

Language Arts Syllabus by Grade

Aloha Micro Academy

Language Arts Syllabus by Grade

Generated and Approved by Christie McAlister

Preschool



Aloha Micro Academy

Preschool Language Arts Overview & Syllabus

2025–2026 School Year



Program Overview

The Aloha Micro Academy Preschool Language Arts program nurtures **early literacy, communication, and a love for storytelling** in a play-based, family-centered learning environment. Students will engage in daily opportunities to **listen, speak, read, and write** at their developmental level. Instruction combines **phonemic awareness, print concepts, vocabulary building, and emergent writing** with creative exploration through **songs, rhymes, art, and storytelling**.

The program emphasizes:

- **Acceptance** of diverse voices and languages.
 - **Leadership** in self-expression and sharing ideas.
 - **Optimism** in developing a lifelong love for reading.
 - **Hard Work** through practice and perseverance.
 - **Achievement** of foundational literacy milestones.
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Learning Goals

By the end of the preschool year, students will:

- Recognize and name **uppercase and lowercase letters**.
- Demonstrate **phonemic awareness** (beginning sounds, rhymes, syllables).
- Develop an understanding of **print concepts** (left to right, words vs. pictures, spaces).

- Expand **vocabulary** through read-alouds, discussions, and thematic units.
 - Begin to **retell stories** and sequence events with pictures.
 - Show early **writing skills** (scribbles → letter-like forms → writing name).
 - Develop **listening and speaking skills** through group conversations and show-and-tell.
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Course Syllabus (36 Weeks)

Quarter 1 (Weeks 1–9): Foundations of Language

- **Theme:** “All About Me and My World”
- **Skills:** Letter recognition (A–I), rhyming words, name writing, storytelling with pictures.
- **Activities:** “Alphabet Adventure” songs, sensory letter tracing, read-aloud favorites (Brown Bear, Brown Bear; Chicka Chicka Boom Boom).

Quarter 2 (Weeks 10–18): Exploring Sounds and Stories

- **Theme:** “Animals, Nature & Seasons”
- **Skills:** Letter recognition (J–R), beginning sounds, sequencing simple stories, opposites.
- **Activities:** Animal sound games, story sequencing cards, shared writing journals, fall poems.

Quarter 3 (Weeks 19–27): Building Vocabulary and Expression

- **Theme:** “Community & Imagination”
- **Skills:** Letter recognition (S–Z), word families, descriptive words, retelling stories with props.
- **Activities:** Puppet storytelling, “community helpers” vocabulary, simple sentence building with word cards, show-and-tell presentations.

Quarter 4 (Weeks 28–36): Emergent Reading and Writing

- **Theme:** “Around the World & Celebrations”
 - **Skills:** Blending sounds, sight word introduction, emergent reading of patterned texts, early writing of words.
 - **Activities:** Class-made books, sight word songs, cultural folktales, end-of-year portfolio of writing and drawings.
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Instructional Materials

- **Pearson Pre-K Language Arts Resources**
 - **Zaner-Bloser Handwriting Readiness**
 - **Teaching Strategies Creative Curriculum for Literacy**
 - Thematic read-alouds, big books, and rhyming poetry
 - Hands-on literacy manipulatives (magnetic letters, story cards, sound bins)
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Assessment & Family Connection

- **Ongoing Observations** of letter/sound recognition, storytelling, and writing samples.
- **Student Portfolios** with drawings, emergent writing, and literacy samples.
- **Family Literacy Nights** and take-home kits for practicing songs, rhymes, and reading aloud together.
- **Parent updates** every 9 weeks, highlighting student progress and next steps.

Reading Lists PK

Pre-K

- *Brown Bear, Brown Bear, What Do You See?* – Bill Martin Jr. & Eric Carle
- *The Very Hungry Caterpillar* – Eric Carle
- *Chicka Chicka Boom Boom* – Bill Martin Jr. & John Archambault
- *Goodnight Moon* – Margaret Wise Brown
- *If You Give a Mouse a Cookie* – Laura Numeroff

Projects PK

Pre-K

- **Brown Bear, Brown Bear, What Do You See?** → *Color Collage Project* – Students create a collage of animals and colors from the story using paper cutouts.
- **The Very Hungry Caterpillar** → *Life Cycle Craft* – Students make a caterpillar-to-butterfly sequence chart with drawings.
- **Chicka Chicka Boom Boom** → *Alphabet Tree* – Students create a paper tree and attach alphabet letters to practice recognition.
- **Goodnight Moon** → *Bedtime Story Diorama* – Build a shoebox diorama of the “great green room.”
- **If You Give a Mouse a Cookie** → *Cause & Effect Chain* – Draw a visual chain of events showing what happens when you give the mouse a cookie.

PREK WRITING

Pre-K

- Pre-writing skills: tracing lines, shapes, and letters
- Recognizing uppercase/lowercase letters
- Introduction to spacing between words (using finger space)
- Matching sounds to beginning letters (phonemic awareness)
- Drawing + dictating stories

Journal PK

Pre-K (Emergent Writers)

1. Draw and tell about your favorite color.
2. What animal would you like to have as a pet?
3. What do you like to eat for breakfast?
4. Who do you love to read stories with?
5. Draw something you saw outside today.
... continue through Week 36 with prompts about feelings, family, seasons, alphabet, shapes, favorite books, and imagination.

Kindergarten



Aloha Micro Academy

Kindergarten Language Arts Overview & Course Syllabus

2025–2026 School Year



Course Overview

Aloha Micro Academy's Kindergarten Language Arts program nurtures young learners in their first steps toward literacy. Using **Pearson**, **Savvas**, and **Zaner-Bloser** resources, alongside Aloha's interactive enrichment, the curriculum balances **phonics, reading, writing, listening, and speaking**. Lessons are delivered through engaging stories, songs, games, and hands-on activities that reflect the school's **Ohana values of Acceptance, Leadership, Optimism, Hard Work, and Achievement**.

By the end of the year, students will:

- Recognize and produce letter sounds (phonemic awareness).
 - Read and write **sight words** and **simple sentences**.
 - Develop listening and speaking skills through storytelling and discussions.
 - Compose basic written work using drawings, dictation, and beginning spelling.
 - Demonstrate comprehension through retelling, sequencing, and answering questions.
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Learning Goals

1. Reading Foundations

- Identify uppercase and lowercase letters.
- Master letter-sound correspondence.
- Blend sounds to read simple CVC (consonant-vowel-consonant) words.

- Recognize 50+ high-frequency sight words.

2. Writing

- Print letters neatly (upper and lowercase).
- Write first name, labels, and simple sentences.
- Use drawings and invented spelling to tell stories.

3. Speaking & Listening

- Share ideas clearly in group discussions.
- Retell familiar stories with key details.
- Listen to others and respond appropriately.

4. Comprehension

- Identify story elements (characters, setting, events).
- Make predictions and connections to personal experiences.
- Answer “who, what, when, where, why” questions.



Course Syllabus (36 Weeks)

Quarter 1: Building Foundations (Weeks 1–9)

- Introduction to classroom routines & SEL check-ins.
- Alphabet recognition (letters A–Z).
- Phonemic awareness: rhyming, beginning sounds.
- Writing: name practice, drawing-to-writing.
- Listening skills: following directions, storytime.

Quarter 2: Early Reading & Writing (Weeks 10–18)

- Letter-sound mastery, blending sounds.
- Reading CVC words (cat, dog, sun).
- Sight words set 1 (e.g., I, see, the, a, my).
- Writing labels and simple sentences.
- Retelling short stories with sequence words (first, next, last).

Quarter 3: Expanding Literacy (Weeks 19–27)

- Fluency with decodable readers.
- Sight words set 2 (e.g., like, to, and, you, we, go).
- Writing sentences with punctuation.
- Comprehension: characters, setting, events.
- Oral presentations: “Show and Tell” storytelling.

Quarter 4: Independence in Literacy (Weeks 28–pv36)

- Reading simple leveled books with confidence.
- Sight words set 3 (e.g., here, come, said, play, little).
- Writing stories using drawings + sentences.
- Vocabulary expansion through thematic units (seasons, animals, community helpers).
- End-of-year literacy celebration & portfolio presentation.

- **Pearson & Savvas K–2 Language Arts series**
 - **Zaner-Bloser Handwriting**
 - **n2y Everyday Curriculum (for students with IEP/504 needs)**
 - Supplemental tools: Epic! Books, Reading Eggs, Storytime Yoga, Aloha Ohana SEL activities
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Assessment Methods

- **Weekly phonics checks**
 - **Sight word mastery charts**
 - **Writing samples and journals**
 - **Oral reading fluency checks**
 - **End-of-quarter literacy portfolios**
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Aloha Connection

Every lesson ties back to the **Ohana values**—students practice kindness in group reading, perseverance in decoding new words, and optimism as they share their writing. Learning is joyful, personalized, and culturally enriched with stories, music, and global perspectives.

Reading Lists

Kindergarten

- *The Snowy Day* – Ezra Jack Keats
- *Where the Wild Things Are* – Maurice Sendak
- *Don't Let the Pigeon Drive the Bus!* – Mo Willems
- *Caps for Sale* – Esphyr Slobodkina
- *Pete the Cat: Rocking in My School Shoes* – James Dean

Projects K

Kindergarten

- **The Snowy Day** → *Winter Scene Art* – Paint a snowy day scene and dictate/write a short story about playing in the snow.
- **Where the Wild Things Are** → *Crown & Character Parade* – Create monster masks/crowns and act out scenes.
- **Don't Let the Pigeon Drive the Bus!** → *Persuasive Poster* – Students design a “yes” or “no” poster persuading if the pigeon should drive.
- **Caps for Sale** → *Math & Sorting Project* – Sort and graph colored “caps” by color and number.
- **Pete the Cat: Rocking in My School Shoes** → *School Map Project* – Create a class map of school places Pete might explore.

WRITING K

Kindergarten

- Writing complete sentences with capitalization and punctuation (periods, question marks)
- Spelling simple CVC words (cat, dog)
- Understanding nouns (people, places, things)
- Using descriptive words (colors, sizes)
- Sequencing events with words like *first*, *next*, *last*

Journal K

Kindergarten

1. What makes you feel happy at school?
2. Draw and write about your favorite playground game.
3. What should the pigeon do instead of driving the bus?
4. Write about a day with Pete the Cat.
5. What do you like to do when it rains?
... extend through Week 36 with prompts tied to seasons, holidays, family, animals, kindness, and simple “what if” scenarios.

1st Grade



Aloha Micro Academy

1st Grade Language Arts – Course Overview & Syllabus



Course Overview

First Grade Language Arts at Aloha Micro Academy nurtures young learners' love for reading, writing, listening, and speaking. Students build foundational literacy skills through phonics, vocabulary, grammar, and comprehension while developing confidence as readers and writers. Hawaiian "Ohana" values are embedded daily, fostering respect, collaboration, and creativity.

- **Curriculum Sources:** Pearson (Language Arts), Zaner-Bloser (Handwriting), Savvas resources, supplemented with leveled readers, read-alouds, and project-based writing.
 - **Instructional Approach:** Small group lessons, daily phonics and fluency practice, interactive read-alouds, writing workshops, and integrated Social-Emotional Learning (SEL).
 - **Assessment:** Weekly phonics/spelling checks, reading comprehension tasks, writing samples, oral presentations, and MAP testing.
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Course Goals

By the end of Grade 1, students will:

- Decode regularly spelled one-syllable words using phonics rules.
- Read with accuracy, fluency, and expression.
- Write opinion, informative, and narrative pieces with a clear beginning, middle, and end.
- Use correct capitalization, punctuation, and spelling of sight words.
- Participate in discussions, retell stories, and describe key details.

- Build a personal love for reading and storytelling.
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Weekly Syllabus (36 Weeks)

Quarter 1 – Foundations of Reading & Writing

- **Weeks 1–2:** Review of alphabet, sounds, and handwriting; SEL: “Living Aloha in Learning.”
- **Weeks 3–5:** Short vowel words (CVC), sight words, retelling stories, writing complete sentences.
- **Weeks 6–9:** Long vowels, blends, digraphs; first narrative writing unit (“My Family & Ohana”).

