

English 9A and English 9B

Overview

This two-trimester course will incorporate a variety of genres such as short stories, the novel, poetry and Shakespearean drama. The main purpose of the literature component of the course is to expose students to a wide variety of genres and authors they should know as part of their cultural literacy. Students will be introduced to academic writing, primarily in the form of the five-paragraph essay. Students will also be introduced to the research process and to using MLA form to document their research. Student vocabulary will be developed through a systematic study of Latin and Greek word parts. Fundamentals of grammar and usage will be studied in the first trimester in preparation of moving into improving writing skills through the use of phrases and clauses in the second trimester. Daily oral language/editing and proofreading exercises will continue through the use of MUGS.

Course Rationale: In order to be successful members of society, students need to know how to read and write. Reading authors such as Shakespeare will challenge students and will help them develop the critical-thinking skills they will need to succeed in life. The writing assigned in class will also help students learn how to express themselves and will help prepare them to write for different jobs and professions.

Grades: 9

Prerequisites: None

Other: 2 trimesters

Text: *Elements of Literature Third Course*
Supplemental Texts: *To Kill a Mockingbird*

Units of Study

Unit Title

Length

9A

Short Stories

Approximately 5-6 weeks

Novel Unit: *To Kill a Mockingbird*

Approximately 6-7 weeks

Language Study (Mechanics, Usage, Grammar)

Continuous

Writing

Ongoing and integrated into literature units

9B

Poetry

Approximately 4 weeks

Research Project

Approximately 3-4 weeks

Romeo and Juliet

Approximately 3-4 weeks

Language Study (Mechanics, Usage, Grammar)

Continuous

Writing

Ongoing and integrated into literature units

Timeline	CCSS	Content – Unit, themes, essential questions SHORT STORIES UNIT – 9A	Essential skills (TLW...)	Content Vocabulary	Assessments (formative and summative)	Resources – Internet, film, etc.
1 st trimester, 1 st unit	CCSS RA.R.1,2,3 RL.9-10.1 -.2 -.3 -.4 -.5 -.6 RL9-10.10 W9-10.1 -.2 -.4 -.5 SL9-10.1 -.4 L9-10.3 -.4 -.5	What are the elements of literature – short stories? Plot, Conflict, Setting, Theme “The Most Dangerous Game” --What plot elements are seen in the story? --What are the conflicts and how do they shape the story? --What is the setting and how does it act as a character? --What did Rainsford learn (theme)? Characterization and Theme “Thank You, M’am” --What do we know about the characters and how do we know it? --Have either of the characters changed? If so, who and how? --What is the theme? Irony , Character and Theme “The Gift of the Magi” “The Necklace” --What types of irony are seen in the stories? --What are the themes of the	-Apply active reading strategies. -Make inferences. -Use craft/structure of text to help understand the lit. -Use key ideas/details when reading lit. -Draw evidence from lit texts to support analysis & reflection. -Write explanatory texts to convey complex ideas using transitions and details. -Analyze the structure of texts. -Assess how point of view or purpose shapes the content & style of a text.	Plot Exposition Complications Climax Resolution (or Denouement) Conflict Man vs. man Man vs. nature Man vs. self Man vs. society Man vs. god/luck /fate Man vs. science / technology Setting Characterization (direct or indirect) Appearance Actions Speech Thoughts/feeling Others’ reactions Irony Verbal Situational Dramatic Point of View First person Third pers. Lim. Third per. Omnis.	Plot analysis chart Character development question: How did Rainsford’s attitude toward animals change? Think/pair/share on types of conflict seen. Think/pair/share on whether or not Montessori is sane and give evidence. Character analysis essay of Roger and Mrs. Jones with evidence. -Think/pair/share on types of irony seen. -Discuss characters of Della & Jim -Identify and discuss theme.	Textbook journals

