBLE</u> <i>Stary Testament</i> <i>Księga Rodzaju: Wypędzenie z Raju</i> (textbook p. 8) <i>Wdrówka do Ziemi Obiecanej</i> (textbook p. 13) <i>Stworzenie świata</i> (textbook p. 11 III G) Arts Janusz Cranacha Starszy <i>Przejście przez Morze Czerwone</i> (16th Century) Michał Anioł <i>Mojżesz</i> (1513-1615) Story Unit Władysław Reymont <i>Ziemia obiecana</i> (1899 r.) Parable Syn marnotrawny (textbook p. 19) Arts Rembrandt <i>Powrót syna marnotrawnego</i></p>	<p>Identify characteristics that distinguish the Bible. Develop and use literary vocabulary and vocabulary from Bible. Analyze characterization techniques and character types, including archetypes. Analyze allusions to Bible. Explain the relationship between character and symbol. Explain the relationship between character and theme. Explain the influence of historical context on the form, style, and point of view of the Bible. Identify characteristics of <i>Bible</i>. Develop and use literary vocabulary and vocabulary from the <i>Bible</i>. Identify and analyze types of figurative language in the <i>Bible</i>. Identify and analyze structure in relation to content of the <i>Bible</i>. Explain the relationship among characters, setting, and theme in the <i>Bible</i>. Explain the influence of historical context on the form, style, and point of view in the <i>Bible</i>. Read and analyze a variety of informational materials. Identify a position/argument to be confirmed, disproved, or modified. Evaluate clarity and accuracy of information. Identify questions not answered by a selected text. Extend general and specialized vocabulary through reading. Edit for correctness in mechanics and usage. Synthesize information from sources and apply it in writing. Use print, electronic databases, and online resources to access information about parable.</p>	<p>Analyze orally (three to five minutes) one story – prepared at home, delivered in class, but not read out. Write and analyze the relationship between <i>Bible's</i> style and the literary effect. Research a painting based on a Bible. Identify and explain allusions to Bible. Research etymologies of words from Bible characters. Description of the Cranach's but Rembrandt's but Bosch's painting. Map Mojżesz's journey. Write a guide-book of the paradise.</p>

	<p>(17th Century) Bosch <i>Syn marnotrawny, Ogród rozkoszy ziemskich</i> (16th Century) Jordaens Jacob (17th Century) Poetry Jan Twardowski <i>Zaufałem drodze</i> (textbook p. 244) Nowy Testament <i>Przypowieści o talentach</i> (textbook p. 17 IIIIG) Arts Carravaglia <i>Powstanie w. Mateusza</i> Poetry W. Szymborska <i>Psalm, Niebo</i> (textbook p. 276, 157 IIIIG) K. K. Baczyński <i>Przypowieści</i> (textbook p. 223 IIIIG) J. R. R. Tolkien <i>Silmarillion</i> (textbook p. 97 IIIIG)</p>		
3 weeks	<p><u>THE MYTHICAL</u> Greek and Roman mythology (Olympian gods/goddesses) Epic – the Odyssey Homer <i>Odyseja</i> Vocabulary from texts and literary terms International Materials-</p>	<p>Identify characteristics that distinguish myth. Develop and use literary vocabulary and vocabulary from myths. Analyze characterization techniques and character types, including archetypes. Analyze allusions to myths. Explain the relationship between character and symbol. Explain the relationship between character and theme. Explain the influence of historical context on the form, style, and point of view of Greek and Roman myth.</p>	<p>The students will be expected to: Read aloud with appropriate expression. Read in silence with good understanding of the text. Demonstrate the ability to depict fragments concerning the theme. Describe the presented world in context of time, place, its characters and their functions, its narrator and his judgment</p>