Quarter 2 – Building Fluency & Comprehension

- **Weeks 10–12:** Story elements (character, setting, plot); descriptive writing; practice with compound sentences.
- **Weeks 13–15:** Informational texts; main idea/details; writing “All About” books (animals, habitats).
- **Weeks 16–18:** Phonics with r-controlled vowels, contractions; poetry unit (rhymes & rhythms).

Quarter 3 – Expanding Writing & Language Skills

- **Weeks 19–21:** Opinion writing (likes/dislikes); text-to-self connections.
- **Weeks 22–24:** Author’s purpose; creating mini “class magazines”; introducing paragraphs.
- **Weeks 25–27:** Spelling patterns (suffixes -s, -ed, -ing); story sequencing; collaborative writing.

Quarter 4 – Fluency, Expression & Projects

- **Weeks 28–30:** Research basics; writing simple reports with facts and illustrations.
 - **Weeks 31–33:** Fairy tales and fables; comparing versions; creative story writing.
 - **Weeks 34–36:** End-of-year reading celebration; personal narrative projects; class “published book.”
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Core Resources

- Pearson Language Arts (Grade 1)
 - Zaner-Bloser Handwriting
 - Savvas leveled readers
 - Teacher-curated read-alouds (folktales, poetry, nonfiction)
 - Digital supports: Reading Eggs, Night Zookeeper, Epic!
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Assessment & Reporting

- **Weekly:** Phonics/spelling quizzes, reading fluency checks
 - **Quarterly:** Writing portfolios, oral reading assessments, MAP Growth testing
 - **End of Year:** Reading celebration & student writing showcase
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✨ This structure gives your 1st graders a balance of **phonics, comprehension, writing, and speaking**, while keeping the **Aloha spirit** at the center.

Reading Lists 1

1st Grade

- *Frog and Toad Are Friends* – Arnold Lobel
 - *Henry and Mudge* (series) – Cynthia Rylant
 - *Amelia Bedelia* – Peggy Parish
 - *The Day You Begin* – Jacqueline Woodson
 - *Magic Tree House: Dinosaurs Before Dark* – Mary Pope Osborne
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Projects 1

1st Grade

- **Frog and Toad Are Friends** → *Friendship Journal* – Write or draw a page about how to be a good friend.
- **Henry and Mudge** → *Pet Poster* – Create an informational poster about real or imaginary pets.
- **Amelia Bedelia** → *Literal vs. Figurative Art* – Illustrate Amelia's silly misunderstandings.
- **The Day You Begin** → *Identity Quilt* – Students each design a quilt square about themselves; combine into a class quilt.
- **Magic Tree House: Dinosaurs Before Dark** → *Time Travel Journal* – Write a diary entry as if traveling back to the dinosaur age.

WRITING 1

1st Grade

- Subject + predicate in sentences
- Introduction to proper nouns and pronouns (he, she, it)
- Expanding sentences with adjectives and conjunctions (*and*, *but*)
- Writing friendly letters (greeting, body, closing)
- Story writing with a beginning, middle, and end

Journal 1

Grade 1

1. Write about a time you helped a friend.
2. What is your favorite part of a story?
3. If you had a magic tree house, where would you go?
4. Write a letter to Amelia Bedelia.
5. Draw and write about a pet you wish you had.
... continue through Week 36 with personal narrative prompts, opinion writing (favorite foods, places), and short responses to texts.

2nd Grade



Aloha Micro Academy

2nd Grade Language Arts – Course Overview & Syllabus

Course Overview

Aloha Micro Academy's 2nd Grade Language Arts program builds on foundational literacy skills while nurturing a love of reading, writing, speaking, and listening. Students engage with diverse texts, explore storytelling, and develop critical thinking skills. Instruction is differentiated using **Pearson, Savvas**, and supplemental programs (Reading Eggs, Zaner-Bloser handwriting, Night Zookeeper writing). Students participate in independent reading, guided practice, collaborative projects, and creative writing, all while embracing Aloha values of **Acceptance, Leadership, Optimism, Hard Work, and Achievement**.

Course Goals

By the end of 2nd grade, students will:

- Read fluently with expression and comprehension across genres.
- Develop strategies for understanding vocabulary, main ideas, and text structure.
- Write clear sentences, short paragraphs, and narratives with correct grammar and spelling.
- Practice cursive and print handwriting through Zaner-Bloser.
- Participate respectfully in discussions, sharing opinions with evidence.
- Explore creativity through storytelling, poetry, and informational writing.

Course Syllabus – 36 Weeks

Unit 1: Building Readers & Writers (Weeks 1–4)

- Review of phonics and decoding strategies

- Introduction to paragraph writing (topic + details)
- Guided reading of short stories and fables
- Writing: personal narrative
- Aloha Focus: Optimism – believing in your ability to grow as a reader

Unit 2: Exploring Stories (Weeks 5–8)

- Elements of fiction (characters, setting, plot)
- Vocabulary development with context clues
- Writing: narrative with beginning, middle, and end
- Speaking: retelling stories in sequence
- Project: Story retelling with drawings or digital slides

Unit 3: Informational Texts (Weeks 9–12)

- Nonfiction features (headings, captions, diagrams)
- Main idea and supporting details
- Writing: informational paragraph (about animals, community, etc.)
- Vocabulary: content-area words
- Project: Create a “mini-book” on a science/social studies topic

Unit 4: Opinion & Persuasion (Weeks 13–16)

- Stating and supporting an opinion
- Comparing texts with similar themes
- Writing: opinion piece (with reasons and closing statement)

- Speaking: practice “persuasive speeches”
- Aloha Focus: Leadership – using your voice for positive impact

Unit 5: Poetry & Creative Expression (Weeks 17–20)

- Explore rhythm, rhyme, and imagery in poetry
- Writing: original poems
- Listening: choral readings and dramatic recitations
- Art integration: poem + illustration project
- Culminating Event: Poetry Café

Unit 6: Research & Reports (Weeks 21–24)

- Introduction to research skills (note-taking, organizing facts)
- Writing: short research report
- Technology integration: digital slides/poster
- Vocabulary: glossary/dictionary skills
- Aloha Focus: Hard Work – effort in finding and sharing knowledge

Unit 7: Reading Fluency & Longer Texts (Weeks 25–28)

- Chapter book study (guided small-group reading)
- Summarizing chapters, predicting outcomes
- Writing: book review with opinion + recommendation
- Project: “Book Talk” video or live presentation

Unit 8: Writing Workshop (Weeks 29–32)

- Review of writing genres (narrative, opinion, informative)
- Grammar: verb tense, contractions, commas, quotation marks
- Vocabulary: synonyms/antonyms, prefixes/suffixes
- Culminating writing portfolio

Unit 9: Review & Celebration of Learning (Weeks 33–36)

- End-of-year reading challenge
 - Review of all writing genres
 - Oral presentation: read-aloud favorite writing piece
 - Family showcase event (in-person/online)
 - Aloha Focus: Achievement – celebrating growth and success
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Assessment

- Weekly reading fluency checks
- Unit writing projects (rubric-based)
- MAP Growth testing (Fall, Winter, Spring)
- Teacher observations and conferences
- Student self-reflection journals

Materials

- Pearson & Savvas Literacy curriculum
- Zaner-Bloser handwriting books

- Reading Eggs / Math Seeds (digital supplements)
- Trade books (teacher-selected chapter and picture books)
- Student journals, folders, and art supplies

Reading Lists 2

2nd Grade

- *Charlotte's Web* – E.B. White
- *Freckle Juice* – Judy Blume
- *Flat Stanley* – Jeff Brown
- *Judy Moody* – Megan McDonald
- *The True Story of the Three Little Pigs* – Jon Scieszka

Projects 2

2nd Grade

- **Charlotte's Web** → *Friendship Web* – Make a string web connecting classmates with friendship traits written on cards.
- **Freckle Juice** → *Recipe Book* – Invent and illustrate silly recipes.
- **Flat Stanley** → *Flat Self Project* – Mail “Flat [student name]” to relatives/friends and share pictures/letters.
- **Judy Moody** → *Mood Chart* – Track moods over a week and compare to Judy's adventures.
- **The True Story of the Three Little Pigs** → *Courtroom Drama* – Reenact a mock trial where the Wolf defends himself.

WRITING 2

2nd Grade

- Parts of speech: nouns, verbs, adjectives, adverbs
- Use of contractions and possessives
- Sentence variety: declarative, interrogative, exclamatory
- Paragraph writing with topic and concluding sentences
- Simple dialogue (quotation marks, commas with speech)

Journal 2

Grade 2

1. If you were Charlotte, what word would you write in your web?
2. Write a silly recipe like in *Freckle Juice*.
3. If you were Flat Stanley, where would you travel?
4. Write about a time you felt moody like Judy Moody.
5. Write the story of the wolf's day in court.
... carry through Week 36 with narrative, opinion, descriptive, and compare/contrast prompts.

3rd Grade



Aloha Micro Academy

3rd Grade Language Arts – Course Overview & Syllabus



Course Overview

The 3rd Grade Language Arts program at **Aloha Micro Academy** blends foundational literacy with higher-level reading comprehension, writing, and communication skills. Students will build confidence as readers, writers, and speakers through interactive lessons, guided practice, and project-based learning.

Key components include:

- **Reading:** Literature, informational texts, and poetry with an emphasis on fluency, vocabulary, and comprehension.
- **Writing:** Narrative, opinion, and informational writing, including drafting, revising, and publishing.
- **Language:** Grammar, spelling, handwriting, and vocabulary development.
- **Speaking & Listening:** Oral presentations, discussions, and collaborative group work.
- **Digital Literacy:** Integration of Pearson, Savvas, Zaner-Bloser, and Aloha's curated online platforms (e.g., Reading Eggs, Night Zookeeper).

Our program emphasizes **personalized learning** (meeting students at their level), **real-world connections**, and **Ohana values** of respect, collaboration, and achievement.



Learning Goals

By the end of Grade 3, students will:

- Read and understand texts at or above grade level with fluency and accuracy.

- Use text evidence to answer questions and support claims.
 - Write clear multi-paragraph stories, opinion pieces, and reports.
 - Apply grade-level grammar, spelling, and punctuation in writing.
 - Present ideas clearly in discussions and oral presentations.
 - Demonstrate growth in executive function skills (planning, organizing, and revising work).
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Course Syllabus (36 Weeks)

Quarter 1 (Weeks 1–9): Building Foundations

- Reading: Fables, folktales, myths, main idea & details.
- Writing: Narrative writing (personal stories, sequencing events).
- Grammar: Nouns, pronouns, subject/verb agreement.
- Spelling/Vocabulary: Short/long vowels, prefixes, suffixes.
- Speaking/Listening: Story retelling, “Book Talk Fridays.”
- Project: Create a “Class Folktale Anthology.”

Quarter 2 (Weeks 10–18): Expanding Skills

- Reading: Nonfiction texts, biographies, cause & effect.
- Writing: Informational reports (animals, historical figures).
- Grammar: Verbs, adjectives, adverbs.
- Spelling/Vocabulary: Compound words, homophones.
- Speaking/Listening: Oral report on an animal or person studied.
- Project: “Biography Fair” – dress-up & presentation.

Quarter 3 (Weeks 19–27): Critical Thinking

- Reading: Poetry, plays, chapter books; compare/contrast.
- Writing: Opinion writing (persuasive letters, essays).
- Grammar: Sentence types, punctuation, quotation marks.
- Spelling/Vocabulary: Synonyms, antonyms, context clues.
- Speaking/Listening: Group debates (age-appropriate topics).
- Project: Class poetry book & performance.

Quarter 4 (Weeks 28–36): Mastery & Application

- Reading: Multicultural stories, historical fiction.
- Writing: Research-based projects & final portfolio.
- Grammar: Review all grammar; focus on editing & revising.
- Spelling/Vocabulary: Academic vocabulary across subjects.
- Speaking/Listening: End-of-year presentations.
- Project: “Living Wax Museum” – students present as historical or literary figures.