		<p>stories? --How are the main characters different from each other?</p> <p>Point of View, Tone, Irony “The Cask of Amontillado” --Is the narrator reliable? --What is his tone? --What irony do we see in the story and how does it enhance the story?</p>		<p>Theme</p> <p>Dialect</p> <p>Tone</p> <p>Mood</p>	<p>-Discuss type of irony in “Necklace.” -Think/pair/share on Mme. Loisel’s character. -Discuss character of hubby in “Necklace.”</p> <p>-Pair/share irony in story. -Discuss tone. -Discuss theme. -Identify POV for this and previous stories. -Char. Analysis – Is Montessor sane?</p> <p>Long essay: Compare and contrast “Magi” and “Necklace” for lit. elements, character traits, theme, etc.</p> <p>Selection Q’s journals</p>	
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- ⤴ CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ⤴ CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ⤴ CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- ⤴ CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ⤴ CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- ⤴ CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- ⤴ CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- ⤴ CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- ⤴ CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- ⤴ CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ⤴ CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ⤴ CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- ⤴ CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- ⤴ CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 here.)
- ⤴ CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- ⤴ CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- ⤴ CCSS.ELA-Literacy.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
- CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies
- ⤴ CCSS.ELA-Literacy.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Timeline	CCSS	Content – Unit, themes, essential questions NOVEL UNIT - TKAM	Essential skills (TLW...)	Content Vocabulary	Assessments (formative and summative)	Resources – Internet, film, etc.
First trimester	RI 9-10.1 -- .2 -- .4 --.6 --.7 RL9-10.1 --10.2 --10.3 --10.4 --10.9 -10.10 W9-10.1 W9-10.9 W9-10.10 SL9-10.1A & C	<p>How can literature serve as a vehicle for social change?</p> <p>How does labeling and stereotyping influence how we look at and understand the world?</p> <p>How does <i>To Kill A Mockingbird</i> frame issues of courage and cowardice against the backdrop of the American South in the 1930s?</p> <p>How can citizens, particularly ourselves, break through barriers of prejudice to promote tolerance?</p> <p>What makes a good work of historical fiction?</p> <p>Why is Harper Lee's theme of social injustice still relevant today and, in particular, in your community?</p> <p>What does it mean to be an individual in society? Does society force its citizens to take unpopular, but moral, stances in order to promote change?</p>	<p>Apply active reading strategies</p> <p>Annotate text</p> <p>Make inferences</p> <p>Identify and support themes</p> <p>Identify elements of literature</p> <p>Identify figurative language and discuss how it adds to a piece</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of a text.</p> <p>Analyze how complex characters develop over the course of a text.</p> <p>Analyze a particular point of view or cultural experience reflected in a work of literature.</p> <p>Write text with concrete and analytical details</p>	Setting Theme Tone Justice Courage Characterization Simile Metaphor Hypocrisy Historical fiction Prejudice Stereotype Innocence Diction	Journal responses Class discussions Chapter questions Various think / pair / share opportunities Character chart Written analyses Unit test	Text video “When I Was Young in the South” resources Historical records Current events Emmet Till video

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- ⤴ CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ⤴ CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- ⤴ CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- ⤴ CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- ⤴ CCSS.ELA-Literacy.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- ⤴ CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ⤴ CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- ⤴ CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- ⤴ CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- ⤴ CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- ⤴ CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ⤴ CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ⤴ CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ⤴ CCSS.ELA-Literacy.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- ⤴ CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - ⤴ CCSS.ELA-Literacy.SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - ⤴ CCSS.ELA-Literacy.SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions

