

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: English 1 & 1A UNIT 1: Elements of Fiction & The Short Story</p> <p>Thematic Title: “People, Places & Possibilities”</p>	<p>Unit Summary: This unit is designed to aid students in understanding the important elements of a short story. It seeks to guide students in how to interpret main ideas that are developed in a story through the evaluation of character development, setting and conflicts, plot and through establishing a working knowledge of point of view. Vocabulary will be taught in context throughout the unit. The unit culminates with a personal narrative writing assignment.</p>
<p>Grade Level(s): 9th Grade- College Prep & Accelerated Levels</p>	<p>Enduring Understanding(s):</p> <p>Reading Literature:</p> <ul style="list-style-type: none"> Character types in literature are universal and generally transcend culture and history. Characters, conflicts, and events are mutually influential and their interaction contributes to the theme of a story. People construct their meaning of the world based on personal experiences and the environment that surrounds them. Understanding the structure of a story helps the reader relate to the purpose and meaning of the text even when the subject matter is complex. <p>Writing:</p> <ul style="list-style-type: none"> Writing routinely over extended periods of time enables students to produce complex and nuanced writings related to prompts which require students to use given facts to argue a point. Structural elements such as context, meaningful order of ideas, transitional elements, and conclusion help make the meaning more clear to the reader. Writing is a way for students to express themselves in a private, or if read by others, public format. Standard grammar and usage are important in making meaning more clear to the reader. Non-standard or unconventional grammar may be used for intended effect. <p>Speaking and Listening:</p> <ul style="list-style-type: none"> Exposure to various cultural experiences expands to one’s understanding of the world and his/her own culture. Working collaboratively is an effective way to discover and reach common goals and improve interpersonal communication. Good listeners give themselves opportunities to understand other people’s viewpoints and widen their own. Sharing our ideas with others enables us to understand the point of view of
<p>Essential Question(s):</p> <ul style="list-style-type: none"> What causes a character to change? Why is change beneficial/detrimental? How can fictional characters relate to and/or reflect our lives and society? 	

	<p>others.</p> <ul style="list-style-type: none"> • Students who use technology are placed in an active role rather than the passive role as a recipient of information transmitted by the teacher. • Technology allows students to be actively thinking about information making choices and executing skills. • Technology supports and enriches learning through the use of various programs offered such as PowerPoint, Publisher, etc. • Verbal expression demonstrates command of formal English when indicated or appropriate. • Students become more enthusiastic and engaged in the lesson when they participate effectively in the discussion <p><u>Language:</u></p> <ul style="list-style-type: none"> • Figurative language enhances fiction and non-fiction and can be an economical way of conveying images, portraying character, and emphasizing theme. • Careful word choice and connotations reflect an author’s purpose and contribute to the development of mood and character.
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p><u>Reading Literature:</u></p> <ol style="list-style-type: none"> 1. Critically read the text to determine the central idea, point of view, and purpose of fiction and narrative non-fiction. 2. Determine the meaning of words and phrases as they are used in the text and how word choice affects the mood of a piece. 3. Recognize historical influences on literature and that literature serves as a means to record history. 	<ol style="list-style-type: none"> 1. RI.9.1; RL.9.2, RI.9.6; RL.9.10; RL.9.3 2. RL.9.4; RL.9.5; RI.9.4; RI.9.5; RI.9.6 3. RL.9.2; RL.9.3; RL.9.6; RI.9.2; RI.9.3; RI.9.9; RL.9.10

<p>4. Identify character traits, analyze character conflicts, and recognize various types of characterization</p> <p>5. Use knowledge gained through the text to make individualized predictions while reading.</p> <p>6. Demonstrate understanding of different cultures and their influence on a story through background information, characters, setting, and events taking place in the story.</p> <p>7. Evaluate how plot elements aid in comprehension, lead to a deeper understanding and appreciation of stories, and help students learn to write stories on their own.</p> <p>8. Evaluate how the point of view of a story affects how the reader interprets events and characters in a story.</p> <p>9. Read to interpret theme and make connections between fiction and non-fiction.</p>	<p>4. RL.9.2; RL.9.3; RL.9.6</p> <p>5. RL.9.1</p> <p>6. RL.9.6; RL.9.2; RL.9.3; RL.9.10</p> <p>7. RL.9.4; RL.9.5</p> <p>8. RL.9.4; RL.9.5; RL.9.6</p> <p>9. RL.9.1; RL.9.2</p>
<p><u>Speaking and Listening:</u></p> <p>10. Participate in collaborative discussions based on a single topic in the form of Socratic Seminar, large and small group discussions.</p> <p>11. Speak clearly with articulation and audibility and listen attentively; respond to peer-comments by reiteration and paraphrasing.</p>	<p>10. SL.9.1a-d; SL.9.2; SL.9.3; SL.9.4; SL.9.5</p> <p>11. SL.9.5; SL.9.1a; SL.9.1b; SL.9.1c; SL.9.1d; SL.9.1e; SL.9.3; SL.9.5a</p>
<p><u>Writing:</u></p> <p>12. Analyze short stories by applying knowledge of the text, making real-life connections, and synthesizing notes and classroom discussions to arrive at a logical, well-developed answer to a given prompt.</p> <p>13. Compose a personal narrative that connects to the short stories read in this unit through common character traits; narrative will demonstrate the basic knowledge of MLA format such as heading, spacing, font, margins, etc.</p> <p>14. Use programs such as Power Point, Prezi, Smartboard Tools, Youtube and Ted Talks to enhance instruction and to accompany literature by making lessons more interactive and allowing students to use their individual creativity.</p> <p>15. Demonstrate the use of figurative language such as simile, metaphor, hyperbole and imagery/</p> <p>16. Incorporate the use of new vocabulary in the context of the given writing prompt.</p>	<p>12. W.9.3a; W.9.3b; W.9.3c; W.9.3d; W.9.3e; W.9.4</p> <p>13. W.9.3; W.9.3a; W.9.3b; W.9.3c; W.9.3d; W.9.3e; W.9.4; W.9.5; W.9.6</p> <p>14. W.9.6; W.9.8</p> <p>15. W.9.3</p> <p>16. L.9.1b; L.9.4b</p>
<p><u>Language:</u></p> <p>17. Demonstrate understanding of phrases vs. clauses.</p> <p>18. Use appropriate sentence structure to avoid run-ons and fragments.</p> <p>19. Self and peer edit to identify errors in usage, spelling, fragments, and run-ons; refine writing using given rubric.</p> <p>20. Use context clues to determine meaning and use reference sources as needed to confirm meanings of words.</p> <p>21. Interpret use of figurative language and analyze its effect in a given text, especially in regard to characterization and mood.</p> <p>22. Demonstrate independent gathering of vocabulary knowledge.</p>	<p>17. L.9.1; L.9.1b; L.9.2; L.9.2a; L.9.2b; L.9.2c</p> <p>18. L.9.4a; L.9.4b</p> <p>19. L.9.1-2</p> <p>20. L.9.4; L.9.6</p> <p>21. L.9.5</p> <p>22. L.9.4,6</p>

Inter-Disciplinary Connections:

History :

- Background information for short stories (example: history of carnival prior to reading “The Cask of Amontillado”).
- Identify allusions present in “The Necklace.”
- Identify social of class of France (“The Necklace”).
- Discuss the background of each character in “The Most Dangerous Game” to help students understand the aspects of the hunt versus the hunted/ the view, the attitude of the characters, and the struggle of the social class system prominent in the story.

Art:

- “Tropical Storm with Tiger – Surprise” painting by Henri Rousseau (The Most Dangerous Game): In what ways does Rousseau’s “Surprise” remind you of the contest between Rainsford and Zaroff?
- “Girl at the Mirror” by Norman Rockwell- What does the painting reveal about how she feels about herself, as a young lady? How can inference be used in terms of the setting of the painting?
- Genealogical symbols: geological symbols are used as a means of identification on shields and coats of arms. Report on this as it applied during the Crusades and how the use of emblems helped combatants distinguish friend from foe.

Music:

Period and geographically appropriate music in connection to stories

Students will engage with the following texts:

Elements of Literature, 3rd course or

Prentice Hall Literature, Grade 9, Common Core Edition

Suggested selections (at least 3): “The Necklace,” “The Most Dangerous Game,” “The Cask of Amontillado,” “The Gift of the Magi,” “The Lady or the Tiger”, “The Sound of Thunder”, “The Interlopers,” “The Landlady,” “Lamb to the Slaughter,” “Marigolds,” “The Sniper,” “The Birds”

Supplemental Texts:

“The Princess and the Tin Box,” “The Scarlet Ibis,” “The Golden Kite, the Silver Wind,” “A Christmas Memory,”

Newspaper articles, magazine articles, current events, speeches, commentary, memoir, biography:

- Various news articles and commentaries related to short stories studied in this unit:
Examples: “Separate Spheres” (article to accompany “The Necklace”); Current events (articles, memoirs) related to themes of revenge, social class, and ethnic cleansing (to accompany “The Most Dangerous Game”) – use www.articles.cnn.com, www.nytimes.com,
- **MENTOR TEXTS:** Examples of personal narratives available through www.thewritesource.com and *Real Essays with Readings: Writing For Success in College, Work, and Everyday Life*.
- Poetry Connections to CHARACTER: “Oranges” by Gary Soto, “Richard Cory” by Edward Arlington Robinson, “Phenomenal Woman” by Maya Angelou, “Salvador Late or Early” by Sandra Cisneros

Accommodations/Modifications

- Incorporate media/audio visual representation (YouTube, Discovery Education, TV show parodies, etc.)
- Highlight and underline main ideas in reading material
- Provide students with summaries if applicable
- Provide guiding questions to complete during and/or after reading to ensure understanding of main ideas
- Repeat, clarify, and/or reread passages if needed to ensure comprehension of literary devices
- Chunk longer passages and have student verbally demonstrate understanding before moving on
- Use graphic organizers and/or mental models for vocabulary instruction

WRITING WORKSHOP: Students will engage in the writing process for the following assignment. Included are mentor text titles.

- **Personal narrative (Writer’s Workshop):** A 1st-person point of view composition which recounts an individual incident or that is based on a real-life personal experience. Account may connect to a character met through previous reading or be alluded to via in text quotes.
- **Reader’s Response to Literature:** Use of reader’s/writer’s notebooks to respond literature read as a class and through independent choice selection; students respond in notebooks to elements studied in this unit: character, conflict, theme, literary devices
- **Open-ended responses on quizzes/tests:** Short answer response, open-ended responses using textual evidence.

Accommodations/Modifications

- Provide clear, concise rubric prior to assignment
- Reduce value for spelling and grammar errors in rubric
- Grade based on organization and content, not mechanics
- Provide graphic organizers
- Provide check lists or step-by-step directions
- Reduce length of assignments if needed
- Extended time on writing assignments if needed
- Repeat, rephrase and/or orally explain all writing prompts to ensure comprehension of task

VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction.