Instructional Resources

- **Pearson & Savvas:** Core curriculum.
 - **Zaner-Bloser:** Handwriting & spelling.
 - **Aloha Digital Tools:** Reading Eggs, Night Zookeeper, Prodigy English, Epic!
 - **Teacher-Created Materials:** Book clubs, writing prompts, fluency games.
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Assessment

- **Formative:** Weekly reading logs, spelling tests, journal checks.
 - **Summative:** Unit projects, published writing, oral presentations.
 - **Standardized:** MAP Growth testing in Fall, Winter, Spring.
 - **Portfolio:** Student work samples collected across the year.
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Aloha Connection

Every unit includes:

- **Real-world application** (e.g., writing letters to community helpers).
- **Ohana collaboration** (peer editing, partner reading, group projects).
- **Celebration of growth** (quarterly showcases with families).

Reading Lists 3

3rd Grade

- *Because of Winn-Dixie* – Kate DiCamillo
- *The Boxcar Children* – Gertrude Chandler Warner
- *Magic Tree House: Mummies in the Morning* – Mary Pope Osborne
- *The BFG* – Roald Dahl
- *Who Was Martin Luther King, Jr.?* – Bonnie Bad

Projects 3

3rd Grade

- **Because of Winn-Dixie** → *Kindness Scrapbook* – Collect stories of kindness and illustrate them like Opal does with Winn-Dixie.
- **The Boxcar Children** → *Survival Kit Project* – Design a boxcar survival kit with labeled items.
- **Magic Tree House: Mummies in the Morning** → *Egyptian Mummy Exhibit* – Create a mini-museum display about Ancient Egypt.
- **The BFG** → *Dream Jar Project* – Decorate jars with dreams written inside.
- **Who Was Martin Luther King, Jr.?** → *Biography Poster* – Create a timeline poster highlighting MLK's life and achievements.

WRITING 3

3rd Grade

- Writing multi-paragraph stories and responses
- Pronouns and antecedent agreement
- Using compound sentences (conjunctions: *because*, *although*, *so*)
- Writing summaries of fiction and nonfiction
- Expanding vocabulary with synonyms/antonyms

Journal 3

Grade 3

1. Write about a time you showed kindness, like Opal in *Winn-Dixie*.
2. What would you pack in a boxcar if you lived there?
3. Write a dream to put in a dream jar.
4. Write about something brave Dr. King did.
5. Imagine you discovered a secret treasure.
... continue through Week 36 with prompts linking reading to history, character traits, and imaginative “what if” writing.

4th Grade



Aloha Micro Academy

4th Grade Language Arts – Course Overview & Syllabus

Course Overview

Fourth Grade Language Arts at Aloha Micro Academy builds strong foundations in reading, writing, speaking, and listening while celebrating creativity and cultural diversity. Students will engage with fiction, nonfiction, poetry, and multimedia texts, while strengthening grammar and vocabulary.

The course emphasizes:

- **Critical Reading** – analyzing texts for theme, character, setting, and author’s craft.
- **Writing Mastery** – producing clear narratives, opinion pieces, and research projects.
- **Speaking & Listening** – developing oral communication through discussions and presentations.
- **Language Development** – expanding vocabulary, grammar, spelling, and usage.
- **Aloha Values** – integrating themes of acceptance, leadership, optimism, hard work, and achievement across assignments.

Students will use Pearson/Savvas Language Arts curriculum, Zaner-Bloser for handwriting, and integrated writing projects tied to History and Science units.

Course Goals

By the end of 4th grade, students will be able to:

- Read fluently and comprehend grade-level literature and informational texts.
- Write multi-paragraph essays with clear structure and evidence.
- Use correct grammar, spelling, and punctuation in all writing.

- Conduct short research projects and present findings.
 - Participate respectfully and effectively in group discussions.
 - Develop a personal love for reading and writing.
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Units of Study

Quarter 1 – Foundations in Reading & Writing

- Building reading stamina with fiction & nonfiction texts
- Identifying theme, main idea, and supporting details
- Writing personal narratives
- Grammar: complete sentences, nouns, verbs
- Vocabulary: context clues & word roots

Quarter 2 – Exploring Fiction & Opinion Writing

- Character, setting, and plot analysis
- Comparing myths, legends, and multicultural stories
- Opinion writing with evidence
- Grammar: adjectives, adverbs, sentence variety
- Vocabulary expansion strategies

Quarter 3 – Research & Informational Writing

- Reading and analyzing informational texts
- Writing research reports (science/history tie-ins)
- Grammar: subject-verb agreement, complex sentences

- Speaking: oral presentations & debates
- Poetry unit – figurative language and creative expression

Quarter 4 – Synthesis & Real-World Connections

- Literature circles & novel study
 - Writing persuasive essays and letters
 - Grammar: review of all parts of speech, punctuation mastery
 - End-of-year portfolio: narrative, opinion, research, and poetry pieces
 - Student-led presentations (with multimedia integration)
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Assessments

- Weekly reading comprehension checks
 - Vocabulary & spelling quizzes
 - Writing rubrics (narrative, opinion, informational, persuasive)
 - Oral presentations & participation
 - MAP testing for growth benchmarks
 - Final portfolio presentation
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Materials & Resources

- Pearson/Savvas Language Arts curriculum
- Zaner-Bloser handwriting practice
- Supplemental texts (novels, poetry anthologies, informational passages)

- Online supports: IXL, Reading Eggs, Epic!, Night Zookeeper (writing)
 - Student journal for reflections and writing drafts
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Grading Policy

- Reading & Comprehension: **30%**
 - Writing (essays, journals, projects): **35%**
 - Grammar, Spelling, Vocabulary: **15%**
 - Participation & Oral Presentations: **10%**
 - Assessments (MAP, quizzes, portfolio): **10%**
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Living Aloha in Language Arts:

Students will connect personal experiences and cultural perspectives to their reading and writing. They'll share projects in "Ohana Circles" to celebrate growth, creativity, and leadership in communication.

Reading Lists 4

4th Grade

- *Tales of a Fourth Grade Nothing* – Judy Blume
- *Island of the Blue Dolphins* – Scott O'Dell
- *Frindle* – Andrew Clements
- *Shiloh* – Phyllis Reynolds Naylor
- *Esperanza Rising* – Pam Muñoz Ryan

Projects 4

4th Grade

- **Tales of a Fourth Grade Nothing** → *Consumer Report* – Design an ad or commercial for Fudge's favorite things.
- **Island of the Blue Dolphins** → *Survival Island Map* – Draw and label a map of Karana's island with survival notes.
- **Frindle** → *Word Invention Challenge* – Create and introduce a brand-new word.
- **Shiloh** → *Animal Rights Debate* – Write and present arguments about animal care.
- **Esperanza Rising** → *Migration Story* – Create a scrapbook telling Esperanza's journey with drawings/quotes.

WRITING 4

4th Grade

- Complex sentences with dependent/independent clauses
- Using prepositions and prepositional phrases
- Writing persuasive paragraphs with reasons and evidence
- Introduction to figurative language (simile, metaphor)
- Summarizing main ideas and supporting details

Journal 4

Grade 4

1. Invent a new word like *Frindle*. What does it mean?
2. Write about how you would survive on Karana's island.
3. Write an ad for your favorite toy.
4. Write about a time you moved to a new place (real or imagined).
5. What would you do if you found a lost puppy?
... prompts extend through Week 36 with persuasive, descriptive, and multi-paragraph practice.

5th Grade



Aloha Micro Academy

5th Grade Language Arts – Course Overview & Syllabus



Course Overview

Aloha Micro Academy's **5th Grade Language Arts** curriculum is designed to strengthen reading comprehension, writing skills, vocabulary development, and communication abilities. Students engage with a wide range of literary genres—fiction, nonfiction, poetry, drama, and informational texts—while practicing close reading, critical thinking, and discussion skills.

The program integrates **Pearson & Savvas resources** alongside **Aloha enrichment activities** to ensure alignment with **Common Core Standards** and prepare students for middle school literacy. Students also participate in project-based learning, writing workshops, and oral presentations to build confidence and creativity.



Learning Goals

By the end of 5th grade, students will be able to:

- Read and analyze grade-level complex texts, identifying main ideas, themes, and supporting details.
 - Compare and contrast texts from different genres and authors.
 - Write narratives, informative essays, and opinion pieces using the full writing process (planning, drafting, revising, editing, publishing).
 - Use evidence from texts to support ideas in discussion and writing.
 - Apply grammar, spelling, and vocabulary skills effectively in their writing.
 - Present ideas clearly in oral presentations and collaborative projects.
-

Core Units & Syllabus

Unit 1: Building Reading Stamina & Vocabulary

- Strategies for close reading
- Context clues, affixes, roots
- Independent reading logs and book talks

Unit 2: Narrative Writing – Personal & Creative Stories

- Writing personal narratives with strong openings, dialogue, and descriptive detail
- Using mentor texts to inspire creative writing
- Peer review and revision workshops

Unit 3: Informational Texts & Expository Writing

- Reading nonfiction articles and biographies
- Writing informative essays with clear introductions, body paragraphs, and conclusions
- Research and citing sources

Unit 4: Opinion & Persuasive Writing

- Analyzing arguments and supporting evidence
- Writing opinion essays and persuasive letters
- Debates and oral presentations

Unit 5: Poetry & Figurative Language

- Identifying metaphors, similes, personification, and imagery
- Reading a variety of poems (classic & modern)

- Writing original poems and presenting them aloud

Unit 6: Literature Circles & Novel Study

- Group reading and discussion of a novel (e.g., *Hatchet* by Gary Paulsen, *Esperanza Rising* by Pam Muñoz Ryan)
- Analyzing themes, characters, and author's craft
- Creative projects (art, drama, multimedia) to demonstrate understanding

Unit 7: Research Project & Public Speaking

- Independent or group research project
- Creating a written report with bibliography
- Oral presentation using visual aids

Unit 8: End-of-Year Showcase

- Portfolio presentation of writing samples, reading logs, and projects
- Celebration of growth in literacy and communication

Assessments

- Weekly vocabulary & comprehension checks
- Writing assignments (narrative, informational, opinion, poetry, research)
- Literature circle discussions & projects
- Mid-year and end-of-year writing portfolio review
- Oral presentations and debates

Enrichment & Aloha Values

- Integration of Hawaiian proverbs (‘Ōlelo No‘eau) into lessons to encourage reflection and discussion.
- Cross-curricular connections with history, science, and the arts.
- Emphasis on **Ohana (family), respect, and leadership** in group learning and projects.

Reading Lists 5

5th Grade

- *Bridge to Terabithia* – Katherine Paterson
- *Holes* – Louis Sachar
- *Number the Stars* – Lois Lowry
- *The Secret Garden* – Frances Hodgson Burnett
- *Hatchet* – Gary Paulsen

Projects 5

5th Grade

- **Bridge to Terabithia** → *Fantasy World Design* – Build a model or digital drawing of Terabithia.
- **Holes** → *Treasure Hunt Math Game* – Design a map with math problems leading to buried “treasure.”
- **Number the Stars** → *Courage Collage* – Create an art piece showing what courage looks like.
- **The Secret Garden** → *Garden Plan* – Plan and illustrate a dream garden layout.
- **Hatchet** → *Survival Guide* – Write a handbook for surviving in the wilderness.

WRITING 5

5th Grade

- Subject-verb agreement in more complex sentences
- Using transition words (*however, meanwhile, therefore*)
- Writing compare/contrast essays
- Identifying theme and supporting with text evidence
- Introduction to research writing (using sources, bibliographies)

Journal 5

Grade 5

1. Describe your own Terabithia.
2. Write a survival tip for Brian from *Hatchet*.
3. Write about a time you had to be brave.
4. Write a plan for your dream garden.
5. What would you do if you found buried treasure?
... carry through Week 36 with journal prompts emphasizing compare/contrast, persuasive writing, and historical reflections.