Timeline	CCSS	Content – Unit, themes, essential questions LANGUAGE UNITS ENG. 9	Essential skills (TLW...)	Content Vocabulary	Assessments (formative and summative)	Resources – Internet, film, etc.
Ongoing	L9-10.1 -10.2 L9-10.2a,b,c L9-10.3 -10.4 L9-10.6 (See key at end for extended standards.)	Why is it important to speak and write clearly? What impact can my communication skills have on my life? Parts of Speech and their functions (noun, pronoun, verb, adj, adv, preposition, conjunction, interjection) Parts of sentences and their functions (subject-verb-complement [DO, IO, PN, PA]) Phrases --prepositional, participial, gerund, infinitive, appositive Clauses --independent, dependent --adverbial, adjectival, noun <u>MUGS</u> --mechanics --usage --grammar --spelling <u>Vocabulary</u> Latin/Greek prefixes and roots	Demonstrate proper usage of the eight parts of speech in writing and speaking Demonstrate proper use of complements Choose words/phrases for effect Produce complete sentences, recognizing and correcting fragments and run ons Choose punctuation for effect Recognize and correct: --vague or unclear pronoun usage Differentiate between restrictive and non-restrictive elements and punctuate accordingly Differentiate between phrases and clauses Punctuate phrases and clauses correctly Use varying sentence	Agreement Fragment Run-on “effect” Number Person Unclear pronoun reference Standard English Restrictive/non-restrictive elements colon semicolon complements subject verb direct object indirect object predicate adj. predicate nom. Noun Pronoun Verb (action vs. linking) Adjective Adverb Preposition Conjunction Interjection Phrase (prepositional,	Weekly vocabulary worksheets and quizzes MUGS practice and MUGS quizzes Language handbook practice and unit quizzes. Individual participation Class discussion Think/pair/shares (Do a certain set alone, then compare answers with a neighbor; partners then share with class.) Thumbs up, sideways, or down	Vocabulary lists MUGS program Language handbook resources Language handbook quizzes Teacher-made resources Projectors Textbooks

			<p>patterns.</p> <p>Find and correct mistakes in own and others' writing and speaking</p> <p>Recognize variations of standard English and use strategies to improve expression in conventional language</p> <p>Choose language that expresses ideas precisely and concisely</p> <p>Use word parts to decode unfamiliar words</p> <p>Use grade appropriate vocabulary</p> <p>Acquire and use words correctly</p>	<p>participial, gerund, infinitive, appositive)</p> <p>Dependent (subordinate) / independent clause</p>		
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- ⤴ CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - ⤴ CCSS.ELA-Literacy.L.9-10.1a Use parallel structure.*
 - ⤴ CCSS.ELA-Literacy.L.9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- ⤴ CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - ⤴ CCSS.ELA-Literacy.L.9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - ⤴ CCSS.ELA-Literacy.L.9-10.2b Use a colon to introduce a list or quotation.
 - ⤴ CCSS.ELA-Literacy.L.9-10.2c Spell correctly.

- ⤴ CCSS.ELA-Literacy.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - ⤴ CCSS.ELA-Literacy.L.9-10.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
- ⤴ CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
 - ⤴ CCSS.ELA-Literacy.L.9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - ⤴ CCSS.ELA-Literacy.L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - ⤴ CCSS.ELA-Literacy.L.9-10.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - ⤴ CCSS.ELA-Literacy.L.9-10.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ⤴ CCSS.ELA-Literacy.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - ⤴ CCSS.ELA-Literacy.L.9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - ⤴ CCSS.ELA-Literacy.L.9-10.5b Analyze nuances in the meaning of words with similar denotations.
- ⤴ CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Timeline	CCSS	Content – Unit, themes, essential questions POETRY	Essential skills (TLW...)	Content Vocabulary	Assessments (formative and summative)	Resources – Internet, film, etc.
9B, first literature unit	CCRA R1, 2, 3, 4, 5, 6, 10 W9-10.1 -.4 -.9 SL9-10.1 -.4 L9-10.3 -.4 -.5	What literary devices are seen in the poems and what is their purpose? What structural elements are used in the poems and what is their purpose? “Daily” – Nye “When I Heard the Learned Astronomer” – Whitman Assorted haikus “Fog” – Sandburg “I Wandered Lonely as a Cloud” – Wordsworth “I Never Saw a Moor” – Dickenson “Kidnap Poem” - Giovanni “Southbound on the Freeway” – Swenson “Seven Ages of Man” – Shakespeare “Fire and Ice” – Frost “Women” – Walker “My Papa’s Waltz” – Roethke “Fifteen” – Stafford “Harlem” – Hughes “Hope ...Feathers” – Dickenson “The Road Not Taken” - Frost	-Apply active reading strategies -Make inferences -Identify & support themes -Identify literary devices & their purpose in the piece. -Use craft/structure of text to help understand the lit. -Use key ideas/details when reading lit. -Draw evidence from lit texts to support analysis & reflection. -Analyze the structure of texts. -Assess how point of view or purpose shapes the content & style of a text. -Write brief poems. -Write brief, text-supported analyses of poems. -Write an essay-length, text-supported analysis of an approved song. -Identify grammatical structures and use them to	scop metaphor imagery speaker catalog poem syllables haiku rhyme scheme personification simile blank verse free verse pun stanza iamb meter slant rhyme end rhyme internal rhyme onomatopoeia alliteration tone theme couplet consonance assonance analogy theme point of view <i>literary devices</i>	Personal responses to poems. Class discussions Write poems with a given format or set of guidelines. Questions about poems Think/pair/shares Write analyses of poems Poetry essay Poetry test Read/write/discuss Journal responses --syllables --rhymes	Textbook songs internet journals