Unit 1 Vocabulary List-

Tier 2

Affirm

accomplice
acknowledge
affluent
allude
altercation
anecdote
audible
awe
candid
catalyst
coherent
commandeer
comply
concise
condone
consequence
convey
debacle
denounce
destiny
dilemma
evolve
facilitate
fortify
humane
hypocrite
illustrious
impact
impartial
impoverished
initiate
innate
intolerable
lucrative
malicious
mediocre
momentous
naïve
opinionated
paramount
perceive

pompous
ponder
prevail
probe
quarry
rectify
relinquish
reminisce
ritual
scapegoat
semblance
sparse
stereotype
subtle
temperate
universal
versatile
warp

Unit 1 Vocabulary List-

Tier 3

foil
static
dynamic
protagonist
antagonist
mood
theme
tone
conflict
irony

INDEPENDENT READING – Options with curriculum connections

Novels: *Speak, The Chocolate War, Tyrell, Hunger Games, Maze Runner, Ellen Foster, Secret Diary of Adrian Mole, I Know Why the Caged Bird Sings, The Fault in Our Stars*

Students can select one of the above novels, all of which are rich in strong character types who face clear

conflicts. Many of these titles have sequels and/or series which, if they spark interest in the first unit, they may continue to read in subsequent units.

SOCRATIC SEMINAR – Possible Topics and Texts

Mini- Seminars: based on elements of short fiction such as character, conflict, theme, setting

Full Seminars: (possible ideas include)

“The Sniper” - How can environment affect a person’s actions? How does war affect a person? What elicits compassion?

“Salvador Late or Early” - How are children perceived in our society? Does family rank before the individual? What is the role of a child in a household?

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE: How will students uncover content and build skills?

Whole Group Instruction:

- **Mini-lessons, Teacher Modeling, and Lecture:** Large themes and concepts; story discussion of historical background of literature, and short story elements: Exposition, Rising action, Climax, Falling action, Resolution, Denouement, Character, Plot, Conflict (and four types), Setting, Theme, Protagonist/Antagonist, Flat characters/round characters/dynamic characters/static characters, Suspense, Point of View (1st Person/2nd Person/3rd Person (limited and omniscient), Foreshadowing.
- **Cornell Notes:** Used to record notes and ideas on the background of stories, author biography, vocabulary, story elements; students reflect on notes to generate questions and summaries.
- **Socratic Seminars:** Review of ground rules, procedures, and goals; Centered on analysis of excerpts from the literature that allow student engagement in evaluation of characters or informational articles that illuminate conflicts and character types in the real world.
Sample questions: What is the main idea or underlying value in the text? What is the author's purpose or perspective? What might be a good title for the text? What is the most important word/sentence/paragraph? What is a character's motivation?

Small- Group Collaboration:

Students will explore the following topics through collaborative activities such as Think, Pair, Share; Placemat; and Jigsaw:

- **Text analysis and citations** -- Primary source analysis of text excerpts to determine setting, mood, conflicts, characterization, climax, themes; use of graphic organizers when appropriate to support understanding of plot elements
- **Vocabulary in Context** – collaboration on and sharing of independent gathering of vocabulary words; analysis of how they are used in context; use of words in original contexts that relate to students' lives.
- **Writing Workshop:** Teacher-student and peer-to-peer conferences for revisions and editing; modeling for students the kinds of questions they should be asking themselves as they write and revise.
- **Reader's/Writer's Notebooks responses:** compare/contrast two characters; create an alternate ending to the story; summarize the story.
- **Book talks/ Literature Circles:** Use independent reading selections to discuss a similar topics such as theme, mood, characterization, and use of language .
- **Small Group Presentations:** students to present to peers in groups of 5 or less to acquaint them with the speaking process; ideas include "Show-n-Tell", "Girl at the Mirror" by Norman Rockwell art response, "Touchscreen" by Marshall Soulful Jones slam poetry response

Individual Assignments:

- **Reader's/Writer's Notebook:** Use for imitating mentor texts, developing ideas, and constructing a character analysis; recognition of connections in evaluation of music and art; responses to literature, including independent reading, evaluating characters in relation to real life circumstances and personal experiences.
- **Vocabulary Work in Context:** Maintain a vocabulary log of words found in context of readings and/or used in context of instructional lessons.
- **Project Options:** Focused on character analysis and based on documentation of evidence from the primary source.

- **Independent Reading:** Use reader's notebook to respond to literature, with particular emphasis on elements studied in this unit (characterization).
- **Writing Workshop Assignment:** Use mentor text stories to illustrate conflict development; use notebooks entries to make connections to the trials & tribulations of a character met within this unit; writing may reflect commonalities between self & character. Include descriptive details, establish mood, develop of plot; use figurative language and literary devices studied in this unit. Write, revise, and edit a rough draft for content and organization, grammar and mechanics.
Writing workshop must include self-evaluation and reflection on one's own writing development.

Technology:

- Use of SmartBoard, projector, Power Point, YouTube.com, DVD. Various texts, pictures, movies, or clips (including those with sound) can be displayed on the Board to highlight specific points.
- Use of SmartBoard as an interactive tool to demonstrate how to annotate.
- Use of SmartPens to annotate (underline, circle, or highlight) key points of a text.
- Use of apps such as Remind and Quizlet, as well as links/postings on teacher web sites, in increase flipped classroom abilities

Accommodations/Modifications

- Provide historical context if not previously covered
- Use graphic organizers
- Provide guided notes and/or copies of notes
- Model appropriate expectations for assignments
- Choose cooperative learning groups to ensure effective work and socialization skills
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics



Creating

Evaluating

Analyzing

Applying

Understanding

Remembering

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

Bloom's Levels: Remembering, Understanding, Applying

- **Vocabulary homework:** Unit activities and quizzes.
- **Vocabulary in Context:** Notebooks quizzes and/or routines for using and sharing new words gleaned from readings in various content-areas.
- **Cornell Notes:** Notebook checks & quizzes; collaborative & independent reflections.
- **Quizzes:** Reading check quizzes that require recall of story elements, events; Quizzes that require identification and application of grammatical conventions; include open-ended responses that require use of textual evidence.
- **Warm-up & Closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, determining main ideas, and generating thoughts through writing tasks; use of graphic organizers and exit slips as appropriate.
- **Whole-class observations, discussion, and questioning**
- **Socratic Seminar:** Prep-work, including reading and annotation of text; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.
- **Writing Workshop - Reader's / Writer's Notebooks:** Responses to independent reading, making connections to real-life events that correspond to events in the story; collection of writing ideas; development of narrative writing; revisions for word choice, grammar, and sentence structure.
- **Individual writing conferences:** Student-teacher and peer-to-peer conference discussions and observations offer opportunity for teacher evaluation; students should also engage in self-evaluation and reflection.
- **Class participation and Homework:** Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on the following: text annotations; student-based questions; and analysis of characters, language, story elements, and themes, especially as they relate to real life.
- **Independent reading assessment:** Homework, classwork, and quizzes; based on reading response and analysis of elements studied in this unit.

Accommodations/Modifications:

- **Extended time if needed**
- **Include word banks**
- **Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed**
- **Chunk sections of assessment and/or reduce quantity of sections if needed**
- **Reduce quantity of written assignments if needed**
- **Reduce value for spelling and grammar errors on assignments**

- Writing grade based on organization and content, not mechanics
- Provide study guide before assessment
- Grade based upon content not creativity
- Select cooperative learning groups to ensure success of all students

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

Bloom's Levels: Understanding, Applying, Analyzing, Evaluating

- Vocabulary Mastery Test
- Narrative Reading Benchmark Assessment

Accommodations/Modifications:

- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing; enlarge font of necessary
- Chunk sections of assessment and/or reduce quantity of sections if needed
- Extended Time if needed

Performance Assessments:

The following assessments require students to transfer knowledge in the creation of original work.

Bloom's Levels: Applying, Analyzing, Evaluating, Creating

- **Personal Narrative writing assignment:** A 1st-person point of view composition which recounts an individual incident or that is based on a real-life personal experience.
- **Project Options (choose 1):**
 - Character F (feelings).O (opinions of others).L (looks).D (does).S (says) Project- accordion folded paper that displays the "F.O.L.D.S" facets of a chosen character from a story read within the unit; create a script which acts as an extension to the character; chosen story should be used as a primary source and documented in MLA format
 - Character Media Project- bring at least 2 characters to life via poetry, music, art, film, print, etc.; choices should reflect individual character's motivation(s), appearance, personality, nuances, etc.; sources should be documented in MLA format on a Works Cited Page.
 - Trial- Develop a trial setting in which students are given a situation from the story covered in class and they must argue if the characters involved made the right decision research and use facts for support; chosen story acts as primary source and should be documented in proper MLA format
 - Character Social- Students choose a character from any story (it is a secret) and come to class dressed as that character, bring a food to share that represents that character, deliver a speech or give a toast as the character; students will try to guess the character; students interact with each other "in character"; chosen story acts as primary source and should be documented in proper MLA format
 - Character Study- Students choose from a selection of short stories to read and annotate independently; students then to fill in a character template that analyzes the full person; can be done virtually or hard copy

Accommodations/Modifications:

- Provide clear, concise rubric prior to assignment
- Create cooperative learning groups to ensure success/comprehension of all students
- Grade on content not neatness o creativity or public speaking ability

UNIT 1 –Narrative Fiction & Non-Fiction: The Portrayal of People, Places, and Possibilities in the Short Story (M.P. 1)

Unit Summary: *This unit is designed to aid students in understanding the important elements of a short story, with particular focus on analysis of characters and the portrayal of cultural experiences and societal views. It seeks to guide students in how to interpret main ideas that are developed in a story through the evaluation of character and conflict development; setting and point of view; plot and literary devices. Students will engage in annotated close reading of a variety of fiction and non-fiction to cultivate critical reading; complete an independent reading assignment that requires analysis of narrative elements; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer’s Workshop assignments designed to develop effective use of language and promote reflections on progress when creating a personal narrative.*

ESSENTIAL QUESTIONS: What motivates people? What causes people to change? What are the effects of people’s choices and reactions to conflict? What can be learned from conflict and change? How is literature a reflection of personal or cultural experiences? How do societal views or setting influence conflict, character, and change? How do authors use narrative writing to convey ideas about people, places and possibilities?

ASSESSMENTS:

Summative/Performance Assessments (Tests/Essays/ Projects = 50%)

1. Summer Reading Essay Assessment (10%) (**benchmark pre-assessment for writing*)
2. Personal Narrative Writing Assignment (15%)
3. Narrative Reading Assessment (15%) **Must align with standards RL9.3/RI9.3 and RL9.6/RI 9.6 – see options listed in curriculum document*
4. Vocabulary Cumulative Assessment (10%)

Formative Assessments (Classwork & Homework = 20%; Quizzes = 30%)

These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative and seminar discussions, and language development (vocabulary & grammar).

Benchmark Pre-Assessment for Reading: Non-fiction text (MC & OE responses paired with visual text =0%)

TEXTS:

- **Anthology:** *Prentice Hall Literature, Grade 9, Common Core Edition*
Consider titles of short stories that reflect various cultural experiences and present characters who change because of conflict.
- **Mentor Texts -- Non-Fiction:** Autobiographical memoir writing
Examples of personal narratives available through www.thewritesource.com and *Real Essays with Readings: Writing For Success in College, Work, and Everyday Life.*
- **Poetry** (Connections to character and cultural/personal experiences): “Oranges” (Gary Soto), “Richard Cory” (Edward Arlington Robinson), “Phenomenal Woman” (Maya Angelou), “Salvador Late or Early” (Sandra Cisneros)

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Narrative	Speaking & Listening	Language
<ul style="list-style-type: none"> • What do good readers do when they do not comprehend a text? • How do conflicts shape characters in a short story? • How does word choice affect character development, conflict, and mood? • How does the structure of the short story contribute to plot development? • How do characters, conflict, and plot work to convey theme? 	<ul style="list-style-type: none"> • What can be learned from studying mentor texts? • How do writers create and develop character and conflict? • How can I determine where more detail is necessary to portray a character or scene? • What are the benefits of revision and reflection? • How much detail do I need to support a point and achieve my purpose as an author? 	<ul style="list-style-type: none"> • How does effective collaboration enhance understanding of texts? • How can we recognize other points of view and formulate educated opinions? • What makes someone a good listener in collaborative discussions? • How can I clearly communicate my ideas? 	<ul style="list-style-type: none"> • How does figurative language contribute to the text? • Why is word choice important? • How does knowledge of word parts increase vocabulary and deepen comprehension of text? • How can I effectively use and vary sentence structure? • How do phrases and clauses function?