6th Grade



Aloha Micro Academy

6th Grade Language Arts Course Overview & Syllabus (2025–2026)



Course Overview

6th Grade Language Arts at Aloha Micro Academy builds on students' reading, writing, speaking, and listening skills to help them become confident communicators and critical thinkers. With an emphasis on **personalized learning, creative expression, and real-world connections**, students will engage with literature across genres, practice effective writing, and develop media literacy.

Instruction will integrate **Pearson's full ELA catalog**, supplemental platforms like **Night Zookeeper** (creative writing), **Boddle/Prodigy Reading**, and enrichment activities aligned to **Aloha's Ohana values**: Acceptance, Leadership, Optimism, Hard Work, and Achievement.

Key Goals:

- Strengthen comprehension, vocabulary, and fluency.
 - Develop strong narrative, argumentative, and informative writing skills.
 - Analyze diverse texts—including novels, poetry, drama, and nonfiction.
 - Practice speaking and listening through discussions, presentations, and digital media projects.
 - Apply executive function strategies (organization, time management, self-reflection).
-



Units of Study & Essential Questions

Unit 1: Stories That Shape Us (6 weeks)

- Genres: Myths, legends, cultural tales, short stories

- Skills: Theme, character development, point of view
- **Essential Question:** How do stories help us understand ourselves and others?

Unit 2: Reading for Information (6 weeks)

- Genres: Nonfiction, biographies, articles, media sources
- Skills: Identifying central idea, supporting evidence, summarizing, evaluating sources
- **Essential Question:** How can we use information to make decisions and form opinions?

Unit 3: Argument & Persuasion (6 weeks)

- Genres: Speeches, opinion pieces, debates
- Skills: Claims, counterclaims, persuasive techniques, audience awareness
- **Essential Question:** How do writers and speakers convince us to see their side?

Unit 4: Poetry & Drama (5 weeks)

- Genres: Poetry collections, plays, scripts
- Skills: Figurative language, imagery, rhythm, performance reading
- **Essential Question:** How do writers use rhythm and voice to express ideas?

Unit 5: Research & Inquiry (6 weeks)

- Genres: Student-selected topics, informational writing
- Skills: Research methods, note-taking, citing sources, multimedia presentation
- **Essential Question:** How can research help us share knowledge and solve problems?

Unit 6: The Author in You (7 weeks)

- Genres: Narrative writing (short stories, memoirs)
 - Skills: Plot, dialogue, descriptive writing, revising and publishing
 - **Essential Question:** How can our writing make an impact on others?
-



Assessments

- Weekly reading logs & comprehension checks
 - Creative writing journals
 - Vocabulary and grammar practice (integrated into writing)
 - Unit projects (essays, presentations, digital media)
 - MAP Growth benchmark tests (Fall, Winter, Spring)
-



Classroom Expectations

- **Live Aloha Values:** Be respectful, kind, and responsible.
 - **Engagement:** Participate actively in class discussions and activities.
 - **Organization:** Keep a Language Arts folder and digital journal.
 - **Growth Mindset:** Mistakes are part of learning—reflect and revise.
-



Materials & Resources

- Pearson ELA curriculum (core)
- Night Zookeeper, Reading Eggs, Boddle, IXL (enrichment)

- Chromebook or tablet (Google Classroom access)
 - Reading notebook, folder, and writing journal
-

Teacher Contact

Students will meet daily with their **Language Arts homeroom teacher** and collaborate with enrichment teachers for writing workshops and literacy activities. Parents can connect with teachers through **Google Classroom, ClassDojo, or email**.

Reading Lists 6

6th Grade

- *The Phantom Tollbooth* – Norton Juster
- *Bud, Not Buddy* – Christopher Paul Curtis
- *Roll of Thunder, Hear My Cry* – Mildred D. Taylor
- *Percy Jackson and the Lightning Thief* – Rick Riordan
- *A Wrinkle in Time* – Madeleine L'Engle

Projects 6

6th Grade

- **The Phantom Tollbooth** → *Wordplay Game* – Invent a board game with puns, riddles, and word challenges.
- **Bud, Not Buddy** → *Music & History Project* – Research jazz of the 1930s and create a playlist with notes.
- **Roll of Thunder, Hear My Cry** → *Family Tree Poster* – Map Cassie's family and explain their struggles.
- **Percy Jackson and the Lightning Thief** → *God/Goddess Trading Card* – Create collectible cards for Greek gods.

WRITING 6

6th Grade

- Writing argumentative essays with claim, evidence, and counterclaim
- Verb tense consistency (past, present, future)
- Using appositives and varied sentence openers
- Writing summaries and analytical paragraphs
- Expanding figurative language: idioms, personification, hyperbole

Journal 6

Grade 6

1. If you had a tollbooth, where would you go?
2. Write a diary entry as Bud, Not Buddy.
3. What is one injustice you would fight against?
4. If you were a Greek god/goddess, what would your power be?
5. Explain one science idea you want to learn more about.
... continue through Week 36 with prompts blending literature connections, history, and personal reflection.

7th Grade



Aloha Micro Academy

7th Grade Language Arts – 2025–2026

“Acceptance, Leadership, Optimism, Hard Work, Achievement”



Course Overview

Seventh Grade Language Arts at Aloha Micro Academy is designed to help students grow as readers, writers, speakers, and critical thinkers. Students will engage in close reading of diverse texts, practice structured writing across genres, and refine their grammar, vocabulary, and communication skills.

Through a blend of **literature studies, informational texts, and writing projects**, students will explore themes of identity, community, and perseverance. Instruction integrates **Pearson curriculum** with supplemental resources from **Savvas, Zaner-Bloser, and Discovery Education**, aligned to **Common Core State Standards (CCSS)**.

Goals & Learning Outcomes:

By the end of 7th grade, students will be able to:

- Analyze complex literary and informational texts with evidence-based responses.
 - Write argumentative, narrative, and informative essays with clear structure.
 - Strengthen grammar, mechanics, and vocabulary for academic writing.
 - Develop research and presentation skills.
 - Collaborate in discussions, debates, and peer reviews.
-



Course Syllabus (36 Weeks)

Quarter 1: Building Foundations

- **Unit 1: Identity & Voice**

- Read short stories, memoirs, and poetry.
- Write a personal narrative.
- Focus: Theme, figurative language, and point of view.

- **Unit 2: Argument & Evidence**

- Analyze persuasive texts and speeches.
 - Write an argumentative essay using claims, reasons, and evidence.
 - Focus: Thesis statements and counterclaims.
-

Quarter 2: Expanding Perspectives

- **Unit 3: Fiction & Novel Study**

- Read a class novel (e.g., *The Giver* or *The Outsiders*).
- Write a literary analysis essay.
- Focus: Character development and symbolism.

- **Unit 4: Informational Texts & Research**

- Study nonfiction articles and biographies.
 - Begin a short research project.
 - Focus: Summarizing, paraphrasing, and citing sources.
-

Quarter 3: Writing for Purpose

- **Unit 5: Narrative & Creative Writing**

- Write original short stories and poetry.
 - Explore narrative techniques and dialogue.
 - Focus: Plot structure and sensory detail.
 - **Unit 6: Media & Informational Literacy**
 - Analyze digital and multimedia texts.
 - Write an informative essay.
 - Focus: Author's purpose, bias, and credibility.
-

Quarter 4: Mastery & Application

- **Unit 7: Drama & Performance**
 - Read a play (e.g., *A Midsummer Night's Dream*).
 - Participate in a dramatic reading or performance.
 - Focus: Stage directions, dialogue, and tone.
 - **Unit 8: Capstone Project**
 - Independent research and presentation.
 - Final portfolio: narrative, argumentative, and informative essays.
 - Focus: Editing, revising, and publishing polished work.
-

Assessments

- Weekly reading comprehension checks
- Vocabulary & grammar quizzes

- Writing assignments (essays, narratives, research papers)
 - Projects & presentations
 - Mid-year and end-of-year exams (aligned with MAP testing windows)
-



Materials & Resources

- **Core Curriculum:** Pearson Language Arts 7, Savvas supplements
 - **Novels/Texts:** *The Outsiders*, *The Giver*, selected short stories, poems, and nonfiction
 - **Digital Tools:** Google Classroom, Discovery Education, Night Zookeeper (writing), IXL (grammar), Prodigy English
-



Aloha Expectations

- **Engagement:** Attend daily homeroom and live sessions.
- **Respect:** Live Aloha by being respectful and collaborative.
- **Accountability:** Submit assignments on time and seek help when needed.
- **Growth:** Track progress through self-reflection and teacher feedback.

Reading Lists 7

7th Grade

- *The Outsiders* – S.E. Hinton
- *A Long Walk to Water* – Linda Sue Park
- *Fever 1793* – Laurie Halse Anderson
- *The Giver* – Lois Lowry
- *Anne Frank: Diary of a Young Girl* – Anne Frank

Projects 7

7th Grade

- **The Outsiders** → *Identity Collage* – Compare Greasers vs. Socs with personal identity reflections.
- **A Long Walk to Water** → *Water Awareness Project* – Create posters on global water issues.
- **Fever 1793** → *Historical Newspaper* – Write a newspaper front page from the epidemic.
- **The Giver** → *Utopia Project* – Design a utopian society with rules, values, and consequences.
- **Anne Frank: Diary of a Young Girl** → *Diary Writing* – Keep a reflective diary for two weeks, inspired by Anne's style.

WRITING 7

7th Grade

- Thesis statements in essays
- Writing narrative essays with dialogue and pacing
- Complex grammar: subordinate clauses, relative pronouns (*who*, *which*, *that*)
- Transitions between paragraphs for cohesion
- Literary response essays (theme, symbolism, conflict)

Journal 7

Grade 7

1. Would you rather be a Greaser or a Soc? Why?
2. What would you do if you had to walk for water every day?
3. Write a news article about the Fever of 1793.
4. What would your perfect community look like?
5. Write about a time you had to be strong in a difficult situation.
... build through Week 36 with prompts that encourage critical thinking, empathy, and analysis.

8th Grade



Aloha Micro Academy

8th Grade Language Arts – Course Overview & Syllabus

School Year: 2025–2026



Course Overview

Aloha Micro Academy's 8th Grade Language Arts program blends classic literature with modern texts, writing practice, and cross-curricular connections. Students develop advanced reading comprehension, analytical writing, research skills, and oral communication while integrating creativity and cultural awareness.

The course emphasizes:

- Critical thinking through literature and informational texts
- Clear, organized, and persuasive writing
- Mastery of grammar, vocabulary, and conventions
- Oral presentation and collaborative discussions
- Connections between literature, history, and contemporary issues

Students will also engage in **project-based learning** and **media literacy activities** that prepare them for high school English and college readiness pathways.