	<p>manuals, textbooks, business letters, newspapers, brochures, reports, catalogs short stories Jarosław Iwaszkiewicz <i>Ikar</i> (textbook p. 54-58) Arts Pieter Bruegl <i>Upadek Ikara</i> (1558 r.) Egyptian and Greek mythology unit (textbook p. 8-10 IIG)</p>	<p>Identify characteristics of epic. Develop and use literary vocabulary and vocabulary from the <i>Odyssey</i>. Identify and analyze types of figurative language in the <i>Odyssey</i>. Identify and analyze structure in relation to content of the <i>Odyssey</i>. Analyze techniques used by Homer to convey character. Explain the relationship among characters, setting, and theme in the <i>Odyssey</i>. Analyze the relationship between Homer's style and the literary effect. Explain the influence of historical context on the form, style, and point of view in the <i>Odyssey</i>. Read and analyze a variety of informational materials. Identify a position/argument to be confirmed, disproved, or modified. Evaluate clarity and accuracy of information. Identify questions not answered by a selected text. Extend general and specialized vocabulary through reading. Develop narrative, expository, and informational writings about myth and the <i>Odyssey</i>. Edit for correctness in mechanics and usage. Synthesize information from sources and apply it in writing. Use print, electronic databases, and online resources to access information about myth.</p>	<p>of that world. Analyze and describe characters. Edit a plan. Show the ability to write: notes, short stories, descriptions and character analysis. Take part in the lesson, class discussion, to compose different types of speeches individually and in groups. Prepare for lessons, read stories (mythology), complete exercises relating to the composition of individual work and class work. Provide neat notes, correction of work (as further exercises and consolidation of an orthographic material). Take part in the classes competition. Write class-work and complete any corrections required. Research a painting based on a myth. Identify and explain allusions of words from myth and mythic characters. Map Odysseus' journey. Identify episodes from the <i>Odyssey</i> pictured on vases and canvas.</p>
2 weeks	<p><u>HISTORICAL STORY</u> Henryk Sienkiewicz <i>Quo vadis</i></p>	<p>Read and analyze the development of historical story of Polish literature. Recognize literary techniques and characteristics of the literature of the Antiquity. Explain the impact of Roman history and its relationship to/with literature of the Antiquity. Analyze informational and technical texts including electronic resources:</p> <ul style="list-style-type: none"> - examine format (structure) to determine and analyze content, - recognize and apply specialized informational vocabulary, - draw conclusions regarding the quality of a 	<p>Write precise character analysis, involving quotations to justify the appreciation and statements. Prepare a questions of discussion. Write a classwork. Work constantly and be active in class, use time effectively, highlight any doubts or problems.</p>

		<p>product by analyzing the warranty and instruction manual,</p> <ul style="list-style-type: none"> - identify formats common to new publications and information resources, - evaluate the quality. 	
4 weeks	<p><u>OLD POLISH AND FOREIGN LITERATURE MIDDLE AGES</u> Anonim tzw. Gall <i>Kronika polska</i> (BN I 59) <i>Bogurodzica</i> (textbook p. 33 IIG) short poems from Middle Ages <i>Rozmowa Mistrza Polikarpa ze □mierci□</i> (textbook p. 19 IIIG) Poem Unit Dante <i>Boska komedia</i> (textbook p. 90 III G) F. Villon <i>Wielki testament Dzie□a □wi□te i legendarne</i> (textbook p. 36 IIG) <i>Legenda o □w. Aleksym Legendy arturia□skie</i> Unit (textbook p. 26 IIG) <i>Dzieje Tristana i Izoldy</i> t□um. T. Boy-□ele□ski <i>Pie□□ o Rolandzie</i> Unit (textbook p. 29 IG)</p>	<p>The students will be expected to: Demonstrate knowledge of following works of old Polis and foreign literature. Analyze the relationship between history and literature. Identify and explain significance of epic characteristics. Trace the development of the Polish language. Define “etymology” and use etymology to extend vocabulary. Identify effectiveness of form, figures of speech, and characterization in medieval poetry. Identify tone in medieval literature. Identify and analyze effectiveness of allusion.</p>	<p>Class discussion. Oral presentation. Write personal essay. Write a test and classwork on middle ages. Produce one written piece of work on one of the given subjects, Concentrating on form and content, including quotations from literary works, monographs , books about the theory of literature and scientific textbooks.</p>
	<p><u>RENAISSANCE LITERATURE</u> J. Kochanowski</p>	<p>Explain how the choice of words in a poem creates tone and voice. Explain how the sound of a</p>	<p>Create a newspaper. Illustrate the “plot” of a poem using stick figures.</p>