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Narrative	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u> Close Readings/Annotations RL9.3 -- Characters: static, dynamic; contribution to conflict, plot & theme RL9.6 – Point of View: Analysis of World literature/cultural perspective & experiences reflected in literature Narrative 1st person, 3rd person limited & omniscient RI9.6 – Author Purpose – Analysis of how author achieves purpose/author choices in rhetoric Irony: the purpose and effect of its use in relation to author purpose; its contribution to theme and character development RL.9.1/RI9.1, RL.9.2/RI9.2 – Theme/Central Idea: citing textual evidence of development of author’s message RL.9.5/RI9.5 – Structure Plot development: Exposition, Rising Action/Conflict development, Climax, Resolution, Falling Action Text/Style Choices: Sentences, paragraphs RL.9.4 – Word Choice Mood: Setting, diction, figurative language, foreshadowing, imagery</p>	<p><u>Text Types & Purposes</u> W.9.3 a-e -- Personal Narrative Writing A 1st-person point of view composition which recounts an individual incident or that is based on a real-life personal experience. Writing Workshop: Use mentor text stories to illustrate conflict development; use notebooks entries to make connections to the trials & tribulations of a character met within this unit; writing may reflect commonalities between self & character. Include descriptive details, establish mood, develop of plot; use figurative language and literary devices studied in this unit. W.9.4, W.9.5, & W.9.6 -- Write, revise, and edit a rough draft for content and organization, grammar and mechanics. W.9.10 -- Portfolio Reflections <u>Research to Build & Present Knowledge</u> W.9.9 -- Use evidence from readings to support character analysis</p>	<p><u>Comprehension & Collaboration</u> SL.9.1a & b -- Introduction to Socratic Seminar: preparing for discussion, listening/respecting views, setting ground rules, review of procedures, practice responding to text and questions. SL.9.1a -- *Mini- Seminars: Engage students in partner and small-group discussions that focus on a single question/goal/purpose to help scaffold speaking and listening skills as well as build on their abilities to analyze how elements of short fiction contribute to character development and reflect culture/society SL.9.1 a-d -- *Full-class Socratic Seminar: Based on one text that allows for rich discussion that cultivates responses to essential questions</p>	<p><u>Conventions of Standard English</u> L.9.1 & L.9.2 -- Use appropriate sentence structure to avoid run-ons and fragments; demonstrate understanding of phrases vs. clauses. <u>Knowledge of Language</u> L.9.3a -- Revise for content, organization, and word choice</p>
<p><u>Range of Reading</u> RL.9.10 Short Stories: Narrative fiction/non-fiction Mentor Texts: Nonfiction narratives *Independent Reading Choice: Annotate for elements/devices studied in class; emphasis on plot elements and factors that contribute to characterization. *See curriculum document for performance assessment options that measure RL.9.3/RI9.3 and RL.9.6/RI9.6</p>	<p><u>Range of Writing</u> W.9.10 Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations Cornell Note-taking (Plot elements; literary devices)</p>	<p><u>Presentation of Knowledge & Ideas</u> SL.9.4 Present personal views in Socratic Seminar Refer to text in supporting ideas. *See curriculum document for possible seminar topics , texts, questions</p>	<p><u>Vocabulary Acquisition & Use</u> L.9.4, L.9.5, L.9.6 Use context clues to determine meaning; interpret figurative language; gather vocabulary knowledge independently.</p>

Tier 3 Terms: Protagonist, Antagonist, Foil, Conflict (Internal and External), Static, Dynamic, Irony, Theme, Mood, Diction, Imagery, Foreshadowing, Simile, Metaphor, Personification, Clause, Phrase, Run-on, Fragment

Tier 2 Vocabulary

- | | | |
|------------------|-----------------|----------------|
| 1. accomplice | 21. pompous | 41. convey |
| 2. altercation | 22. probe | 42. denounce |
| 3. candid | 23. quarry | 43. destiny |
| 4. concise | 24. relinquish | 44. evolve |
| 5. commandeer | 25. rectify | 45. fortify |
| 6. condone | 26. semblance | 46. hypocrite |
| 7. dilemma | 27. sparse | 47. impact |
| 8. facilitate | 28. temperate | 48. impartial |
| 9. humane | 29. versatile | 49. initiate |
| 10. illustrious | 30. warp | 50. innate |
| 11. impoverished | 31. acknowledge | 51. naïve |
| 12. intolerable | 32. affluent | 52. malicious |
| 13. lucrative | 33. allude | 53. prevail |
| 14. mediocre | 34. anecdote | 54. reminisce |
| 15. catalyst | 35. audible | 55. ritual |
| 16. momentous | 36. awe | 56. scapegoat |
| 17. opinionated | 37. coherent | 57. stereotype |
| 18. paramount | 38. comply | 58. subtle |
| 19. perceive | 39. concise | 59. versatile |
| 20. ponder | 40. consequence | 60. universal |

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: English 1 & 1A UNIT 2: The Art of Argument & The Research Process</p> <p>Thematic Title: “Becoming an Investigator”</p> <p>Grade Level(s): 9th Grade – General Academic & Accelerated Levels</p>	<p>Unit Summary: This unit will require students to choose a topic that has been covered in class through reading and discussion or discovered through their own writing and independent reading process. This unit will also require students to implement the proper steps of the research process, which include garnering scholarly sources, outlining, MLA documentation, creation of a thesis, parenthetical citations, summarization, and eliminating (editing) information not pertinent to the chosen topic.</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What constitutes an effective argument? • Why are mechanics, organization and style important to the research paper writing process? • How do I obtain, utilize, and evaluate credible sources? 	<p>Enduring Understanding(s):</p> <p>Reading Informational Text:</p> <ul style="list-style-type: none"> • Differentiating between a valid and invalid source is essential to conducting proper research. • Databases and non-fictional resources are available through print and electronic sources. • Readers will read informational texts in full in order to determine the main focus of the text. • Students take notes and outline what they have read. • Students evaluate past reading(s) and writing(s) to acquire a topic. • Authors use structure and word choice to achieve style. • Authors use real-world situations and research of possible claims to convey main ideas and present convincing arguments. <p>Writing:</p> <ul style="list-style-type: none"> • Using the ideas/words of others must be cited to give the author proper credit. • Using parenthetical citations will substantiate claims. • Creating a working outline based on notes obtained through research provides focus. • Properly identifying the author of specific information enhances the validity of the paper. • The writing process allows students to organize their ideas, reflect on effectiveness of writing in regard to assignment guidelines, and make necessary changes to writing. • Plagiarism is a serious offense that reflects the character of a writer. <p>Speaking and Listening:</p> <ul style="list-style-type: none"> • Technology has the capacity to link other information and to display information flexibly and dynamically. • Arguments are made more valid and possess more influence when supported by research.

Language:

- Proper mechanics must be applied to writing.
- Understanding grammar and usage help a writer produce clear, coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
Reading Literature: 1. Identify topics of interest in class readings or independent readings that can be explored in more depth through inquiry and research.	1. RI.9.1; RL.9.2, RI.9.6; RL.9.10; RL.9.10; RL.9.3; SL.9.3; RI.9.2; RI.9.3, RL.9.10
Reading Informational Text: 2. Read informational texts to determine availability of resources on possible research topics. 3. Evaluate informational text sources, both print and digital, for credibility; select sources to use in the research report. 4. Read and annotate research for main ideas and details. 5. Read to determine a viable thesis and gather relevant information to support it.	2. RI.9.1; RI.9.5; RI.9.8 3. RI.9.1; RI.9.2; RI.9.5; RI.9.8; SL.9.2 4. RI.9.2; RI.9.3; RI.9.5; RI.9.7 5. RI.9.8; RI.9.9
Writing: 6. Develop a thesis based on research. 7. Create an outline that organizes research into topics and subtopics. 8. Write a rough draft that includes -- Introduction that clearly defines a thesis -- Body paragraphs that use topic sentences and present logical organization of details; body paragraphs that present claims and counterclaims and support for both -- Documentation of sources -- Conclusion that summarizes main ideas and brings closure to the report 9. Revise rough drafts for content and organization according to assignment guidelines and grading rubric. Assess the strength of supporting evidence and clarity of explanations in regard to supporting the thesis statement. 10. Edit for grammar, spelling and mechanics, focusing particularly on sentence structure and punctuation. -- run-on sentences, fragments -- commas, colons, semi-colons -- subject/verb agreement; pronoun/antecedent agreement -- homonym forms 11. Review rough drafts to determine appropriate and accurate citations have been used throughout the report. 12. Determine accurate documentations of sources by ensuring that the Works Cited page correlates with parenthetical citations. 13. Use technology to produce, publish, and update individual writing products. 14. Follow the most recent version of the MLA Handbook when formatting essay.	6. W.9.2; W.9.2a; W.9.2b; W.9.2c; W.9.2d; W.9.2e; W.9.2f; W.9.4; W.9.5; W.9.6; W.9.8; W.9.9 7. W.9.6 ; W.9.7; SL.9.4 8. W.9.8 9. W.9.2; W.9.2a; W.9.2b; W.9.2c; W.9.2d; W.9.2e; W.9.2f 10. L.9.1; L.9.1b; SL.9.2; L.9.3 11. SL.9.2; L.9.3a 12. SL.9.2; L.9.3a 13. SL.9.4; SL.9.5 14. L.9.3a
Speaking and Listening: 15. Participate in group discussions related to paper topics. 16. Collaborate with peers to discuss, instruct and share with each other the fundamentals on plagiarism, research paper requirements and the use of technology. 16. Make use of digital media to present your final analysis.	15. SL.9.1; SL.9.5 16. SL.9.2; SL.9.5 17. L.9.1

<p>17. Debate topics from various points of view.</p> <p>Language:</p> <p>18. Use proper spelling when writing the final product.</p> <p>19. Demonstrate correct use of semicolons, colons, and commas.</p> <ul style="list-style-type: none"> -- Use semicolons to link independent clauses. -- Use colons to introduce a list or quotation. -- Use commas in lists, to offset phrases, and to separate clauses. <p>20. Continue to use appropriate sentence structure to avoid run-ons and fragments.</p> <p>21. Vary sentence structure, using simple, compound, and complex sentences.</p> <p>22. Use context clues to determine meaning and use reference sources as needed to confirm meanings of words.</p> <p>23. Demonstrate independent gathering of vocabulary knowledge.</p> <p>24. Evaluate the effect of word choice, including interpretation of figurative language and analysis of its effect in a given text, particularly in regard to tone.</p> <p>25. Self and peer edit to identify errors in usage, spelling, fragments, and run-ons; refine writing using given rubric.</p>	<p>18. L.9.2</p> <p>19. L.9.2; L.9.2a; L.9.2b; L.9.2c; L.9.3; L.9.5; L.9.6</p> <p>20. L.9.2; L.9.2a; L.9.2b; L.9.2c; L.9.3; L.9.5; L.9.6</p> <p>21. L.9-10.3</p> <p>22. L.9-10.4,6</p> <p>23. L.9.5</p> <p>24. L.9.5</p> <p>25. L.9.1-2</p>
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Inter-Disciplinary Connections:

<p>Public Speaking:</p> <ul style="list-style-type: none"> - Presenting findings orally to the class. - Debating and discussing topics with partners/small groups/class <p>History, Health, Science, Math, World Language, Art, Music, Theater Arts, Technology:</p> <ul style="list-style-type: none"> - Extensions applicable according to chosen topic. <p>Computer Applications:</p> <ul style="list-style-type: none"> - Development of PowerPoint, Thinglink, Graphic Organizer, or Prezi component to research project for presentation. - Utilization of Turnitin.com, Microsoft Word, and LMC databases.