Course Goals

By the end of the year, students will be able to:

- Analyze literature and nonfiction with evidence-based reasoning
- Write narrative, argumentative, and informative essays with clarity

- Conduct independent and collaborative research projects
 - Develop vocabulary through context and word study
 - Present ideas confidently through speeches and multimedia projects
 - Demonstrate understanding of cultural diversity in literature
-



Course Syllabus (36 Weeks)

Quarter 1: Foundations in Reading & Writing (Weeks 1–9)

- Short stories & poetry analysis (focus on theme & figurative language)
- Narrative essay: personal memoir
- Vocabulary & grammar boot camp
- Socratic seminar: exploring “Identity & Belonging”

Key Texts: *The Outsiders* by S.E. Hinton, selected short stories/poems

Quarter 2: Informational & Argumentative Writing (Weeks 10–18)

- Nonfiction articles: bias, credibility, evidence
- Argumentative essay: social issue or current event
- Cross-curricular: historical speeches (MLK Jr., Susan B. Anthony, etc.)
- Debate unit with group presentations

Key Texts: Speeches & news articles; paired readings with U.S. History

Quarter 3: Literature Circles & Research (Weeks 19–27)

- Novel study in literature circles (student choice novels)
- Research paper: author study or social issue project
- Media literacy: evaluating digital sources
- Creative writing: short fiction

Key Texts: Choice novels (*Refugee* by Alan Gratz, *Inside Out & Back Again* by Thanhha Lai, *To Kill a Mockingbird* abridged/YA edition)

Quarter 4: Synthesis & Expression (Weeks 28–36)

- Drama unit: Shakespeare for middle schoolers (*A Midsummer Night's Dream* or *Romeo & Juliet* excerpts)
- Literary analysis essay (theme, character, or symbolism)
- Portfolio project: best works + reflection
- End-of-year showcase: student presentations/performances

Key Texts: Shakespeare selections, poetry anthology

Assessment & Grading

- **Classwork & Participation:** 20%
 - **Quizzes & Vocabulary:** 15%
 - **Essays & Projects:** 35%
 - **Tests & Final Exams:** 20%
 - **Presentations & Portfolio:** 10%
-



Enrichment & Extensions

- Creative writing contests (Aloha's Poetry & Short Story Competition)
 - Film & literature tie-ins (*Freedom Writers*, *The Giver*)
 - Optional dual-enrollment writing workshops (through ASU Digital)
 - Cross-cultural literature celebrations (Hawaiian, Spanish, Chinese, global texts)
-



Required Materials

- Aloha Micro Academy Chromebook/Tablet
- Access to Pearson & Savvas online Language Arts curriculum
- Google Classroom for assignments & announcements
- Notebook, pens, highlighters

Reading Lists 8

8th Grade

- *To Kill a Mockingbird* – Harper Lee
- *Animal Farm* – George Orwell
- *Of Mice and Men* – John Steinbeck
- *Inside Out and Back Again* – Thanhha Lai
- *Narrative of the Life of Frederick Douglass* – Frederick Douglass

Projects 8

8th Grade

- **To Kill a Mockingbird** → *Mock Trial Project* – Reenact Tom Robinson's trial.
- **Animal Farm** → *Political Poster* – Create propaganda posters from different characters' perspectives.
- **Of Mice and Men** → *Dream Farm Model* – Build or draw George & Lennie's dream farm.
- **Inside Out and Back Again** → *Poetry Reflection* – Write free-verse poems about personal change.
- **Narrative of the Life of Frederick Douglass** → *Freedom Timeline* – Build a timeline showing Douglass's journey to freedom.

WRITING 8

8th Grade

- Writing literary analysis essays with textual evidence (quotations)
- Active vs. passive voice
- Parallel structure in sentences
- Argumentative writing with counterarguments
- Research writing: citing sources in MLA format

Journal 8

Grade 8

1. Was Atticus right to defend Tom Robinson? Why or why not?
2. Write a propaganda slogan for Animal Farm.
3. What is your American Dream?
4. Write a poem about change.
5. Describe one way Frederick Douglass inspires you.
... extend to Week 36 with journal prompts tied to literary analysis, social justice, and personal growth.

9th Grade



Aloha Micro Academy

9th Grade Language Arts – Course Overview & Syllabus



Course Overview

Aloha Micro Academy's **9th Grade Language Arts** course emphasizes the mastery of reading, writing, speaking, listening, and critical thinking skills aligned with **Common Core State Standards (CCSS)** and **college-and-career readiness benchmarks**.

Students will explore a diverse range of literature—including classical works, modern novels, poetry, drama, and nonfiction—while strengthening their writing through narrative, expository, persuasive, and research-based assignments. The program integrates technology, collaborative projects, and cross-curricular connections (History, Art, Social Studies, and CTE electives) to provide a holistic, culturally responsive learning experience.

Special emphasis is placed on:

- Building analytical skills through close reading of texts
 - Developing structured, evidence-based writing
 - Practicing oral communication, debate, and presentation skills
 - Exploring cultural perspectives in world literature
 - Connecting literature to leadership, optimism, and achievement—the **ALOHA values**
-



Course Goals & Student Outcomes

By the end of 9th Grade, students will be able to:

- Analyze how authors develop themes, characters, and arguments.
- Compare and contrast works across genres, time periods, and cultures.

- Write multi-paragraph essays with strong thesis statements and textual evidence.
 - Conduct research using credible sources and cite in MLA format.
 - Present ideas clearly in oral presentations and discussions.
 - Demonstrate mastery of grammar, vocabulary, and mechanics appropriate for high school level.
-



Course Syllabus (36 Weeks)

Unit 1 – Foundations of Literature & Writing (Weeks 1–4)

- Short stories from diverse authors (e.g., Poe, Cisneros, Hurston)
- Elements of fiction (plot, theme, conflict, characterization)
- Essay writing: narrative and descriptive
- Grammar: sentence structure, fragments, run-ons

Unit 2 – The Hero's Journey: Classical & Modern Epics (Weeks 5–8)

- Homer's *The Odyssey* (selected excerpts)
- Modern parallels (*The Hunger Games* or *Percy Jackson*)
- Analytical essay: comparing hero archetypes
- Public speaking: storytelling & oral narrative

Unit 3 – Drama & Shakespeare (Weeks 9–12)

- *Romeo and Juliet* (full play, with film comparison)
- Themes of love, fate, and conflict
- Persuasive writing: argumentative essay

- Performance: monologue/dramatic reading

Unit 4 – Poetry & Creative Expression (Weeks 13–16)

- Classical and modern poets (Shakespeare, Langston Hughes, Maya Angelou, Naomi Shihab Nye)
- Poetry analysis & explication
- Creative writing: original poetry portfolio
- Vocabulary: figurative language, imagery, sound devices

Unit 5 – Nonfiction, Speeches & Rhetoric (Weeks 17–20)

- MLK's "I Have a Dream," JFK's Inaugural Address, Malala's UN Speech
- Rhetorical devices & persuasive techniques
- Essay: rhetorical analysis
- Debate & Socratic Seminar practice

Unit 6 – World Literature & Cultural Voices (Weeks 21–24)

- Short stories and excerpts from world authors (Chinua Achebe, Gabriel García Márquez, Japanese & Hawaiian legends)
- Comparative essay: literature across cultures
- Research paper: cultural tradition & literature
- Cross-curricular: integration with History/World Studies

Unit 7 – Contemporary Issues in Literature (Weeks 25–28)

- Modern novels/short stories exploring social issues (*Of Mice and Men*, *The Hate U Give*, or teacher's choice)
- Thematic essay: literature as social commentary

- Oral presentations: literature circles

Unit 8 – Independent Reading & Research (Weeks 29–32)

- Student-selected novel (choice from approved list)
- Literary analysis paper
- Research project: author study (MLA format, 3–5 pages)
- Speaking: book talk presentations

Unit 9 – Synthesis & Final Projects (Weeks 33–36)

- Review of key texts and skills
- Final portfolio: 3 polished essays (narrative, persuasive, analytical)
- Public speaking showcase (debate, performance, or TED-style talk)
- Final Exam



Texts & Resources

- Core Texts: *Romeo and Juliet*, *The Odyssey*, selected world literature excerpts
- Supplemental Novels: *Of Mice and Men*, *The Hate U Give*, *To Kill a Mockingbird* (teacher choice)
- Poetry collections and nonfiction speeches
- Pearson/Savvas Language Arts digital curriculum (supporting lessons)
- Online platforms: IXL, Newsela, Grammarly, Google Classroom



Assessments

- Essays (narrative, persuasive, expository, research)
 - Weekly journals and reading logs
 - Quizzes and unit tests
 - Class participation and discussions
 - Creative projects (poetry, dramatic readings, multimedia)
 - Midterm and final exams
-

Grading Breakdown

- Writing (essays, portfolios): **40%**
- Reading comprehension & quizzes: **20%**
- Projects & presentations: **20%**
- Participation & homework: **10%**
- Final exam: **10%**

Reading Lists 9

9th Grade (World Literature Focus)

- *Romeo and Juliet* – William Shakespeare
- *Things Fall Apart* – Chinua Achebe
- *I Am Malala* – Malala Yousafzai
- *The Odyssey* (abridged or full) – Homer
- *Persepolis* – Marjane Satrapi

Projects 9

9th Grade

- **Romeo and Juliet** → *Modern Scene Rewrite* – Act out or write a modern version of a key scene.
- **Things Fall Apart** → *Culture Collage* – Create an art collage representing Igbo culture.
- **I Am Malala** → *Advocacy Speech* – Write and present a speech for girls' education.
- **The Odyssey** → *Hero's Journey Comic* – Draw Odysseus's journey in comic-book style.
- **Persepolis** → *Graphic Memoir Page* – Students create their own one-page graphic memoir.

WRITING 9

9th Grade

- Analytical essays comparing texts/themes
- Grammar: verbals (infinitives, gerunds, participles)
- Introduction to formal style vs. informal tone
- Writing character analyses and comparative essays
- Incorporating direct and indirect quotations smoothly

Journal 9

Grade 9

1. Rewrite a Romeo & Juliet scene in texts.
2. What is one tradition in your family that is important to you?
3. Write a speech about education rights like Malala.
4. Map one stage of your own Hero's Journey.
5. Draw and write your own graphic memoir page.
... progress through Week 36 with literary responses, global awareness, and personal reflections.

10th Grade



Aloha Micro Academy

10th Grade Language Arts

School Year: 2025–2026



Course Overview

The 10th Grade Language Arts program at Aloha Micro Academy builds on foundational skills in reading, writing, speaking, listening, and critical thinking. Students will engage with a diverse range of texts—including world literature, informational texts, media, and original student writing—to deepen comprehension, expand vocabulary, and sharpen analytical abilities.

Through projects, discussions, and creative writing, students will explore themes of identity, resilience, and global citizenship while practicing effective communication. This course prepares students for advanced high school English studies, dual enrollment opportunities, and college/career readiness.



Course Goals

By the end of 10th Grade Language Arts, students will:

- Analyze complex literary and informational texts, citing strong evidence.
- Write clear, organized essays, arguments, and creative works.
- Conduct research using credible sources and integrate evidence effectively.
- Develop speaking and listening skills through class discussions, presentations, and debates.
- Strengthen vocabulary, grammar, and conventions for academic and real-world applications.
- Connect literature and writing to personal, cultural, and global perspectives.



Course Syllabus (36 Weeks)

Quarter 1: Foundations of Analysis & World Literature

- Unit 1: Short Stories Around the World
 - Skills: annotation, literary devices, theme development
 - Unit 2: Novel Study – *Things Fall Apart* (Chinua Achebe) or equivalent
 - Focus: cultural context, narrative structure, critical response essays
 - Writing Focus: Literary Analysis Essay
-

Quarter 2: Argument & Persuasion

- Unit 3: Rhetoric in Speeches and Media
 - Texts: historical speeches, contemporary media, essays
 - Skills: rhetorical appeals, bias, evaluating arguments
 - Unit 4: Persuasive Writing Project
 - Debates and multimedia presentations
 - Writing Focus: Argumentative Essay
-

Quarter 3: Research & Informational Texts

- Unit 5: Research Foundations
 - Skills: thesis development, credible sources, MLA format
- Unit 6: Social Issues Research Project

- Students choose a global or local issue and create a research portfolio
 - Writing Focus: Research Paper
-

Quarter 4: Creative Expression & Synthesis

- Unit 7: Drama Study – *Macbeth* (Shakespeare) or modern adaptation
 - Performance activities and thematic essays
 - Unit 8: Creative Writing Workshop
 - Poetry, narratives, multimedia storytelling
 - Capstone: Portfolio showcasing literary analysis, argument, research, and creative writing
-



Assessments

- Weekly journals & reflections
 - Unit essays (analysis, argumentative, research, creative)
 - Group presentations & debates
 - Reading comprehension checks
 - Final Capstone Portfolio
-



Materials

- Pearson Literature (Grade 10) & supplemental texts
- Savvas resources for digital practice

- Shakespeare play edition (*Macbeth*)
 - Access to research databases, online writing tools, and media
-

Aloha Touch

- Integration of Hawaiian values (Acceptance, Leadership, Optimism, Hard Work, Achievement) into class discussions and projects.
- Opportunities for cross-curricular enrichment with Art, History, and Executive Function classes.
- Choice-based independent reading aligned with student interests.