			<p>increase understanding of poems (inversion, clipping).</p> <p>-Identify rhythms, rhymes & sound devices to increase understanding of poems.</p>			
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- ⤴ CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ⤴ CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- ⤴ CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- ⤴ CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- ⤴ CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- ⤴ CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

⤴ CCSS.ELA-Literacy.RL.9-10.10

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

⤴ CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

⤴ CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

⤴ CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

⤴ CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

⤴ CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

⤴ CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

⤴ CCSS.ELA-Literacy.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

⤴ CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies

⤴ CCSS.ELA-Literacy.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Timeline	CCSS	Content – Unit, themes, essential questions ROMEO & JULIET	Essential skills (TLW...)	Content Vocabulary	Assessments (formative and summative)	Resources – Internet, film, etc.
2 nd trimester	RL9-10.1 RL9-10.2 RL9-10.3 RL9-10.4 RL9-10.5 RL9-10.6 RL9-10.7 RL9-10.9 RL9-10.10 SL9-10.1 SL9-10.3 SL9-10.4 W9-10.1 W9-10.2 W9-10.3	Elizabethan Stage -- What were the customs for Elizabethan theater? Shakespeare's background --Why did he leave Stratford? --What was his preferred writing structure? --Where did he get the ideas for his plays? The Play --Why does the play endure? --What impact has the play had on history/culture?	Apply active reading strategies Make inferences Identify themes and main ideas Identify literary devices and their purpose in the piece Write brief, text-supported analyses Respond to checks for understanding Identify grammatical structures and use them to increase understanding of the piece (inversion, clipping, added syllables) Listen to soliloquies and identify references	Literary devices --figures of speech Simile Metaphor Personification Imagery Allusion Analogy Characterization Conflict Foil Foreshadowing Irony Oxymoron Prologue Pun Rhyme scheme Rhythm Meter Iamb Couplet Setting Plot Exposition Rising action Turning point Falling action Resolution Climax (NEXT PG) Theme Tragedy Blank verse	Reading and study guides for each act Paraphrasing and translating (ex: Act II, sc. 2) Think/pair/share activities (ex: What's wrong with Romeo when the story first starts?) Journal entries Verbal checks Exit tickets Unit test Class discussions	<u>Textbook</u> Background info The play <u>Computer</u> PPT presentation <u>Internet</u> Shakespeare unlocked Barron's side-by-side translation.

- ^ CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ^ CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- ^ CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- ^ CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- ^ CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- ^ CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- ^ CCSS.ELA-Literacy.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- ^ (RL.9-10.8 not applicable to literature)
- ^ CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- ^ CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ^ CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- ^ CCSS.ELA-Literacy.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- ^ CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- ^ CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ^ CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

⤴ CCSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequence.

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