Students will engage with the following texts:

<ul style="list-style-type: none"> • MLA Handbook for Writers of Research Papers, 7th Edition • Everything's an Argument, 6th/7th Edition by Andrea E. Lunsford • This I Believe by Jay Allison and Dan Gedimen • Elements of Literature, 3rd course or Prentice Hall Literature, Grade 9, Common Core Edition • Real Essays with Reading, 4th Edition (pgs. 299-322 and pgs. 814-838) <p>Research Sources: Students gather research from a variety of sources (i.e. books, book chapters, newspapers, journals, magazine articles, databases, online sources/ web sites, media and informational texts in various forms).</p>
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Web Sites:

- **twowritingteachers.wordpress.com:** mentor texts for various types of writing, but especially good argumentative samples in both print and video format; great argumentative editorials as well
- **procon.org:** dozens of controversial issues set up in point-by-point, pros and cons, side by side column format
- **stageoflife.com/education/MentorTexts.aspx:** a free blog spot for students to post as well as read samples of argument/position essays written by other high school students
- **mybookezz.org:** online eBooks, documents and manuals for mentor texts
- **connectingtothecommoncore.wikispaces.com/Argumentation+6-12:** an online workshop or argument writing complete with common core connections, rubrics, lesson plans, mentor texts, video, student samples, power points and template

Accommodations/Modifications

- o Highlight and underline main ideas in reading material
- o Provide guiding questions to complete during and/or after reading to ensure understanding of main ideas
- o Repeat, clarify, and/or reread passages if needed to ensure comprehension of terms/skills

WRITING WORKSHOP: Students will engage in the writing process for the following assignment. Included are mentor text titles.

- **Writing Workshop:** Entries for exploring topics, claims, and counterclaims.
- **Mentor Texts:**
 1. The following source sets students up to verbally or in written format, condone/condemn the technology that will enable humans to read minds; the article is entitled "Mind-Reading Technology" by Mark Rowh
<http://www.collegeexpress.com/interests/science-and-engineering/articles/careers-science-engineering/technology-s-changing-future/>
 2. The following source sets students up to verbally or in written format, condone/condemn the use of Narcan; there are 2 resources listed
"Saving Lives or Enabling Addicts?"
<https://www.themarshallproject.org/2015/08/14/narcan-it-saves-lives-does-it-enable-addicts#.oi8n3seR4>

"Expanded Access to Narcan Pro and Con"
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2661437/>
- **Argument Research Paper:** Students will compose a research paper of 2-3 pages on a topic generated by student readings, discussion, and interests OR chosen from a list of possible topics. Students are required to develop a working outline, acquire a minimum of 3 sources, annotate sources, construct a thesis, create a works cited page, use parenthetical citations to document research, and insert a minimum of 2 in-text quotes with proper parenthetical citations.

Accommodations/Modifications

- o Provide clear, concise rubric prior to assignment
- o Reduce value for spelling and grammar errors in rubric
- o Grade based on organization and content, not mechanics
- o Provide graphic organizers
- o Provide check lists or step-by-step directions
- o Reduce length of assignments if needed

- Extended time on writing assignments if needed
- Repeat, rephrase and/or orally explain all writing prompts to ensure comprehension of task

VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction.

Unit 2: The Art of Argument & The Research Process

Tier 2:

Abridge
Advocate
Ample
Appreciable
Arbitrary
Assess
Auxiliary
Brevity
Brigand
Contend
Chronological
Cite
Compile
Comparable
Comport
Concede
Conceded
Concerted
Conservative
Contrary
Cornerstone
Credible
Derive
Devise
Diligent
Diminutive
Distort
Elaborate
Enlightened
Erroneous
Evasive
Exonerate
Futile
Hamper
Infer
Institute
Integrity
Legitimate
Mediocre
Notable
Plaintiff

Proponent
Prudent
Quaver
Rational
Rebut
Refute
Relevant
Retain
Skeptical
Stagnant
Supplement
Surpass
Tenacious
Theoretical
Transition
Trite
Valid
Verify
Vindicate

Tier 3:

Annotate
Citation
Counterargument
Credible
Paraphrase
Plagiarism
Refutation
Summarize
Synthesize
Thesis

INDEPENDENT READING – Options with curriculum connections

Students choose a fiction or non-fiction text to read. Students will be required to read independently throughout the school year. For this unit, students may also choose to read newspapers, magazines, and journals via hard copy or personal device.

SOCRATIC SEMINAR – Possible Topics and Texts

Art: *Senecio*, 1922 by Paul Klee— Students can use elements of the painting, such as colors, shapes, focal point, composition, etc. as a textual evidence to defend and elaborate on any of the following statements: “Is this a portrait of an angry person? Sad? Happy?”

Text: The mentor texts from the WRITING WORKSHOP section (“Mind Reading Technology” and “Narcan”) can be used as seminar texts as well. Opening questions for either topic can be simply “Why is this a good or bad idea?”

Music: “Loose Yourself” (edited version) by Eminem—Students can listen to the song and examine the lyrics as poetry, citing literary devices and instruments as textual evidence to defend and elaborate on any of the following statements: “Is this p to defend and elaborate on any of the following statements: “Is this poetry/art or is this obscenity?”

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole-class instruction:

- **Mini-lessons, Teacher Modeling, and Lecture:** research paper expectations and guidelines; topic searches, prewriting, thesis creation, modeling of note-taking, including paraphrasing, summarizing, and identifying significant quotations; evaluation of claims & counterclaims; development of a working outline, source card documentation, parenthetical citations, Works Cited page, peer editing, vocabulary and grammar (semicolon, colon & comma); publishing.
- **Socratic Seminar:** Ranking and discussion of research paper possible topics; generating questions for research that lead to thesis development.
- **“Thinking Hats”:** A version of Socratic Seminar where the inner circle is given a prescribed point of view or persona from which to think; inner circle then discusses/debates topics (Ex: If the topic is “war”, the inner circle would be given a simple paper hat with roles written on it such as Vietnam Vet, Marine, Hippie, Mother, Army General, Middle School Student, etc. Inner circle would then discuss/debate the topic from the point of view of what’s written on their hat while outer circle listens and takes notes and waits to switch to the inner circle for their turn).
- **Cornell Notes:** Grammar lessons; vocabulary terms specific to understanding research and project components.
- **LMC instruction:** Databases and electronic catalog; refining keyword searches.

Small-group collaboration:

Students will explore the following topics through collaborative activities such as Think, Pair, Share; Placemat; and Jigsaw:

- **Text analysis, note-taking, and citations** – Identifying thesis, main ideas, and supporting details in mentor texts; evaluating thesis statements to avoid factual statements or general announcements; practicing of note-taking, including paraphrasing, summarizing, and identifying significant quotations; identifying citation information for Works Cited page; use of graphic organizers when appropriate to support understanding of thesis development, claims, and counterclaims.
- **Vocabulary in Context** – collaboration on and sharing of independent gathering of vocabulary words; analysis of how they are used in context; use of words in original contexts that relate to students’ lives.
- **Writing Workshop Conferences:** Teacher-student and peer-to-peer conferences for revisions and editing; modeling for students the kinds of questions they should be asking themselves as they write and revise, emphasizing importance of organization and relevant research to support thesis.
- **Reader’s/Writer’s Notebooks responses:** respond to main ideas as they are developed in mentor texts.
- **Independent Reading -- Book talks/ Literature Circles:** Use independent reading selections to discuss similar topics such as theme, mood, characterization, and use of language.

Individual Assignments:

- **Writing Workshop -- Reader’s/Writer’s Notebook:** Use for imitating and responding to mentor texts, developing ideas, and constructing argument; making inferences and evaluating sources of information in regard to thesis development, main ideas, and supporting details; use for recording questions that promote in-depth analysis.
- **Vocabulary Work in Context:** Maintain a vocabulary log of words found in context of readings and/or used in context of instructional lessons.
- **Project Options:** Focused on research presentations.
- **Independent Reading:** Use reader’s notebook to respond to literature.

- **Writing Workshop Assignment:** Argument research writing, using source documentation in MLA format to support a thesis within a piece of writing that analyzes claims and counterclaims; must include self-evaluation and reflection on one's own writing development.
 - Respond to prompts and/or mentor texts;
 - Explore own topics and free write.
 - Document sources (source cards or working bibliography);
 - Create outline;
 - Create thesis statements;
 - Take notes/annotate texts;
 - Compose rough drafts;
 - Revise, edit, and publish final drafts;
 - Self-reflection, revision, and editing for final publishing.

- **Socratic Seminar:** Set individual goals for participation in seminar discussions; engage in self-evaluation.

Technology:

- Locating valid sources in electronic sources such as databases and online card catalogs.
- Creating outline
- Composing a rough draft and final draft

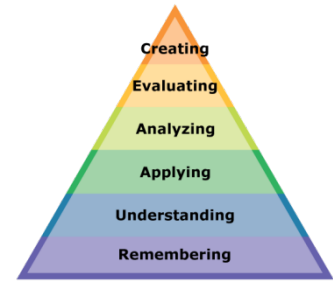
Accommodations/Modifications

- Use graphic organizers
- Provide guided notes and/or copies of notes
- Model appropriate expectations for assignments
- Choose cooperative learning groups to ensure effective work and socialization skills
- Provide a check list for entire assignment
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

Bloom's Levels: Remembering, Understanding, Applying

- **Vocabulary homework:** Unit activities and quizzes.
- **Vocabulary in Context:** notebooks quizzes and/or routines for using and sharing new words gleaned from readings in various content-areas.
- **Cornell Notes:** Notebook checks & quizzes; collaborative & independent reflections.
- **Quizzes:** Reading check quizzes that require recall of research terms; Quizzes that require identification and application of grammatical conventions; include open-ended responses that require use of textual evidence.
- **Warm-up & Closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, determining main ideas, and generating thoughts through writing tasks; use of graphic organizers and exit slips as appropriate.
- **Whole-class observations, discussion, and questioning**
- **Socratic Seminar:** Prep-work, including reading and annotation of text; written responses to central questions; analysis of faulty reasoning or logic; evaluations of peers and self-evaluation based on individual goals for participation.
- **Reader's / Writer's Notebooks:** Responses to independent reading, making connections to real-life events that correspond to topics of research; collection of writing ideas; development of argument writing; revisions for word choice, grammar, and sentence structure.
- **Individual and small-group writing conferences:** Student-teacher and peer-to-peer conference discussions and observations offer opportunity for teacher evaluation of research progress; students should also engage in self-evaluation and reflection; peer-editing pairs use rubrics to evaluate writing progress.
- **Independent reading assessment:** Homework, classwork, and quizzes; based on reading response and analysis of elements studied in this unit.
- **Class participation and Homework:** Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on the following: text annotations and analysis of argument, including identification of inaccuracies or faulty reasoning; student-based questions; and analysis of sources, mentor texts; homework checks for required elements (sources, note cards, outline, drafts) |

Accommodations/Modifications:

- Extended time if needed
- Include word banks
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Select cooperative learning groups to ensure success of all students |

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

Bloom's Levels: *Understanding, Applying, Analyzing, Evaluating*

- Vocabulary Cumulative Mastery Test
- Final Reading Benchmark Assessment: Informational and Narrative texts

Accommodations/Modifications:

- Provide rubric prior to paper
- Extended time if necessary
- Reduce value for spelling and grammar errors in paper

Performance Assessments:

The following assessments require students to transfer knowledge in the creation of original work.