Reading Lists 10

10th Grade (Global & Comparative Literature)

- *Macbeth* – William Shakespeare
- *Night* – Elie Wiesel
- *Cry, the Beloved Country* – Alan Paton
- *The Joy Luck Club* – Amy Tan
- *The Book Thief* – Markus Zusak

Projects 10

10th Grade

- **Macbeth** → *Dramatic Scene Performance* – Perform a key scene with costumes/props.
- **Night** → *Memory Candle Project* – Create an artistic candle memorial for Holocaust victims.
- **Cry, the Beloved Country** → *Letter Exchange* – Write letters between characters reflecting conflicts.
- **The Joy Luck Club** → *Cultural Storytelling* – Share a family story in the style of Tan's novel.
- **The Book Thief** → *Narrator Re-Write* – Rewrite a passage from another perspective besides Death.

WRITING 10

10th Grade

- Expository essays with clear organization (intro, body, conclusion)
- Grammar: subjunctive and conditional verb moods
- Writing rhetorical analyses of speeches or texts
- Developing cohesion with varied sentence structures
- Introduction to timed writing (essay planning under time limits)

Journal 10

Grade 10

1. Is ambition good or bad? Use *Macbeth* as an example.
2. How can memory fight forgetting? (*Night*)
3. What is one family story that has meaning to you?
4. How would you rewrite *The Book Thief* without Death as narrator?
5. Write about a time you faced a moral choice.
... continue through Week 36 with prompts blending expository and analytical writing.

11th Grade



Aloha Micro Academy

11th Grade Language Arts – Course Overview & Syllabus



Course Overview

11th Grade Language Arts at Aloha Micro Academy blends **American Literature**, **composition**, **research**, and **communication skills** to prepare students for college-level reading and writing. Through novels, plays, essays, and multimedia texts, students will explore themes of **identity**, **freedom**, and **the American experience**, while developing the ability to think critically, write persuasively, and communicate effectively.

The course emphasizes:

- Reading classic and contemporary American literature.
 - Writing academic essays, literary analyses, and personal reflections.
 - Conducting research using credible sources and MLA formatting.
 - Strengthening grammar, vocabulary, and rhetorical skills.
 - Applying Aloha values of acceptance, leadership, optimism, hard work, and achievement in discussion, collaboration, and projects.
-



Learning Goals

By the end of the course, students will be able to:

1. Analyze and evaluate complex literary and informational texts.
2. Write clear, organized, and well-supported essays for multiple purposes.
3. Conduct independent and collaborative research with proper citation.

4. Develop and deliver oral presentations with confidence and clarity.
 5. Connect literature to cultural, historical, and personal contexts.
-

Core Texts & Resources

(Aloha may substitute or add texts as needed.)

- *The Great Gatsby* by F. Scott Fitzgerald
 - *Their Eyes Were Watching God* by Zora Neale Hurston
 - Selected poetry from Walt Whitman, Emily Dickinson, Langston Hughes, Maya Angelou
 - *The Crucible* by Arthur Miller
 - Nonfiction essays (MLK Jr., James Baldwin, Ta-Nehisi Coates)
 - Aloha's digital curriculum resources (Pearson/Savvas, online learning portals)
-

Course Syllabus (36 Weeks)

Quarter 1 – American Voices & Identity

- Unit 1: Foundations of American Literature (Puritans, Revolutionaries, Romantics)
- Unit 2: *The Great Gatsby* – The American Dream Then and Now
- Writing Focus: Narrative and personal essays
- Skills: Close reading, thesis development, MLA basics

Quarter 2 – Conflict, Justice & Society

- Unit 3: *The Crucible* – Fear, Power, and Community

- Unit 4: Poetry of Dissent (Whitman, Dickinson, Hughes)
- Writing Focus: Literary analysis essays
- Skills: Rhetorical devices, figurative language, voice in writing

Quarter 3 – Perspectives & Change

- Unit 5: *Their Eyes Were Watching God* – Identity, Love, and Voice
- Unit 6: Nonfiction & Argument – Civil Rights Speeches and Essays
- Writing Focus: Argumentative essays, research writing
- Skills: Source evaluation, citation, synthesis of ideas

Quarter 4 – Research & Real-World Connections

- Unit 7: Modern American Issues – Media, Memoir, and Contemporary Texts
- Unit 8: Capstone Project – “The American Experience Today”
- Writing Focus: Research paper, multimedia presentation
- Skills: Public speaking, persuasive writing, digital literacy



Assessments

- Weekly reading responses & vocabulary quizzes
- Unit essays (4 major essays across the year)
- Oral presentations and Socratic Seminars
- Midterm exam (Quarter 2)
- Final Capstone Project with written research + presentation (Quarter 4)

Aloha Ohana Expectations

- Respect all voices and perspectives in discussions.
- Lead with optimism and integrity in collaborative work.
- Submit assignments on time, showing responsibility and hard work.
- Strive for personal achievement while uplifting classmates.

Reading Lists 11

11th Grade (American Literature)

- *The Crucible* – Arthur Miller
- *The Great Gatsby* – F. Scott Fitzgerald
- *The Scarlet Letter* – Nathaniel Hawthorne
- *Their Eyes Were Watching God* – Zora Neale Hurston
- *Fences* – August Wilson

Projects 11

11th Grade

- **The Crucible** → *Salem Trial Simulation* – Role-play characters during the witch trials.
- **The Great Gatsby** → *Roaring '20s Party Plan* – Design invitations, décor, and music for a Gatsby-style party.
- **The Scarlet Letter** → *Symbolism Art Project* – Create a piece of art exploring a symbol (A, scaffold, forest).
- **Their Eyes Were Watching God** → *Dialect & Voice Podcast* – Record a short podcast analyzing Hurston's language.
- **Fences** → *Family Drama Scene* – Write and perform a new “missing scene” for the play.

WRITING 11

11th Grade

- Argument essays (claims, counterclaims, rebuttals, evidence)
- Grammar: advanced punctuation (colons, semicolons, dashes)
- Stylistic devices: rhetorical appeals (logos, ethos, pathos)
- Writing historical/literary research essays (using primary/secondary sources)
- Writing in different registers: academic vs. narrative voice

Journal 11

Grade 11

1. Who is most to blame in *The Crucible*?
2. What symbol best represents your life, like Gatsby's green light?
3. Write about a time you felt judged unfairly.
4. How does language shape identity?
5. Write a dramatic family dialogue like in *Fences*.
... extend through Week 36 with persuasive essays, symbolism, and rhetorical analysis.

12th Grade



Aloha Micro Academy

12th Grade Language Arts – Course Overview & Syllabus School Year: 2025–2026



Course Overview

12th Grade Language Arts at Aloha Micro Academy is designed to prepare students for **college, career, and beyond**. The course emphasizes **critical thinking, advanced writing, literature analysis, and communication skills**, blending traditional works with contemporary perspectives.

Students will:

- Analyze major works of **British, American, and World Literature**.
- Engage in **research writing, literary criticism, and rhetorical analysis**.
- Strengthen their **college-level writing and public speaking** skills.
- Explore **interdisciplinary connections** between literature, history, film, and current events.
- Complete a **Senior Capstone Project** that integrates reading, writing, and presentation.

Curriculum integrates **Pearson, Savvas, and ASU Dual Enrollment** opportunities where applicable.



Learning Goals

By the end of this course, students will be able to:

1. Interpret and evaluate complex literary texts.
2. Write **argumentative, expository, narrative, and analytical essays** at a college level.

3. Conduct research using credible sources and proper MLA/APA citation.
 4. Deliver persuasive oral presentations with clarity and confidence.
 5. Demonstrate mastery of **grammar, mechanics, and academic vocabulary**.
-



Core Texts & Resources

- Shakespeare's *Hamlet* (or *Macbeth*)
 - Mary Shelley's *Frankenstein*
 - George Orwell's *1984*
 - Chinua Achebe's *Things Fall Apart*
 - A collection of poetry from diverse voices (Emily Dickinson, Langston Hughes, Seamus Heaney, Amanda Gorman)
 - Nonfiction essays & speeches (e.g., Martin Luther King Jr., Virginia Woolf, James Baldwin)
 - Pearson/Savvas ELA materials (digital + print)
 - Supplementary films & media (*Othello* adaptations, *Dead Poets Society*, 1984)
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Course Syllabus – 36 Weeks

Unit 1: Literature & Identity (Weeks 1–6)

- Focus: Poetry, short stories, and personal narrative
- Skills: Close reading, reflective writing, creative expression
- Assessment: Poetry portfolio & personal essay

Unit 2: British Literature (Weeks 7–12)

- Focus: Shakespeare (*Hamlet*), Romantic & Victorian literature
- Skills: Dramatic analysis, rhetorical devices, comparative essays
- Assessment: Literary analysis essay + performance project

Unit 3: Global Voices (Weeks 13–18)

- Focus: *Things Fall Apart* & world literature excerpts
- Skills: Cultural context, cross-textual analysis, Socratic seminar discussions
- Assessment: Comparative essay + oral presentation

Unit 4: Dystopian & Modern Literature (Weeks 19–24)

- Focus: Orwell's *1984*, modern dystopian pairings (*Fahrenheit 451*, film clips)
- Skills: Critical response, research connections to current events
- Assessment: Research paper & debate

Unit 5: Argument, Rhetoric, & Nonfiction (Weeks 25–30)

- Focus: Speeches, essays, contemporary nonfiction
- Skills: Persuasive writing, rhetorical analysis, public speaking
- Assessment: Persuasive speech + rhetorical analysis essay

Unit 6: Senior Capstone & College Prep (Weeks 31–36)

- Focus: Independent research, synthesis of skills
- Skills: Research, writing, presentation, reflection
- Assessment: Senior Capstone Paper & Multimedia Presentation



Grading Breakdown

- **Essays & Projects:** 40%
- **Classwork & Discussions:** 25%
- **Quizzes & Exams:** 20%
- **Capstone Project:** 15%



Special Features at Aloha

- Integration with **ASU Dual Enrollment** (college credit option)
- Access to **Pearson & Savvas digital libraries**
- Opportunities for **public readings & exhibitions**
- Cross-disciplinary enrichment (History Through Literature, Film Studies)

Reading Lists 12

12th Grade (British & Contemporary Literature)

- *Hamlet* – William Shakespeare
- *Pride and Prejudice* – Jane Austen
- *Frankenstein* – Mary Shelley
- *1984* – George Orwell
- *Waiting for Godot* – Samuel Beckett

Projects 12

12th Grade

- **Hamlet** → *Soliloquy Performance* – Memorize and perform a soliloquy with interpretation.
- **Pride and Prejudice** → *Etiquette Guide* – Write a modern etiquette handbook inspired by Austen.
- **Frankenstein** → *Ethics in Science Poster* – Debate modern science ethics with Frankenstein parallels.
- **1984** → *Surveillance Project* – Create a mock PSA warning about surveillance.
- **Waiting for Godot** → *Absurdist Skit* – Write and perform a short absurdist play.

WRITING 12

12th Grade

- Writing comparative literary analyses (2–3 works)
- Grammar: advanced syntax, avoiding fragments/run-ons in long sentences
- Writing in multiple genres: analytical essay, reflective essay, research paper
- MLA/APA citation and formatting
- Preparing a formal literary portfolio

Journal 12

Grade 12

1. What is Hamlet's biggest flaw?
2. Write a modern etiquette guide entry.
3. How should science be used responsibly? (*Frankenstein*)
4. Write about privacy in today's world (*1984* connection).
5. Create your own absurdist short skit.
... build to Week 36 with analysis, synthesis, and senior-level reflection prompts.

AP Literature and Composition



Aloha Micro Academy

AP Literature and Composition – Course Overview & Syllabus



Course Overview

AP English Literature and Composition at Aloha Micro Academy is designed to foster critical reading, deep analysis, and sophisticated writing. Students will engage with a wide range of canonical and contemporary texts, exploring how writers use language to create meaning. The course emphasizes close reading, analytical essay writing, and the development of original interpretations supported by textual evidence.