4 weeks	<p>Drama <i>Odprawa posłóów greckich</i> Trifle: <i>Na młodości</i>, <i>Na starość</i>, <i>Na gospodarza</i>, <i>Na zdrowie</i>, <i>Na lipę</i> (textbook p. 163-166 IG) threnody <i>Tren VIII</i> (tb p. 165 IIG) song <i>Serce roście</i>, <i>Nie porzucaj nadzieje</i> (tb p. 156, 158 IIG) <i>Piękną wiosną o Sobótce</i> (tb p. 194 IIIG) <i>Psalmy: 91, 11, 150</i> (tb p. 189-191 IIIG) M. Rej <i>Wzrost człowieka pocziwego</i> (tb p. 33 IIIG) Literary alluzion B. Leśmian <i>Urszula Kochanowska</i> (tb p. 181 IIG)</p>	<p>poem supports the subject and mood. Explain how imagery and figures of speech appeal to the reader's senses and experience. Compare and contrast traditional and contemporary poetry from many cultures. Read and critique sonnets. Read and critique dramatic selections. Identify elements of a drama and the conflict, plot, climax, and setting. Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and dramatic effect. Analyze development of Polish literature. Relate literary works and authors to major themes and issues.</p>	<p>Illustrate symbolically a quotation from <i>Odprawa posłóów greckich</i>. Reduce <i>Odprawa posłóów greckich</i> to a five minute drama. Write test on renaissance. Recite two poems chosen individually (threnody, trifle, song). Deliver one raport on a subject chosen independently. Show commitment in lessons and the ability to work with texts and use quotations.</p>
8 weeks	<p>17th AND 18th CENTAURY LITERATURE M. Sęp-Szarzyński <i>Sonet I O krótkości i niepewności na wiecie wotą człowieka</i></p>	<p>Explain how the choice of words in a poem creates tone and voice. Explain how the sound of a poem supports the subject and mood. Explain how imagery and figures of speech appeal to the reader's senses and experience. Compare and contrast traditional and contemporary poetry from many cultures.</p>	<p>Orall comment. Short test. Write analyze and interpretation two poems. Oral presentation. Write a classwork. Recite one chosen poem, participate in class performance.</p>

	<p>albo Sonet V <i>O nietrwa□o□ci mi□o□ci rzeczy □wiata tego</i> D. Naborowski <i>Marno□□, Do Anny</i> A.Morsztyn <i>O sobie, Do trupa</i> (tb p. 198, 199 III G) W. Potocki <i>Nieg□upie odpowiedzi, Z ratusza na rad□</i> (tb p. 201, 203 III G) J. CH. <i>Pami□tniki</i> F. Zab□ocki <i>Fircyk w zalotach</i> I.Krasicki Bajki, satyra □ona <i>Modna,</i> (tb p. 40-44, 51 IG) poemat heroikomiczny <i>Monachomachia</i> Niemcewicz <i>Powrót pos□a</i></p>	<p>Read and critique sonnets. Read and critique dramatic selections. Identify elements of a story and the conflict, plot, climax, and setting. Compare and contrast ways in which character, unit, dialogue, and staging contribute to the theme and stories effect. Analyze development of Polish literature. Relate literary works and authors to major themes and issues. Use personal observation and memory to generate ideas for writing. Keep an image notebook. Use helpful algorithms for sorting ideas and images. Recognize and avoid cliches. Understand and use sound: rhyme and meter. Use traditional poetic patterns. Develop original poetic patterns. Exercise discipline over free verse. Revise and edit effectively. Study and apply effective models.</p>	
5 weeks	<p>DRAMA <i>W teatrze antycznym</i> (tb p. 282 IIG) Sofokles <i>Antygona</i> W. Szekspi <i>Hamlet</i> Molier □wi□toszek</p>	<p>Orall language: Choose a literary form for presentation, such as a poem, monologue, scene from a play, or story. Adapt presentation techniques to fit the literary form. Use verbal and nonverbal techniques for presentation. Evaluate impact of presentation. Reading analysis: Identify format, structure, and main idea. Identify the characteristics that identify literary forms. Use literary terms in describing and analyzing selections. Explain the relationships between and among elements of literature: character, plot, setting, tone, point of view, theme. Explain the relationship between the author’s style and literary effect.</p>	<p>Students assume the role of a 17th century director and write a journal entry discussing the difficulties experienced in staging one of the major scenes of Hamlet or Hypocritical bigot. All aspects of staging and scripting to include props, costumes, quotes from the text, blocking, and drawings of the scene should be analyzed. After writing the journal entry, students should cast the scene as if they were the director noting details to emphasize and advice for the actors. Midway through the unit, students</p>