Bloom's Levels: *Applying, Analyzing, Evaluating, Creating*

- Final draft of argument research paper
- Argument Research Presentation (Choose 1)-
 - **Speech:** 1-2 minute speech which addresses the topic, new information learned, the original claim, the counterclaim(s), support for both claim/counterclaim(s), a quote used, and sources used.
 - **Brochure:** using a piece of 8.5x11 paper, create a brochure with several folds; all information on brochure should be typed and pasted neatly on brochure; brochure should have a minimum of 2 pictures that relate to the topic of the brochure; information in brochure is the same as information presented in the speech
 - **Trifold/Poster:** (same idea as brochure, but in larger scale on trifold or poster board)
 - **Power Point /Prezi:** same elements as above

***these options could culminate in a "Class Fair" format where each students showcases their final product

Accommodations/Modifications:

- Provide rubric prior to presentation
- Grade based on content not ability to speak publically

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: English 1 & 1A UNIT 3: Long Fiction & Non-Fiction</p> <p>Thematic Title: “Looking into the Crystal Ball”</p>	<p>Unit Summary: This unit is designed to enhance students’ understanding of the elements of the novel. It seeks to guide students in making real world connections to the events taking place in the novel. Elements such as plot, characters, setting, historical context, mood and theme will be discussed to determine the point of view of the author.</p>
<p>Grade Level(s): 9th Grade – General Academic & Accelerated Levels</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What makes a theme universal? • Why is it important to understand figurative elements? • How are themes developed and analyzed within a long piece of literature? 	<p>Enduring Understanding(s):</p> <p>Reading Literature:</p> <ul style="list-style-type: none"> • Novels are extensions to what has been previously discussed in short stories. • The novel is a form of extended narrative fiction. • Themes in literature are universal and, generally, transcend culture and history. • Students can connect to a text when they can draw real-life extensions from reading. • Various reading strategies such as guided reading, annotating text and reading aloud will help students to make meaning of the text. • Making annotations and interacting with the text. <p>Reading Informational Text:</p> <ul style="list-style-type: none"> • Historical references are essential to understanding the climate and societal conditions of the time period in which the text references. • Historical time periods are reflected in fictional writing to expose students to significant, real-life themes. • Exposure to various cultural experiences expands one’s understanding of the world and his/her own culture. • Students construct their meaning of the world based on personal experiences. <p>Writing:</p> <ul style="list-style-type: none"> • A literary analysis carefully examines a text or one element of a text, such character or theme. • Writing routinely over extended periods of time enables students to produce complex writing that is specific to the task. • Garnering information and utilizing textual references produces clear and coherent writing that helps express ideas in an organized format. • Using concepts and events to create an original viewpoint or to validate a common idea will help students understand the text beyond the literal words. <p>Speaking and Listening:</p> <ul style="list-style-type: none"> • Working collaboratively is an effective way to discover and reach common goals and improve interpersonal communication.

- Verbal expression demonstrates command of formal English during Socratic Seminars and group discussions.
- Having the ability to accept the viewpoints of others is an essential tool when working collaboratively.
- Directors often incorporate their own viewpoints and interpretation of a novel into their films.

Language:

- The value in reading fiction is that readers can make connections to what happened in reality and students can make personal connections to characters.
- Enduring literature allows for creative adaptation for characterization and personal perception of setting and events.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>Reading Literature/Informational Text:</p> <ol style="list-style-type: none">1. Identify the central theme or main idea of a text.2. Determine the meaning of words and phrases as they are used in the novel.3. Understand the connection between literature and history through fictional and non-fictional texts such as supplementary fiction and non-fiction articles.4. Use knowledge of literature and personal experiences to gain a better understanding of the world.5. Use knowledge gained through the text to make individualized predictions while reading.6. Understand and appreciate cultures which differ from their own.7. To use various strategies to better understand the text by determining the meaning of words and phrases, the use of figurative and connotative language, and the analysis of word choice on meaning and tone.8. Read independently to figure out the main idea and make connections between fiction and non-fiction.9. Identify information present in the Exposition, Rising Action, Climax, Falling Action, and Resolution.10. Understanding the point of view of a story effects how the reader interprets events and characters of a story.11. Identify plot elements and recognize how they aid in comprehension, leads to a deeper understanding and appreciation of the novel.	<ol style="list-style-type: none">1. RI.9.1; RL.9.2, RI.9.6; RL.9.10; RL.9.10; RL.9.3; RI.9.2; RI.9.32. RL.9.4; RL.9.5; RI.9.4; RI.9.5; RI.9.63. RL.9.2; RL.9.3; RL.9.10.6; RI.9.2; RI.9.3; RI.9.94. RL.9.2; RL.9.3; RL.9.6; RI.9.2; RI.9.3; RI.9.7; RI.9.85. SL.9.2; SL.9.4; SL.9.1a; SL.9.1c; SL.9.1d; RI.9.1; RI.9.5; RI.9.86. RL.9.6; RL.9.2; RL.9.3; RI.9.1; RI.9.7; RI.9.87. RL.9.6; RL.9.2; RL.9.3; RI.9.1; RI.9.7; RI.9.8; RL.9.10; RL.9.6; RL.9.7; RI.9.7; RI.9.98. RL.9.1; RL.9.2, RI.9.1, RI.9.2, RI.9.5; RI.9.69. RL.9.1; RL.9.2; RL.9.3; RL.9.4; RL.9.5; RL.9.6; RL.9.10; RI.9.1; RI.9.2; RI.9.4; RI.9.5; RI.9.6; RI.9.710. RL.9.4; RL.9.5; RL.9.611. RL.9.4; RL.9.5
<p>Writing:</p> <ol style="list-style-type: none">12. Identify theme(s) in literature in order to write a literary analysis.13. Create an outline that organizes the literary analysis into topics that will be analyzed.14. Write a rough draft that includes<ul style="list-style-type: none">■ Introduction with a clearly defined thesis■ Body paragraphs that use topic sentences and present logical organization of details■ Documentation of sources using MLA format (1 primary and 1 secondary)■ Insertion of in-text quotes with proper citation■ Conclusion that summarizes main ideas and brings closure to the report15. Revise rough drafts for content and organization according to assignment guidelines and grading rubric. Assess the strength of supporting evidence and clarity of explanations in regard to supporting the thesis statement.16. Edit for grammar, spelling and mechanics, focusing particularly on sentence structure and punctuation, specifically:<ul style="list-style-type: none">■ Semicolons, conjunctions, and adverbs to link clauses■ Use of colon to introduce a list or quotation■ Comma used in a list, in an introductory phrase, in a compound sentence, and in an appositive■ Varied use of punctuation	<ol style="list-style-type: none">12. W.9.3; W.9.3a-e; W.9.4; W.9.5; W.9.613. W.9.6; W.9.3; W.9.7; W.9.814. W.9.2; W.9.2a-f15. L.9.1; L.9.1b; SL.9.2; L.9.316. W.9.5; L.9.3a

<p>17. Review rough drafts to determine appropriate and accurate citations have been used throughout the literary analysis.</p> <p>18. Determine accurate documentations of source by ensuring that the Works Cited page correlates with parenthetical citations.</p> <p>19. Use technology to produce, publish, and update individual writing products.</p> <p>20. Follow the most recent version of the MLA Handbook when formatting an essay.</p> <p><u>Speaking and Listening:</u></p> <p>21. Participate in collaborative discussions based on theme, setting, and plot development in the form of Socratic Seminar, large and small group discussions.</p> <p>22. Speak with purpose and listen attentively; respond to peer-comments through questioning and summarizing.</p> <p><u>Language:</u></p> <p>23. Demonstrate correct use of semicolons, colons, and commas.</p> <ul style="list-style-type: none"> -- Use semicolons to link independent clauses. -- Use colons to introduce a list or quotation. -- Use commas in lists, to offset phrases, and to separate clauses. <p>24. Continue to use appropriate sentence structure to avoid run-ons and fragments.</p> <p>25. Use context clues to determine meaning and use reference sources as needed to confirm meanings of words.</p> <p>26. Demonstrate independent gathering of vocabulary knowledge.</p> <p>27. Evaluate the effect of word choice, including interpretation of figurative language and analysis of its effect in a given text, especially in regard to tone and development of theme.</p> <p>28. Self and peer edit to identify errors in usage, spelling, fragments, and run-ons; refine writing using given rubric.</p>	<p>17. W.9.5; W.9.6; L.9.3a</p> <p>18. W.9.5; W.9.6; L.9.3a</p> <p>19. W.9.6</p> <p>20. L.9.3a</p> <p>21. SL.9.1a; SL.9.1b; SL.9-10.1c; SL.9.1d; SL.9.2; SL.9.3; SL.9.4; SL.9-10.5</p> <p>22. RI.9.8; W.9.3a; W.9-10.3b; W.9.3c; W.9.4</p> <p>23. L.9.2; L.9.2a; L.9.2b; L.9.2c; L.9.3; L.9.5; L.9.6</p> <p>24. L.9.2; L.9.2a; L.9.2b; L.9.2c; L.9.3; L.9.5; L.9.6</p> <p>25. L.9-10.4; L.9.6</p> <p>26. L.9-10.4,6</p> <p>27. L.9-10.5</p> <p>28. L.9-10.1-2</p>
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Inter-Disciplinary Connections:

Photography: In conjunction with *To Kill a Mockingbird*, students can research photos from 1900-1960's to highlight segregation and racism. This will allow students to gain an insight into the attitudes and personal views of both blacks and whites from the time period.

History:

In conjunction with *To Kill a Mockingbird*, students can research Jim Crow Laws, origins and actions of the KKK, The Scottsboro Trial.

Art: In conjunction with *The Five People You Meet in Heaven*, students can examine Andrea Casali's , *Triumph of Galatea* or various Renaissance paintings to evaluate, in verbal and/or written format, different accounts of heaven

Technology: In conjunction with Fahrenheit 451, students can view the following 2 videos that profile what life will be like in the future and compare that to their own concepts <https://www.youtube.com/watch?v=bBjvqnKQsTI> and <https://www.youtube.com/watch?v=1Lmd3l0W5JI>

Music: Period and geographically appropriate music in connection to stories

Students will engage with the following text:

Novel selections: *To Kill a Mockingbird*, *Sleeping Freshman Never Lie*, *The Fault in Our Stars*, *The Chocolate War*, *Speak*, *Fahrenheit 451*, *Matched*, *Five People You Meet in Heaven*

Supplemental non-fiction texts: If using *To Kill a Mockingbird*, use articles related to *The Scottsboro Boys*, *The Great Depression*, or *Jim Crow Laws*.