This course prepares students for the **AP Literature and Composition Exam**, as well as future academic writing in college. At Aloha, we pair rigorous standards with our supportive “Ohana” values—Acceptance, Leadership, Optimism, Hard Work, and Achievement—ensuring that students thrive in a nurturing and academically challenging environment.



Course Goals

By the end of the course, students will:

- Analyze works of literature across genres, cultures, and time periods.
 - Identify and evaluate literary devices, structures, and themes.
 - Write clear, well-organized, evidence-based analytical essays.
 - Develop a strong personal voice in both creative and academic writing.
 - Prepare for success on the AP Literature Exam and future college-level coursework.
-



Core Texts (Sample Selections)

(Aloha Micro Academy uses Pearson & Savvas curriculum, supplemented with teacher-selected works)

- **Novels:** *Frankenstein* (Shelley), *Beloved* (Morrison), *Crime and Punishment* (Dostoevsky), *The Great Gatsby* (Fitzgerald)
 - **Drama:** *Hamlet* (Shakespeare), *A Doll's House* (Ibsen), *Death of a Salesman* (Miller)
 - **Poetry:** Emily Dickinson, Langston Hughes, Pablo Neruda, Sylvia Plath, Rita Dove
 - **Short Fiction:** James Joyce, Flannery O'Connor, Jhumpa Lahiri, Gabriel García Márquez
-



Course Outline & Units

Quarter 1 – Foundations of Literary Analysis

- Introduction to AP Exam structure
- Close reading strategies
- Poetry analysis: tone, imagery, figurative language
- Short story analysis: point of view, characterization, theme

Major Assessments: Poetry explication essay; Short story timed essay

Quarter 2 – Drama & Novel Study

- *Hamlet* and Shakespearean analysis
- Modern drama: themes of identity and social change
- Novel study: narrative voice and character development

Major Assessments: Literary analysis paper; AP-style timed essay

Quarter 3 – Comparative Literature & Thematic Studies

- Comparative analysis across novels (*Beloved*, *Crime and Punishment*)
- Exploration of social, cultural, and historical contexts
- Practice with free-response questions from past AP exams

Major Assessments: Comparative essay; Midterm exam simulation

Quarter 4 – Synthesis & Exam Prep

- Intensive AP exam practice (multiple-choice + essays)
- Prose and poetry essay workshops
- Independent project: literary analysis of student-selected work
- Reflection on writing growth and college preparation

Major Assessments: Full-length AP practice exam; Independent literary analysis project



Grading Breakdown

- Essays & Written Assessments – 40%
 - AP Exam Practice (timed writing, MCQs) – 25%
 - Participation & Seminar Discussions – 15%
 - Projects/Presentations – 10%
 - Homework/Reading Quizzes – 10%
-



Aloha Micro Academy Connections

- **Personalized Learning:** Students receive one-on-one feedback sessions.
 - **Technology Integration:** Google Classroom, online annotation tools, and Pearson/Savvas resources.
 - **Dual Enrollment Option:** Eligible students may also pursue college-level credit through ASU partnership.
 - **Ohana Support:** Emphasis on collaborative discussion, respect, and growth mindset.
-

Final Note

Success in AP Literature requires **consistent reading, critical thinking, and active engagement**. Students are encouraged to bring their own perspectives into class discussions and to see literature as both a mirror of human experience and a tool for shaping personal identity.

Reading Lists AP

AP Literature & Composition

(College Board-aligned, with diverse genres)

- *King Lear* – William Shakespeare
- *Beloved* – Toni Morrison
- *Crime and Punishment* – Fyodor Dostoevsky
- *Jane Eyre* – Charlotte Brontë
- *The Importance of Being Earnest* – Oscar Wilde
- Poetry selections from Emily Dickinson, Langston Hughes, Pablo Neruda, and Sylvia Plath
- Short stories from James Joyce, Flannery O'Connor, and Gabriel García Márquez

AP Projects

AP Literature & Composition

- **King Lear** → *Family Power Analysis* – Essay comparing themes of power in Lear & modern politics.
- **Beloved** → *Memory & Trauma Art Project* – Create an art piece with analysis connecting to Morrison's themes.
- **Crime and Punishment** → *Psychological Case Study* – Write a psychological profile of Raskolnikov.
- **Jane Eyre** → *Character Letter Exchange* – Write letters between Jane and another character.
- **The Importance of Being Earnest** → *Satire Performance* – Perform a comedic scene and analyze satire.
- **Poetry Unit** → *Poetry Portfolio* – Write 5 poems modeled after studied poets (Dickinson, Hughes, Neruda, Plath).
- **Short Stories** → *Literary Lens Essay* – Analyze one story through Marxist, feminist, or psychoanalytic criticism.

AP WRITING

AP Literature & Composition

- Close reading + annotation of complex texts
- Writing timed, thesis-driven literary analysis essays (poetry, prose, drama)
- Grammar: advanced stylistic structures (periodic sentences, rhetorical fragments)
- Comparative essays (theme, style, historical context)
- AP-style free-response essays (prose analysis, poetry analysis, open response)
- Research + synthesis essays with critical theory (feminist, psychoanalytic, Marxist)

AP Journal

AP Literature & Composition

1. Write a close reading of a King Lear passage.
2. How does memory shape trauma in *Beloved*?
3. What moral questions arise in *Crime and Punishment*?
4. Write a feminist critique of *Jane Eyre*.
5. What is Wilde satirizing in *The Importance of Being Earnest*?
... continue to Week 36 with AP-style analysis prompts: prose, poetry, open-response essays, and lens-based writing.

Teacher Lesson Plans Day 1 Language Arts



Semester 1 Reading Lesson Plans – Day 1

Pre-K – *Brown Bear, Brown Bear, What Do You See?* (Bill Martin Jr. & Eric Carle)

Objective: Students will identify colors and animals while practicing prediction and repetition.

Time: 30 minutes

1. Warm-Up (5 min)

- Sing a “color song” (e.g., *I See Something Blue*).
- Ask: “What’s your favorite color?”

2. Read-Aloud (10 min)

- Teacher shows big pictures, reads with expression.
- Pause after each page: “What do you think comes next?”

3. Interactive Activity (10 min)

- Students draw their own animal with a color (“Pink Dog, Pink Dog…”).
- Share drawings virtually (hold to camera).

4. Closure (5 min)

- Review colors and animals learned.
 - Quick “guessing game”: “I spy something red!”
-

Kindergarten – *The Snowy Day* (Ezra Jack Keats)

Objective: Students will explore cause/effect and seasonal changes through story discussion.

Time: 30–40 minutes

1. Warm-Up (5 min)

- Show a snow picture. Ask: “What do you like to do in snow?”

2. Read-Aloud (10 min)

- Pause: “What happened when Peter dragged his stick in the snow?”

3. Guided Discussion (10 min)

- Identify cause/effect (snowball melts, footprints disappear).
- Compare winter with their own experiences.

4. Activity (10 min)

- Students draw themselves playing outside in winter.

5. Closure (5 min)

- Predict: “What do you think Peter will do the next snowy day?”
-

1st Grade – *Frog and Toad Are Friends* (Arnold Lobel)

Objective: Students will identify themes of friendship and retell a short story.

Time: 30–45 minutes

1. Warm-Up (5 min)

- Ask: “What do you do with your best friend?”

2. Read-Aloud (10 min)

- Read one short chapter (e.g., “Spring”).
- Pause to ask comprehension questions.

3. Discussion (10 min)

- What makes Frog and Toad good friends?
- How do they help each other?

4. Activity (10 min)

- Draw or write about “Me and My Friend.”

5. Closure (5 min)

- Share one way students can be a good friend this week.
-

2nd Grade – *Charlotte’s Web* (E.B. White)

Objective: Students will describe characters and predict story events.

Time: 40 minutes

1. Warm-Up (5 min)

- Ask: “Have you ever taken care of an animal?”

2. Read-Aloud (10 min)

- Read the beginning (Fern saves Wilbur).
- Stop: “Why does Fern think Wilbur is special?”

3. Discussion (10 min)

- Identify main characters (Fern, Wilbur).
- Discuss problem/solution.

4. Activity (10 min)

- Character map: draw Wilbur and list traits (kind, small, weak).

5. Closure (5 min)

- Predict: “What might happen to Wilbur as he grows up?”
-

3rd Grade – *Because of Winn-Dixie* (Kate DiCamillo)

Objective: Students will examine character relationships and feelings.

Time: 40 minutes

1. Warm-Up (5 min)

- Ask: “Has a pet ever changed your life?”

2. Read-Aloud (10 min)

- Read Chapter 1.
- Pause: “Why does Opal want to keep Winn-Dixie?”

3. Discussion (10 min)

- What makes Winn-Dixie unique?
- How do pets help people?

4. Activity (10 min)

- Students write 3 sentences about a pet or dream pet.

5. Closure (5 min)

- Share sentences in breakout groups.
-

4th Grade – *Tales of a Fourth Grade Nothing* (Judy Blume)

Objective: Students will identify humor in text and relate to sibling dynamics.

Time: 40 minutes

1. Warm-Up (5 min)

- Ask: "What funny things do siblings do?"

2. Read-Aloud (10 min)

- Read Chapter 1.
- Pause: "Why is Fudge causing problems?"

3. Discussion (10 min)

- How does Peter feel about Fudge?
- Why is it funny to us as readers?

4. Activity (10 min)

- Students write/draw a "funny family story."

5. Closure (5 min)

- Share one funny family moment aloud.

5th Grade – *Bridge to Terabithia* (Katherine Paterson)

Objective: Students will analyze themes of friendship and imagination.

Time: 45 minutes

1. Warm-Up (5 min)

- Ask: "Have you ever created a special place with a friend?"

2. Read-Aloud (10 min)

- Read Chapter 1.
- Pause: "What is Jess's dream?"

3. Discussion (10 min)

- Why does Jess like to draw and run?
- How do you think he feels at home vs. school?

4. Activity (15 min)

- Students draw/write about their own “imaginary world.”

5. Closure (5 min)

- Predict what Leslie might add to Jess’s world.
-

6th Grade – *The Phantom Tollbooth* (Norton Juster)

Objective: Students will explore themes of curiosity and boredom.

Time: 45 minutes

1. Warm-Up (5 min)

- Ask: “What do you do when you’re bored?”

2. Read-Aloud (10 min)

- Read Chapter 1.
- Pause: “Why does Milo think everything is boring?”

3. Discussion (10 min)

- What might the tollbooth symbolize?
- Have you had an adventure from something unexpected?

4. Activity (15 min)

- Students draw their own “mystery box” and what’s inside.

5. Closure (5 min)

- Share one thing they are curious about today.

7th Grade – *The Outsiders* (S.E. Hinton)

Objective: Students will examine identity, class, and belonging.

Time: 45 minutes

1. **Warm-Up (5 min)**

- Ask: “What makes someone feel like an ‘outsider’?”

2. **Read-Aloud (10 min)**

- Read Chapter 1.
- Pause: “How does Ponyboy describe himself?”

3. **Discussion (10 min)**

- Who are the “Greasers”?
- How is Ponyboy different from his brothers?

4. **Activity (15 min)**

- Students create a “character profile” of Ponyboy.

5. **Closure (5 min)**

- Predict conflict between Greasers and Socs.
-

8th Grade – *To Kill a Mockingbird* (Harper Lee)

Objective: Students will analyze setting and narrator’s perspective.

Time: 45 minutes

1. **Warm-Up (5 min)**

- Ask: “What is your hometown like?”

2. Read-Aloud (10 min)

- Read Chapter 1.
- Pause: “Why does Scout say the story began with Jem’s arm?”

3. Discussion (10 min)

- Describe Maycomb, Alabama.
- How does Scout’s voice shape the story?

4. Activity (15 min)

- Students draw/write a map of their hometown with key details.

5. Closure (5 min)

- Predict what events might shape Scout’s childhood.