		<p>Describe the use of images and sounds to elicit the reader's emotions.</p> <p>Explain the influence of historical context on the form, style, and point of view in a written work.</p> <p>Identify the two basic parts of drama: staging and scripting.</p> <p>Compare and contrast the elements of character, setting, and plot in full length plays.</p> <p>Describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.</p> <p>Writing:</p> <p>Develop narrative expository, and informational writings to inform, explain analyze, or entertain.</p> <p>Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <p>Research:</p> <p>Avoid plagiarism and distinguish one's own ideas from information created or discovered by others.</p> <p>Narrow the focus of a search by identifying useful search terms.</p> <p>Scan research information and select resources based upon reliability, accuracy, and relevance to the purpose of the research.</p> <p>Evaluate resources, both print, and electronic, differentiating between Internet sources that are questionable and those that are reliable.</p>	<p>should act out prepared scenes and monologues. Students should evaluate each presentation using a class designed rubric.</p> <p>The best and the worst elements in line interpretation and acting (tone, projection, enunciation, body language, interaction with other actors, and use of customs, or props) should be the focus of the evaluation.</p> <p>Students formally (or informally) debate which character is most at fault for the tragedy of the suicidal couple.</p> <p>Students should write an essay evaluating the actions of the entire community and their individual contributions to the actions of the suicidal couple. Peer editing and revision should use the same rubric that will be used for final evaluation by the teacher.</p> <p>Rewrite the key scene.</p> <p>Include specific stage directions.</p>
2 weeks	GRAMMAR	<p>Demonstrate knowledge of phonetics: division of words into syllables, letters, division of syllables.</p> <p>Accentuation.</p> <p>Abbreviation.</p>	<p>Write short test.</p> <p>Write grammar test classwork.</p>
2 weeks	MASS MEDIA Radio <i>Rozmowy o radiu</i> (tb p. 288 IIG) <i>Radio; przewodnik czy kumpel?</i> (tb p. 291 IIG) Film <i>Film, czyli wiat przedstawiony skondensowany</i>	<p>Choose a literary form for presentation, such as a poem, monologue, scene from a play, or story.</p> <p>Adapt presentation techniques to fit the literary form.</p> <p>Use verbal and nonverbal techniques for presentation.</p> <p>Evaluate impact of presentation.</p> <p>Identify format, structure, and main idea.</p> <p>Identify the characteristics that identify theatre and film forms.</p> <p>Demonstrate knowledge of characteristics theatre, radio and film and advertisement on the radio or on television or on press.</p>	<p>Small group or individual performances of a short scene or soliloquy.</p> <p>Write a short play.</p> <p>Write interview.</p> <p>Write script.</p> <p>Read aloud with appropriate expression.</p> <p>Read in silence with good understanding of the text.</p> <p>Participate in a class performance.</p> <p>Demonstrate the ability to depict</p>

	<p>(tb p. 253 IIG) <i>Królowie szklanego ekranu</i> (tb p. 294 IIG) Advertisement on the radio or on television or on press. <i>Reklama, czyli o sztuce namawiania</i> (tb p. 305 IIG) <i>Co lubi i czego nie lubi (w reklamie)</i> (tb p. 307 IIG) <i>B d niebanalnym copywriterem...</i> (tb p. 310 IIG)</p>		<p>fragments concerning the theme. Describe the presented world in context of time, place, its characters and their functions, its narrator and his judgment of that world. Analyse and describe characters of mass media. Edit a plan. Take part in the lesson, class discussion, to compose different types of speeches individually and in groups. Prepare for lessons, read stories, complete exercises relating to the composition of individual work and cladd work. Provide neat notes, correction of work (as further exercises and consolidation og an orthographic material). Demonstrate knowledge of phonetics. Write advertisement on the radio or on television or on press.</p>
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Polish G10