Supplemental Texts:

Independent Reading: Students choose a fiction or non-fiction text to read. Students will be required to read independently throughout the school year.

Accommodations/Modifications

- Incorporate media/audio visual representation (YouTube, Discovery Education, TV show parodies, etc.)
- Highlight and underline main ideas in reading material
- Provide students with summaries if applicable
- Provide guiding questions to complete during and/or after reading to ensure understanding of main ideas
- Repeat, clarify, and/or reread passages if needed to ensure comprehension of literary devices
- Chunk longer passages and have student verbally demonstrate understanding before moving on
- Use graphic organizers and/or mental models for vocabulary instruction

WRITING WORKSHOP: Students will engage in the writing process for the following assignment. Included are mentor text titles.

Literary analysis (Writing Workshop): Expository Essay on theme using any text (class novel or independent reading selection) covered in class.

- Students will be required to use textual support and class discussion to properly support their claims.
- Students will develop an essay that analyzes how a theme is developed throughout a novel. Students will be required to use textual evidence and properly cited quotes to support their essay.
- Students will use MLA format for documentation of their novel and their secondary, non-fiction source.

Reader's Response to Literature: Use of reader's/writer's notebooks to respond literature read as a class and through independent choice selection; students respond in notebooks to elements studied in this unit.

Open-ended responses on quizzes/tests : Short answer and open-ended responses using textual support.

Accommodations/Modifications

- Provide clear, concise rubric prior to assignment
- Reduce value for spelling and grammar errors in rubric
- Grade based on organization and content, not mechanics
- Provide graphic organizers
- Provide check lists or step-by-step directions
- Reduce length of assignments if needed
- Extended time on writing assignments if needed
- Repeat, rephrase and/or orally explain all writing prompts to ensure comprehension of task

VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction.

Unit 3: Long Fiction & Non-Fiction

Tier 2:

Acute
Adapt
Adept
Adherent
Adjourn
Apathy
Arduous
Assurance
Auspicious
Blasphemy
Bleak
Brazen
Brunt
Circumspect
Compel
Competent
Concede
Contempt
Daunt
Deadlock
Despicable
Detain
Deteriorate
Disclose
Divulge
Dubious
Eminent
Fallacy
Feign
Grievous
Hamper
Hoodwink
Immunity
Intrepid
Jeer
Laborious
Languid
Lenient
Liability
Liable
Malign
Maltreat
Morale

Muddle
Ordeal
Pensive
Predispose
Preposterous
Pretense
Profound
Propaganda
Prospects
Reconcile
Render
Revoke
Statute
Surmount
Sustain
Tentative
Unflinching

Tier 3:

Colloquial
Connotation
Denotation
Flashback
Foreshadowing
Frame (narrative)
Imagery
Motif
Symbolism
Theme

INDEPENDENT READING – Options with curriculum connections

To Kill a Mockingbird (Go Set a Watchman, A Tree Grows in Brooklyn, I Know Why the Caged Bird Sings, The Glass Castle), Sleeping Freshman Never Lie, The Fault in Our Stars (Papertowns, Looking for Alaska, An Abundance of Katherines, I Am the Messenger, Regine’s Book, Heaven is for Real), The Chocolate War (A Separate Peace, Return to the Chocolate War, The Boy Who Dared, The Other Wes Moore, The Perks of Being a Wallflower), Speak, Fahrenheit 451 (Matched, Scorch Trials, Ender’s Game), Five People You Meet in Heaven (Tuesdays with Morrie, For One More Day, Marley and Me)

*****The above selections are either sequels to, by the same author, or similar to the novels that may be taught; by this unit, a student may have developed a specific reading “taste” and this list will provide teachers with possible suggestions for their students**

SOCRATIC SEMINAR – Possible Topics and Texts

Interdisciplinary Connections: any of the resources listed in previous section entitled INTERDISCIPLINARY CONNECTIONS would serve as good seminar texts ; possible opening questions could be any of the unit ESSENTIAL QUESTIONS and/or the unit's thematic title—“What do you see when looking through your own crystal ball? Society's crystal ball? Civilization's?”

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole Group Instruction:

- **Mini-lessons, Teacher Modeling, and Lecture:** concepts such as symbolism, theme, tone, word choice; vocabulary and grammar (semicolon, colon & comma); thesis writing; developing and organizing ideas in expository writing; MLA format.
- **Cornell Notes:** Used to record notes and ideas on historical background of the novel, author biography, vocabulary; students reflect on notes to generate questions and summaries.
- **Socratic Seminar:** Centered on analysis of excerpts from the literature that allow student engagement in evaluation of themes or informational articles that illuminate themes as they manifest in the real world. Use supplemental articles to make connections between the text and real life events. (sample articles: “Long Lives the Mockingbird”, “Who Was Jim Crow?”); Use non-fiction articles on a given topic to discuss the differences/similarities between the facts in the article to what is taking place in society today.

Small-Group Instruction:

Students will explore the following topics through collaborative activities such as Think, Pair, Share; Placemat; and Jigsaw:

- **Text analysis, annotations, and citations** -- Primary source analysis of text excerpts to determine setting, mood, conflicts, characterization, climax, themes; modeling of text annotations and Cornell Notes; use of graphic organizers when appropriate to support understanding of theme development
- **Vocabulary in Context** – collaboration on and sharing of independent gathering of vocabulary words; analysis of how they are used in context; use of words in original contexts that relate to students’ lives.
- **Writing Workshop Conferences:** Teacher-student and peer-to-peer conferences for revisions and editing; modeling for students the kinds of questions they should be asking themselves as they write and revise.
- **Reader’s/Writer’s Notebooks responses:** respond to main ideas as they are developed in the novel;
- **Independent Reading --Book talks/ Literature Circles:** Use independent reading selections to discuss a similar topics such as theme, mood, characterization, and use of language.

Individual Assignments:

- **Writing Workshop -- Reader’s/Writer’s Notebook:** Use for imitating and responding to mentor texts, developing ideas, and constructing a character analysis; recognition of connections in evaluation of music and art; responses to literature, including independent reading, making inferences and evaluating themes in relation to real life circumstances and personal experiences.
- **Vocabulary Work in Context:** Maintain a vocabulary log of words found in context of readings and/or used in context of instructional lessons.
- **Project Options:** Focused on themes are they are portrayed in real-life experiences.
- **Independent Reading:** Use reader’s notebook to respond to literature, with particular emphasis on elements studied in this unit (theme).
- **Writing Workshop Assignment:** Literary Analysis (Expository) Essay using primary text documentation as well as secondary, non-fiction source documentation in MLA format to support a thesis within a piece of writing that analyzes theme; must include self-evaluation and reflection on one’s own writing development.
- **Socratic Seminar:** Set individual goals for participation in seminar discussions; engage in self-evaluation.

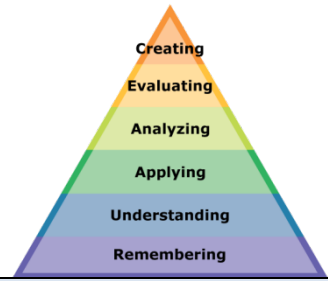
Technology:

- Use of SmartBoard, projector, Power Point, YouTube.com, DVD. Various pictures, texts, movies, or clips (including those with sound) can be displayed on the Board to highlight specific points.
- Use of SmartBoard as an interactive tool to demonstrate how to annotate.
- Use of SmartPens to annotate (underline, circle, or highlight) key points of a text.

Accommodations/Modifications

- Provide historical context if not previously covered
- Use graphic organizers
- Provide guided notes and/or copies of notes
- Model appropriate expectations for assignments
- Choose cooperative learning groups to ensure effective work and socialization skills
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

Bloom's Levels: Remembering, Understanding, Applying

- **Vocabulary homework:** Unit activities and quizzes.
- **Vocabulary in Context:** notebooks quizzes and/or routines for using and sharing new words gleaned from readings in various content-areas.
- **Cornell Notes:** Notebook checks & quizzes; collaborative & independent reflections.
- **Quizzes:** Reading check quizzes that require recall of narrative elements, events, figurative language; Quizzes that require identification and application of grammatical conventions; include open-ended responses that require use of textual evidence.
- **Warm-up & Closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, determining main ideas, and generating thoughts through writing tasks; use of graphic organizers and exit slips as appropriate.
- **Whole-class observations, discussion, and questioning**
- **Socratic Seminar:** Prep-work, including reading and annotation of text; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.
- **Reader's / Writer's Notebooks:** Responses to independent reading, making connections to real-life events that correspond to events in the novel or topics/themes in informational articles; collection of writing ideas; development of narrative writing; revisions for word choice, grammar, and sentence structure.
- **Individual writing conferences:** Student-teacher and peer-to-peer conference discussions and observations offer opportunity for teacher evaluation; students should also engage in self-evaluation and reflection.
- **Class participation and Homework:** Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on the following: text annotations; student-based questions; and analysis of characters, language, story elements, and themes, especially as they relate to real life.
- **Independent reading assessment:** Homework, classwork, and quizzes; based on reading response and analysis of elements studied in this unit.

Accommodations/Modifications:

- Extended time if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Chunk sections of assessment and/or reduce quantity of sections if needed
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide study guide before assessment
- Grade based upon content not creativity
- Select cooperative learning groups to ensure success of all students

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

Bloom's Levels: *Understanding, Applying, Analyzing, Evaluating*

- Vocabulary Cumulative Mastery Test
- Informational Text Reading Benchmark Assessment
- Expository Writing Benchmark Assessment

Accommodations/Modifications:

- Extended time if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing; enlarge font of necessary
- Chunk sections of assessment and/or reduce quantity of sections if needed
- Provide study guide before assessment
- Grade alternative assessments based on content not creativity

Performance Assessments : Updates

The following assessments require students to transfer knowledge in the creation of original work.