9th Grade – *Romeo and Juliet* (William Shakespeare)

Objective: Students will explore themes of conflict and fate in Act I, Scene I.

Time: 45 minutes

1. Warm-Up (5 min)

- Ask: “Have you ever seen two groups who didn’t get along?”

2. Read-Aloud (15 min)

- Teacher reads with students roles from Act I, Scene I.

3. Discussion (10 min)

- Why are the Montagues and Capulets fighting?
- What’s the effect of starting with a fight scene?

4. Activity (10 min)

- Students act out a short, modern “family feud” scene.

5. Closure (5 min)

- Predict how Romeo and Juliet might be caught in this conflict.
-

10th Grade – *Macbeth* (William Shakespeare)

Objective: Students will analyze ambition and foreshadowing.

Time: 45 minutes

1. Warm-Up (5 min)

- Ask: “What might tempt someone to do the wrong thing?”

2. Read-Aloud (15 min)

- Act I, Scene III (witches’ prophecy).

3. Discussion (10 min)

- What do the witches predict?
- How does Macbeth react?

4. Activity (10 min)

- Students write their own “prophecy” about their future.

5. Closure (5 min)

- Predict what ambition will lead Macbeth to do.
-

11th Grade – *The Crucible* (Arthur Miller)

Objective: Students will connect hysteria and fear to community conflict.

Time: 45 minutes

1. Warm-Up (5 min)

- Ask: “What happens when rumors spread in a community?”

2. Read-Aloud (15 min)

- Act I, pages where girls are accused of witchcraft.

3. Discussion (10 min)

- Why are the girls pretending?
- How does fear influence their actions?

4. Activity (10 min)

- Students write a modern example of a “witch hunt.”

5. Closure (5 min)

- Predict what the consequences of hysteria will be.
-

12th Grade – *Hamlet* (William Shakespeare)

Objective: Students will analyze grief and uncertainty in Act I, Scene II.

Time: 45 minutes

1. Warm-Up (5 min)

- Ask: “How do people act when grieving?”

2. Read-Aloud (15 min)

- Hamlet’s first soliloquy (“O that this too too solid flesh would melt...”).

3. Discussion (10 min)

- What does Hamlet reveal about his feelings?
- How does grief affect his worldview?

4. **Activity (10 min)**

- Students write a short reflection: “What helps people through grief?”

5. **Closure (5 min)**

- Predict what Hamlet will do about his father’s death.
-

AP Literature – *King Lear* (William Shakespeare)

Objective: Students will analyze family dynamics, power, and tragedy.

Time: 45 minutes

1. **Warm-Up (5 min)**

- Ask: “What happens when power is given up too soon?”

2. **Read-Aloud (15 min)**

- Act I, Scene I (Lear divides kingdom).

3. **Discussion (10 min)**

- Why does Lear want his daughters to flatter him?
- What does this reveal about his character?

4. **Activity (10 min)**

- Students write a mini-analysis: Compare Lear’s demands with modern leadership.

5. **Closure (5 min)**

- Predict consequences of Lear’s decision.

Teacher Lesson Plans Day 2 LA



Semester 1 – Day 2 Language Arts Lesson Plans

(Writing & Spelling Focus)

Pre-K – *Brown Bear, Brown Bear*

Objective: Practice color word spelling and drawing.

Time: 30 minutes

1. **Warm-Up (5 min)**

- Sing the *Alphabet Song*.
- Review color flashcards: red, blue, yellow, green.

2. **Mini-Read (5 min)**

- Re-read 2–3 pages. Pause and spell color words aloud (“R-E-D”).

3. **Writing Practice (10 min)**

- Teacher models writing “red, blue, green” on screen.
- Students trace letters on paper or with finger in the air.

4. **Spelling Game (5–10 min)**

- “What color am I spelling?” Teacher spells slowly, students guess.

5. **Closure (5 min)**

- Students show one drawing labeled with a color word.
-

Kindergarten – *The Snowy Day*

Objective: Write sight words and winter words; introduce spelling list.

Time: 30–40 minutes

1. Warm-Up (5 min)

- Review: “snow, day, play.”

2. Mini-Read (5 min)

- Re-read part about Peter making footprints.

3. Writing Practice (10 min)

- Students copy: *snow, play, cold, day.*
- Practice saying letters aloud while writing.

4. Spelling Intro (10 min)

- Introduce first 5 sight words for the week: *I, see, the, and, me.*
- Practice “sky writing” letters with arms.

5. Closure (5 min)

- Quick spelling chant together.
-

1st Grade – *Frog and Toad Are Friends*

Objective: Retell with sentences, spell simple CVC words.

Time: 30–40 minutes

1. Warm-Up (5 min)

- Review story so far: “What did Frog and Toad do yesterday?”

2. Mini-Read (5 min)

- Re-read “Spring” ending.

3. Writing Practice (10 min)

- Students write 2 sentences: "Frog is a friend. Toad is a friend."
- Teacher models sentence formation.

4. Spelling (10 min)

- Introduce list: *frog, toad, sun, fun, hop*.
- Practice by tapping sounds (f-r-o-g).

5. Closure (5 min)

- Students share one spelled word aloud.
-

2nd Grade – *Charlotte's Web*

Objective: Write descriptive sentences; spelling with long vowels.

Time: 40 minutes

1. Warm-Up (5 min)

- Review: "Who is Fern?"

2. Mini-Read (5 min)

- Revisit first chapter.

3. Writing Practice (10 min)

- Students write: "Fern saved Wilbur because..." (1–2 sentences).

4. Spelling (10–15 min)

- Introduce list: *save, name, hope, rope, cute*.
- Practice vowel-consonant-e rule.

5. Closure (5 min)

- Spell one word together, clap out letters.
-

3rd Grade – *Because of Winn-Dixie*

Objective: Write character sentence; spelling with blends.

Time: 40 minutes

1. Warm-Up (5 min)

- Ask: “What did we learn about Opal?”

2. Mini-Read (5 min)

- Reread passage where Opal meets Winn-Dixie.

3. Writing Practice (10 min)

- Students write: “Opal found Winn-Dixie at...” (complete sentence).

4. Spelling (15 min)

- Introduce list: *brave, friend, bring, clap, slip*.
- Students practice in notebooks.

5. Closure (5 min)

- Quick spelling game: “Guess My Word.”
-

4th Grade – *Tales of a Fourth Grade Nothing*

Objective: Practice writing narrative sentence; spelling with compound words.

Time: 40 minutes

1. Warm-Up (5 min)

- Recall: “What problem does Peter have with Fudge?”

2. Mini-Read (5 min)

- Review scene where Fudge misbehaves.

3. Writing Practice (10 min)

- Prompt: “One funny thing that happened in my family is...”

4. Spelling (15 min)

- Introduce list: *sunset, bedroom, playground, homework, inside.*
- Practice breaking into two words.

5. Closure (5 min)

- Students spell one compound word aloud.
-

5th Grade – *Bridge to Terabithia*

Objective: Write descriptive sentences; spelling with prefixes.

Time: 45 minutes

1. Warm-Up (5 min)

- Ask: “What is Jess’s goal?”

2. Mini-Read (5 min)

- Review Chapter 1 highlights.

3. Writing Practice (10 min)

- Prompt: “Jess wants to win because...”

4. Spelling (15 min)

- Introduce list: *preview, dislike, unhappy, retell, rewrite.*
- Break down meaning of prefixes.

5. **Closure (5 min)**

- Quick prefix quiz: students make new words with “re-” or “un-.”
-

6th Grade – *The Phantom Tollbooth*

Objective: Write reflection; spelling with Greek/Latin roots.

Time: 45 minutes

1. **Warm-Up (5 min)**

- Ask: “Why was Milo bored?”

2. **Mini-Read (5 min)**

- Review opening pages.

3. **Writing Practice (10 min)**

- Prompt: “One time I was bored was... I solved it by...”

4. **Spelling (15 min)**

- Introduce list: *telegraph, photograph, autograph, biology, geology*.
- Discuss roots: *tele* = *far*, *graph* = *write*.

5. **Closure (5 min)**

- Students share one new root meaning.
-

7th Grade – *The Outsiders*

Objective: Write character journal; spelling with figurative language words.

Time: 45 minutes

1. **Warm-Up (5 min)**

- Ask: “Who is Ponyboy?”
 - 2. **Mini-Read (5 min)**
 - Revisit Ponyboy’s opening thoughts.
 - 3. **Writing Practice (10 min)**
 - Journal prompt: “If I were Ponyboy, I would...”
 - 4. **Spelling (15 min)**
 - Introduce list: *metaphor, simile, imagery, dialogue, conflict*.
 - Use in example sentences.
 - 5. **Closure (5 min)**
 - Spell one term together as a class chant.
-

8th Grade – *To Kill a Mockingbird*

Objective: Write descriptive sentence; spelling with academic vocabulary.

Time: 45 minutes

1. **Warm-Up (5 min)**
 - Ask: “What do we know about Maycomb?”
2. **Mini-Read (5 min)**
 - Review Scout’s description of her town.
3. **Writing Practice (10 min)**
 - Write 2 sentences: “My town is like Maycomb because...”
4. **Spelling (15 min)**
 - Introduce list: *justice, courage, prejudice, equality, character*.

- Discuss meaning in context.

5. Closure (5 min)

- Students spell and define one term.
-

9th Grade – *Romeo and Juliet*

Objective: Write reflection; spelling with Shakespearean vocabulary.

Time: 45 minutes

1. Warm-Up (5 min)

- Ask: “What happens in the fight scene?”

2. Mini-Read (10 min)

- Revisit Act I, Scene I lines.

3. Writing Practice (10 min)

- Prompt: “A feud is... It causes...” (2–3 sentences).

4. Spelling (15 min)

- Introduce list: *foe, duel, honor, fate, tragedy*.
- Practice with spelling quiz format.

5. Closure (5 min)

- Share one word in a modern sentence.
-

10th Grade – *Macbeth*

Objective: Write reflection; spelling with academic Shakespeare terms.

Time: 45 minutes

1. Warm-Up (5 min)

- Ask: "What did the witches predict?"

2. Mini-Read (10 min)

- Review Act I, Scene III.

3. Writing Practice (10 min)

- Write a paragraph: "If I were Macbeth, I would..."

4. Spelling (15 min)

- Introduce list: *ambition, prophecy, treason, dagger, guilt*.
- Practice spelling aloud and in context.

5. Closure (5 min)

- Students spell one word and give a synonym.
-

11th Grade – *The Crucible*

Objective: Write about hysteria; spelling with thematic vocabulary.

Time: 45 minutes

1. Warm-Up (5 min)

- Ask: "Why do people believe rumors?"

2. Mini-Read (10 min)

- Review Act I dialogue.

3. Writing Practice (10 min)

- Write: "Fear makes people..." (3 sentences).

4. Spelling (15 min)

- Introduce list: *hysteria, accusation, integrity, reputation, guilt*.
- Discuss meaning in context.

5. Closure (5 min)

- Class spelling bee with today's list.
-

12th Grade – *Hamlet*

Objective: Write reflection; spelling with literary terms.

Time: 45 minutes

1. Warm-Up (5 min)

- Ask: "What is Hamlet grieving?"

2. Mini-Read (10 min)

- Review soliloquy.

3. Writing Practice (10 min)

- Journal: "If I were Hamlet, I would..."

4. Spelling (15 min)

- Introduce list: *soliloquy, revenge, grief, tragedy, monarchy*.

5. Closure (5 min)

- Spell one term and define it.
-

AP Literature – *King Lear*

Objective: Write analysis; spelling with AP-level vocabulary.

Time: 45 minutes

1. Warm-Up (5 min)

- Ask: “What do we know about Lear’s decision?”

2. Mini-Read (10 min)

- Review Act I, Scene I.

3. Writing Practice (10 min)

- Short analysis: “Lear’s demand for flattery shows...”

4. Spelling (15 min)

- Introduce list: *hubris*, *motif*, *catharsis*, *irony*, *theme*.
- Use in mini-essays.

5. Closure (5 min)

- Quick-fire spelling & definition check.