Time	Content	Skills	Assessment
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13 weeks	<p><u>ROMANTIC LITERATURE</u> Byron <i>Giaur</i> A. Mickiewicz <i>Konrad Wallenrod, Dziady cz. III, Pan Tadeusz</i>, various poems J. Słowacki <i>Kordian</i> (fragments) Puszkina <i>Eugeniusz Oniegin</i> (fragments) various poems short story C. Norwid <i>Czarne kwiaty, Biały kwiaty</i> poems <i>Pielgrzym</i> (tb p. 178 IIG) <i>Daj mi wstępkę białą kitkę</i> (tb p. 209 IIIG) <i>Bema pamięci</i> <i>Wąsów - rapsod</i> <i>Co Ty Atenom zrobił Sokratesie, Fortepian Szopena</i> A. Fredro <i>Włuby panięskie</i></p>	<p>Practice reading comprehension skills. Analyze information from a text to draw conclusions. Analyze relationship between literature and culture. Describe contributions of different cultures to the development of Colonialism. Describe the development of World Literature in the historical context of 17th and 18th centuries. Recognize how the subject matter, style, literary type, themes and purpose reflect the culture and events of the 17th and 18th centuries. Compare and contrast the development of Polish Literature in its historical context. Describe how language choices and devices reflect an author's style, intent, and viewpoint in contemporary and historical essays, speeches, and critical reviews. Demonstrate why classic poetry has stood the test of time. Identify and understand the elements of classic poetry. Describe the themes of Colonial literature as it reflects traditional and contemporary themes, motifs, universal characters, and genre. Contrast Colonial with Revolutionary writing. Evaluate conflicts, documents, and development of Revolutionary times. Identify the elements of Romanticism, Transcendentalism and the Fireside Poets. Compare and contrast the works of transcendentalism and romanticism using language choices, devices, style and tone to reflect author's intent and viewpoint. Describe the language choices and devices that author's use such as: satire, irony, sarcasm. Describe Romanticism and Transcendentalism as each reflects traditional and contemporary themes, motifs, universal characters, and genre. Analyze the poetic elements of the Romantics and Fireside Poets.</p>	<p>Student products: manifesto Oral delivery of a manifesto or other persuasive document Documented research paper on some aspect of Polish culture Expository essay comparing revolutionary writing. Expository essays comparing works (Irving's sketches to Mickiewicz's or Słowacki's drama, or an essay examining various authors' sentence structures and their effect) Write classwork on romanticism. Recitate on lyric from each of the above poets. Perform one longer speeches in class showing the ability to interpret and analyse the artistry of a chosen piece of work. Show commitment in class and the ability to work with texts and to use quotations. Produce written piece of work per month, on one of the given subjects, concentrating on form and content, including quotations from literary works, monographs, books about the theory of literature and scientific textbooks.</p>
13 weeks	<p><u>LITERATURE 19th AND 20th CENTAURY</u> B. Prus <i>Lalka</i></p>	<p>Practice reading comprehension skills. Analyze information from a text to draw conclusions. Analyze relationships among literature, history, and culture. Describe the language choices and devices that authors use such</p>	<p>Student products: manifesto Oral delivery of a manifesto or other persuasive document Documented research paper on some</p>

	<p>2 novelettes each: E. Orzeszkowa, B. Prus, H. Sienkiewicz, M. Konipnicka R. Bach <i>Mewa</i> B. Leśmian <i>Przygody Sindbada żeglarza</i> J. Tuwowski <i>Na srebrnym globie</i> T. Konwicki <i>Zwierzoczek</i> H. Sienkiewicz <i>Trylogia</i> S. Lem <i>Bajki robotów</i> K. Makuszyński <i>Szatan z 7 klasy</i> G. Zapolska <i>Abusia, Moralność pani Dulskiej</i> S. Żeromski <i>Ludzie bezdomni, Przedwiośnie, Syzyfowe prace</i> poetry</p>	<p>as; satire, irony, sarcasm. Identify and discuss the elements and techniques poets have used to achieve a desired result. Describe the works of the New American Poets and Realism as each reflects traditional and contemporary themes, motifs, universal characters, and genre. Discuss the differences between Romanticism and Realism. Generate, plan, and organize ideas for writing. Use technology to access information, plan and develop writing. Develop a focus for writing. Locate and select appropriate supporting information. Understand a variety of organizational patterns. Choose an effective organizational pattern. Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. Elaborate ideas clearly. Edit writing for correct use of language, spelling, punctuation, and capitalization.</p>	<p>aspect of Polish culture Expository essay comparing revolutionary writing. Write classwork on Positivism. Perform one longer speeches in class showing the ability to interpret and analyse the artistry of a chosen piece of work. Show commitment in class and the ability to work with texts and to use quotations. Produce written piece of work per month, on one of the given subjects, concentrating on form and content, including quotations from literary works, monographs, books about the theory of literature and scientific textbooks.</p>
4 weeks	<p>II WORLD WAR A. Kamiński <i>Kamienie na szaniec</i> M. Białyoszewski <i>Pamiętnik z powstania warszawskiego</i> M. Wankowicz <i>Ziele na kraterze</i> I. Singer <i>Opowiadania</i> Poetry T. Różewicz, K.K. Baczyński, Cz. Miłosz, W.</p>	<p>Read and analyze the development of Polish literature and literature of other cultures. Recognize literary techniques and characteristics of a chronological era. Explain the impact of British history and its relationship to/with Polish literature. Recognize characteristics of the totalitarianism era. Identify major themes and issues of the era. Explain figurative language.</p>	<p>Write personal and formal responses to poetry. Write essay. Recitate one poems. Write a letter to a character or to the author of the story. Write a speech in support of/against a topic currently in the news.</p>

	Szyborska itp.		
4 weeks	GRAMMAR	Demonstrate knowledge of: Indirect and direct speech. Introduce quotations. Neologisms. Antonyms. Synonym. Homonym. Phraseological. Names. Surname. City name.	Write short test. Write grammar test - classwork.