Bloom's Levels: *Applying, Analyzing, Evaluating, Creating*

- **Expository Essay:** Literary analysis using primary text documentation as well as secondary, non-fiction source documentation in MLA format to support a thesis within a piece of writing that analyzes theme in a selected novel (assigned or independent reading).
- Project Options (choose 1):
 - Theme Manifestation- Research to find elements that relate to a chosen theme; using Power Point, Prezi, Thinglink, Graphic Organizer, Youtube or Movie Maker, create a presentation that displays how chosen theme (typically found in literature) is found in contemporary life
 - Thematic Portfolio- Research to find elements that relate to a chosen theme; compile a tangible portfolio with items that extend a theme found in a chosen novel; samples may include song lyrics, poetry, news/Internet articles, art, photography, short stories, quotes

Accommodations/Modifications:

- Provide clear, concise rubric prior to assignment
- Create cooperative learning groups to ensure success/comprehension of all students
- Grade on content not neatness or creativity or public speaking ability

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: English 1 & 1A UNIT 4: Poetry & Drama</p>	<p>Unit Summary: This unit is designed to aid students in understanding the important elements of poetry and drama. It seeks to guide students in how to interpret main ideas that are developed in poetry and drama. Students will learn to decipher the meaning of words and identify the format of each poem, as well as interpret main ideas that are developed in dramatic pieces. This unit will also incorporate vocabulary in context and an examination of the reflection of history, politics, art and societal influences through poetry and drama. Students will read and create poetry and narratives both independently and collaboratively.</p>
<p>Grade Level(s): 9th Grade – General Academic & Accelerated Levels</p> <p>Thematic Title: “The Power of Emotions”</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What reading strategies can be utilized to aid in the understanding of poetry and drama? • Why is a knowledge base about a poet/author’s background and literary elements helpful in understanding a work on a deeper level? • How does poetry and drama connect to our past, present and future? 	<p>Enduring Understanding(s):</p> <p><u>Reading Literature:</u></p> <ul style="list-style-type: none"> • Students better understand text when they understand the figurative language expressed in poetry. • Various reading strategies such as guided reading and reading aloud will allow students to make meaning of the text. • Through time, great works of writing have illustrated human struggles, exposed social flaws and inspired social reform. <p><u>Reading Informational Text:</u></p> <ul style="list-style-type: none"> • Knowledge of a writer’s background and/or the background of the work’s context can make the reader more apt to comprehend the content • Themes in poetry and drama are universal and, generally, transcend culture and history. • Historical references are essential to understanding the climate and societal conditions of the time period in which the poem or drama references • Exposure to various cultural experiences expands one’s understanding of the world, its history and his/her own culture through poetry/drama and background information. • Fiction and non-fiction text interacts in literature by allowing students to make connections to real-life events. • Powerful poems and plays provide insights about the human condition and human experiences. • Our sense of self is influenced by relationships, conflicts and experiences and our self-image impacts how we treat others. <p><u>Language:</u></p> <ul style="list-style-type: none"> • Various writing styles allow students to choose which type they relate to and use that style to express their own ideas and thoughts. • Connotations of words change depending on the context and this change can determine the effect a piece has on the reader. • Various reading strategies such as active reading, understanding the format, guided reading, and annotations will allow students to make meaning of the text. • Versions of the text often incorporate the view of the author so the meaning can be altered through the author’s use of words or events. <p><u>Writing:</u></p> <ul style="list-style-type: none"> • Well-rounded students take creative risks because they have acquired the knowledge of the fundamentals necessary to think independently. • Students are able to use poetry and drama as a starter for expressing their own thoughts, feelings and ideas through written expression. • Writing routinely over extended periods of time enables students to produce complex and nuanced writing. • Producing clear and coherent writing helps to express ideas in an organized format using the writing process.

Speaking and Listening:

- The ability to accept the viewpoints of others will enable student to share their personal views and hear the views of others
- Working collaboratively is an effective way to discover and reach common goals and improve interpersonal communication.
- Technology is a media format which enhances education by allowing students to be interactive with their instruction and to use their creativity to express an individual idea.
- Verbal expression demonstrates command of formal English and becomes appropriate when discussing poetry as a whole class, small group, or individual presentation.
- Using voice, body language, and visuals helps students interpret poetry and drama.
- Listening to poetry and drama read aloud or via recording enables the reader to hear the emotion behind the words in order to truly grasp what the poet is saying.
- A play and spoken word poetry are meant to be seen. The dialogue in both require the audience to interact with the speakers to construct meaning.
- All of us have emotional turning points that occur throughout our lives and these turning points have the potential to change us.
- Visual representations allow us to have a three-dimensional view of characters and have a better understanding of them through movement and sound.
- Each visual representation varies according to the point of view of the director
- Technology is a media format which enhances education due to the ability of students to see visual representation of text and it also provides and interactive component.
- Verbal expression demonstrates command of formal English when indicated or appropriate.
- Words, tone and body language can be very powerful. They can impact how people care for us, view us and treat us.
- Working collaboratively is an effective way to discover and reach common goals and improve interpersonal communication.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<u>Reading Literature:</u>	
<ol style="list-style-type: none"> 1. Critically read and analyze poetry to determine the central idea, point of view, and purpose. 2. Determine the meaning of words and phrases as they are used in the text. 3. Understand the connection between the poetry and the history surrounding that particular piece. 4. Use knowledge of literature and personal experiences to gain a better understanding of the world. 5. Understand cultures which differ from their own through the words and events in given poems. 6. Use various reading strategies, such as annotating the text, to better understand the meaning of the poem. 7. Use fictional and non-fictional texts related to the poetry to better understand the given poem. 8. Understand the connection between drama and history. 9. Use knowledge of a dramatic piece and personal experiences to gain a better understanding of the world and the role it plays in our decision making process. 10. Analyze Romeo and Juliet in different mediums in order to compare and contrast the works (e.g. Roman Polanski play version versus Baz Luhrmann’s modern movie: <i>William Shakespeare’s Romeo + Juliet</i>). 11. Recognize how Shakespeare discusses current events in Elizabethan England in his works and his works echo political issues and sentiments felt by his audiences. 	<ol style="list-style-type: none"> 1. RL.9.3, RL.9.10, SL.9.3 2. RL.9.4, RL.9.5 3. RL.9.2, RL.9.3, RL.9.6, RL.9.7 4. RL.9.2, RL.9.3, RL.9.6, RL.9.9; RL.9.10 5. RL.9.2, RL.9.3, RL.9.6, RL.9.10 6. RL.9.1, RL.9.2, RL.9.3, RL.9.4, RL.9.5, RL.9.6, RL.9.10, 7. RL.9.6, RL.9.7, RL.9.9, 8. RL.9.2, RL.9.3, RL.9.6, RI.9.2, RI.9.3, RI.9.9, RI.9.10 9. RL.9.2, RL.9.3, RL.9.6, RI.9.2, RI.9.3, RI.9.7, RI.9.8, RL.9.10 10. RL.9.7 11. RL.9.9
<u>Speaking and Listening:</u>	
<ol style="list-style-type: none"> 1. Use knowledge gained through the text to think use individual experiences and feelings to create original poems. 2. Initiate and participate effectively in a range of collaborative discussions while expressing individual ideas and building on the ideas of others. 3. Speak effectively with regard to purpose, audience, and context. 4. Use technology to enhance presentations of poetic analysis. 	<ol style="list-style-type: none"> 1. SL.9.2, SL.9.4, SL.9.1a, SL.9.1.c, SL.9.1.d 2. SL.9.1a, SL.9.1b, SL.9.1c, SL.9.1d, SL.9.2, SL.9.3, SL.9.4, SL.9.5, SL.9.6, L.9.1, L.9.3 3. SL.9.5, SL.9.1a, SL.9.1b, SL.9.1c, SL.9.1d, SL.9.1e, SL.9.3, SL.9.5a 4. SL.9.5
<u>Writing:</u>	
<ol style="list-style-type: none"> 1. Complete short answer responses to given questions in order to identify characteristics within a poem. 2. Write original poetry. 3. Analyze allusions to the same source (person, place, event, time period) in more than one poem. <p>Revise writing for content and mechanics</p> <ol style="list-style-type: none"> 4. Edit for grammar, spelling and mechanics, focusing particularly on sentence structure and punctuation. <ul style="list-style-type: none"> -- sentence variety -- use of parallel structure 5. Follow the most recent version of the MLA Handbook 	<ol style="list-style-type: none"> 1. W.9.3-9.5 2. W.9.9a 3. W.9.3 a-e, W.9.4, W.9.5, W.9.6 4. W.9.3,a-e; W.9.4, W.9.5, W.9.6 5. W.9.2a-e; W.9.2f; W.9.4; W.9.5; W.9.6; W.9.8; W.9.9
<u>Language:</u>	
<ol style="list-style-type: none"> 1. Demonstrate understanding of figurative language and poetic devices. 2. Use structure and language to convey meaning in writing poetry. 3. Analyze nuances of meanings of words. 4. Use context clues to determine meaning and use reference sources as needed to confirm meanings of words. 5. Gather vocabulary knowledge independently. 6. Revise and edit writing to correct errors, refine writing using rubric, and produce final draft of writing task. 7. Vary sentence structure, using simple, compound, and complex sentences. 	<ol style="list-style-type: none"> 1. L.9.5 2. L.9.3 3. L.9.5 4. L.9.4a, c, d; L.9.6 5. L.9.6 6. L.9.2 7. L.9.3

Inter-Disciplinary Connections:

History:

- Discuss time period of the piece and relevant political/social conditions.
- Identify allusions present and analyze how an author draws on and transforms source material in a specific work.
- Background information on the life and times of William Shakespeare
 - Elizabethan England
 - The Globe Theatre
 - Descriptions of monarchy
 - The Black Death
 - The feudal system (all are topics that Shakespeare alludes to in his works).

Music:

- Listen to/ view spoken word poetry.
- Use well-known song lyrics to discuss various poetic terms.
- Use an audio version of poetry/drama being read by the author to help capture the emotion behind the words.

Public speaking:

- Present original work as well as existing written pieces.
- Discuss poems as a class and give personal insight into the meaning.
- Read personal poetry aloud to the class.

Art/Technology:

- Create poetry portfolios using PowerPoint, Prezi, or publish as an internet work (eg. Blog)
- Analyze a piece of visual art that reflects the theme of assigned piece (example: "The Grinder" – a painting to accompany the poem "Daily").
- Use YouTube or other media outlets to hear readings of poems or dramatic monologues to capture the mood and tone more clearly.
- Publish videos of poetry or dramatic readings on YouTube or other media outlet.]

Students will engage with the following texts:

Elements of Literature, 3rd course or

Prentice Hall Literature, Grade 9, Common Core Edition

- Accelerated Level Drama: *Romeo & Juliet* by William Shakespeare; *Othello* by William Shakespeare is also available for this level
- College Prep Level Drama: *Romeo and Juliet* side-by-side text
- "Juliet and her Romeo," "A Political Romance," are both short, non-fiction articles found at the front of the parallel text by Perfection Learning. Also found there are short articles which discuss how to use a parallel text, background, how to read with the correct beat, prose, contraction prep, and how to use the cues in the play. At the back of this text, there are articles about Shakespeare's life and theatre.

Suggested poetry selections:

- "My Father's Song" (for use with the short story "The Gift of the Magi")
- "I Wandered Lonely as a Cloud" (for teaching simile/ symbolism)
- "A Dream Deferred" (for teaching imagery/ rhetorical question/ alliteration)
- "Oranges" (for teaching metaphor/ theme/ motif)
- "Because I Could Not Stop for Death"; "Death, Be Not Proud" (for teaching personification/ tone/ theme)
- "Do Not Go Gentle into that Good Night" (for teaching allusion/ mood)
- "I Carry Your Heart" (for teaching syntax/ structure)
- "The Elizabethan Stage: The Tradition of All-Male Cast," "An Interview with Director David Muse," "Family Feud: Montagues vs. Capulets," "No Fear Shakespeare" (easy to read analysis of each scene with reading comprehension questions provided), "West Side Story"

Suggested supplemental texts:

- Non-fiction and fiction related to the themes discussed in poetry/drama (examples: Newspaper articles, magazine articles, current events, speeches, commentary, memoir, biography, songs, film clips):]
- www.pw.org (poets and writers website): fosters the professional development of poets and writers. You can find great samples, learn about the poets, see videos related to the poems and even post your own.
- www.poetryfoundation.org: poems, featured articles, interviews, and more about today's poets.
- Other possible poems can be found here: [Michael Bloomberg](#) and [writing fix](#)
- **Suggested Mentor Texts:** [The Narrative Journal](#)

Accommodations/Modifications

- Incorporate media/audio visual representation (YouTube, Discovery Education, TV show parodies, etc.)
- Highlight and underline main ideas in reading material
- Provide students with summaries if applicable
- Allow students to listen to audio recordings of poems/ drama
- Provide guiding questions to complete during and/or after reading to ensure understanding of main ideas
- Repeat, clarify, and/or reread poems/ drama if needed to ensure comprehension of literary devices
- Chunk longer passages and have student verbally demonstrate understanding before moving on

WRITING WORKSHOP: Students will engage in the writing process for the following assignment. Included are mentor text titles.

- **Original Poetry (Writing Workshop):** Students will write sonnet, haiku, acrostic, ballad, catalogue, and free verse poems and develop a poetry portfolio comprised of all original pieces.
- **Reader's Response to Literature:** Use of reader's/writer's notebooks to respond to poetry read as a class and through independent choice selection; students respond in notebooks to elements studied in this unit.
- **Open-ended responses on quizzes for poetry:** Short answer and open-ended responses about the meaning of given poems using textual support.
Prompts for poetry can include but are not limited to:
 - Discuss the rhyme scheme used in (a poem)
 - Think about someone that you love. The most traditional odes are written to extol the virtues of a loved one. Who do you love? Tell them why with a poem.
 - Consider someone that you admire. You don't have to know or love someone to pay tribute to them. Write a poem honoring one of your heroes. Someone who has, from a distance, made a difference in your life. Be as descriptive as you can.
 - **Speaker:** Who is the speaker of the poem? Who is the speaker addressing?
 - **Setting, purpose, theme:** What is the setting of the poem? What is the central purpose of the poem? Discuss the theme of the poem. Use specific lines from the poem to support your response.
 - **Imagery and Symbolism:** Discuss the imagery of the poem. What kind of imagery is used? Point out examples of metaphor, simile, and personification. Explain the appropriateness of these literary devices. Point out and explain any symbols. If the poem is allegorical, explain the allegory. Point out any allusions in the poem and explain their function.
 - **Meter and Rhyme:** Discuss the diction of the poem. Point out words that are particularly well chosen and why. Point out the significant examples of sound repetition and explain their function. What is the meter of the poem?
- **Pre-reading Narrative:** Students will write a narrative piece about a theme of *Romeo and Juliet* involving modern characters and situation. Possible themes include – a first date, a perfect mate, how to relate, don't hate.
- **Reader's Response to Literature:** Use of reader's/writer's notebooks to respond literature read as a class and through independent choice selection; students respond in notebooks to elements studied in this unit.
Prompts for drama can include but are not limited to:
 - Why are the two households feuding?
 - Imagine that it is ten years or more after the deaths of Romeo and Juliet. Pretend that you are either the Nurse or Friar Lawrence, and write your memoirs. Consider how you view the tragedy and its aftermath at this point, and describe what impact it has had on your own life.
 - Examine the role of women in *Romeo and Juliet*- consider Juliet, Lady Capulet/Montague, and the Nurse. Provide textual evidence to support your claims.
 - Explain the role of emotions such as hatred, love, honor, anger in *Romeo and Juliet* and give its cause and effect. Use textual evidence to support your claims.
 - How does fate and destiny come into play in *Romeo and Juliet*? Use textual evidence to support your claims.
 - Discuss the relationship between parents and children in *Romeo and Juliet*. How do they interact with their parents?
 - Which characters accelerate the plot? How have their actions "stirred the pot?"
 - Consider Paris' love for Juliet and Romeo's love for her. What are the similarities and differences between the two courtships?
 - In your opinion, who should shoulder the blame for the play's tragic ending? Use textual evidence to support your claim.
 - In the balcony scene, we see one of the most famous soliloquys from Shakespeare: Juliet is distressed over Romeo being of the Montague household. Describe Juliet's internal conflict.
 - Students can rewrite the plot of *Romeo and Juliet* having the characters make different decisions at the crucial moments during the major events of the play.
 - Analyze the behavior of Tybalt, Mercutio, and Benvolio in Act I. Based on your analysis, predict what their roles might be in the rest of the play.

Accommodations/Modifications

- Provide clear, concise rubric prior to assignment
- Reduce value for spelling and grammar errors in rubric
- Grade based on organization and content, not mechanics
- Provide graphic organizers
- Provide check lists or step-by-step directions
- Reduce length of assignments if needed
- Extended time on writing assignments if needed

VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction.

Unit 4: Poetry & Drama

Tier 2:

Adverse
Affirm
Alter
Apex
Breach
Chide
Combatant
Congenial
Cordial
Defray
Demure
Dissent
Doleful
Drudgery
Dwindle
Elapse
Escalate
Flippant
Fluent
Idealistic
Imply
Impose
Incessant
Incorrigible
Indignant
Indulgent
Inhibit
Intervene
Liberal
Moderate
Monologue
Morose
Novice
Obtrusive
Perilous
Posthumous
Prelude
Prolong
Provoke
Radical
Reciprocate
Recur

Refrain
Retort
Revert
Revile
Rift
Ruthless
Salvage
Savor
Seclusion
Sever
Subside
Susceptible
Tedious
Abscond
Treacherous
Trivial
Vivid
Vocation

Tier 3:

Allusion
Chorus
Metaphor
Onomatopoeia
Oxymoron
Personification
Prologue
Pun
Simile
Soliloquy

INDEPENDENT READING – Options with curriculum connections

Independent Reading: Students choose a fiction or non-fiction text to read. Students will be required to read independently throughout the school year. Various reading checks will be given throughout the year to assess the progress of each student's independent reading.

- *To Kill a Mockingbird, Sleeping Freshman Never Lie, The Fault in Our Stars, The Chocolate War, Speak, Fahrenheit 451, Matched, Five People You Meet in Heaven, Speak, The Chocolate War, Tyrell, Hunger Games, Maze Runner, Ellen Foster, Secret Diary of Adrian Mole, I Know Why the Caged Bird Sings, The Fault in Our Stars;* also see INDEPENDENT READING in Unit 3 for additional title suggestions
- Teachers may also choose to compile a packet of poem selections to be read independently; poems may come from text, online, or poetry anthologies

SOCRATIC SEMINAR – Possible Topics and Texts

In conjunction with Romeo and Juliet:

- Upon completion of the play, have students view and annotate the Baz Lurhman version of *Romeo and Juliet*, AND the Franco Zefferrelli version of *Romeo and Juliet*—specifically the last act (Romeo and Juliet's suicide). These clips can be viewed as whole group in class or as flipped classroom via Youtube. Students should focus annotations on the director's ("author's") choices in lighting, timing, sound, body language, etc. and how those choices affected the viewing experience. Opening questions can be any of the following: Which film version has a more powerful ending—why? Which actors are better in conveying the emotions scene—why? How does the ending of this play transcend time? Which directorial tool was used most effectively?
- Have students read and annotate the non-fiction piece "What Is Love? A Philosophy of Life" by Adrian Catron found

at http://www.huffingtonpost.com/adrian-catron/what-is-love-a-philosophy_b_5697322.html . This can be read as whole group, small group or flipped classroom. Students should focus annotations on connections to own life/society, connections to *Romeo and Juliet*, points of agreement/disagreement and questions. Opening questions can be any of the following: Which is the strongest type of love? Which is the least strongest type of love? Which type of love is most prevalent in *Romeo and Juliet*? Which type of love is most prevalent in our society?

In conjunction with poetry:

- Upon completion of “Dream Deferred” by Langston Hughes, have students read Hughes’ poem “Mother to Son.” This can be read as whole group, small group or flipped classroom. Students should focus annotations on connections to “Dream Deferred,” literary devices found and their overall effect, and theme. Opening questions can be any of the following: Is this poem relevant today and if so how? What is the tone of this poem? How does this poem reflect history? Another suggestion for Seminar alongside of “Dream Deferred” is to have students view a clip from *Fantasia 2000*, specifically “Rhapsody in Blue.” Clip can be found on Youtube and students can annotate for effects of music/instruments on tone, reflection of history and connection to Hughes’ work. Opening questions can be any of the following: Which piece conveyed the tone of The Harlem Renaissance more effectively—why? How do the instruments, colors, and pacing of the clip affect the tone of the piece? What stories are the characters telling—which is your favorite and why?
- Upon completion of “Oranges” by Gary Soto, have students read excerpts from *The House on Mango Street* (good accompaniments include “Shoes,” “First Job,” and “Hips”). This can be read as whole group, small group or flipped classroom. Students should focus annotations literary devices and their effect, connection to own life/society/previous readings, and motif of Rite of Passage (this was a major theme in Unit 1). Opening questions can be any of the following: How is the motif of “Growing Up” seen in these selections—positively or negatively? Is the growing up process different for girls than it is for boys—how? Where are the most powerful lines—why?

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole Group Instruction:

- **Mini-lessons, Teacher Modeling, and Lecture:** overall themes and concepts; discussion of poetry, including background information to selected poems; mini-lessons on mood, theme, tone, rhyme scheme; demonstration of writing process for comparing and contrasting two poems
- Overall themes and concepts related to the elements of drama and tragedy, including background information on Shakespeare; mini-lessons on character flaws, conflict and theme, extended metaphor; demonstration of writing process for composing an argument essay.
- **Cornell Notes:** used to record notes and ideas on the background of poems, author biography, vocabulary, poetic devices: alliteration, assonance, consonance, allusion, foreshadowing, imagery, personification, irony, figurative language, sonnet, rhyme scheme, iambic pentameter, stressed and unstressed syllables, satire, speaker, blank verse, couplet, Haiku, onomatopoeia, hyperbole, connotation/denotation, pun, oxymoron, stanza.
- Analysis of selected poems and mentor texts for writing assignments (Sample questions can include the following: What is the main idea or underlying value in the text? What is the speaker's purpose or perspective? What is the most important word/sentence/stanza/ passage/ act? How does word choice contribute to mood of the poem?)
- **Oral readings:** poetry and drama.

Small Group Instruction:

Students will explore the following topics through collaborative activities such as Think, Pair, Share; Placemat; and Jigsaw:

- **Text analysis, annotations, and citations:** Primary source analysis of text excerpts, including Poetry Portfolio (keep track of original and annotated poetry, responses to questions); use of graphic organizers when appropriate to support understanding of theme development
- **Vocabulary in Context:** collaboration on and sharing of independent gathering of vocabulary words; analysis of how they are used in context; use of words in original contexts that relate to students' lives.
- **Writing Workshop Conferences:** Creating original poetry and narratives; teacher-student and peer-to-peer conferences for revisions and editing; modeling for students the kinds of questions they should be asking themselves as they write and revise.
- **Reader's/Writer's Notebooks responses:** Respond to main ideas as they are developed poetry and drama.
- **Poetry Pow-Wow:** Use independent poem selections to discuss a topic such as form, style, theme, mood; based on student-generated questions; guided worksheets for annotating poetry, comparing poems; identifying parts of the poem using vocabulary terms;
- **Independent Reading -- Book talks/ Literature Circles:** Use independent reading selections to discuss topics such as theme, mood, tone, and use of language; based on student-generated questions.
- Small-group debates on topics *such as* the following:
 - Arranged marriages are a good way to find your lifelong partner.
 - Free will is a stronger force than fate.
- **Collaborative Project:** Trial of Friar Lawrence, the Nurse, Lord/Lady Capulet, Lord/Lady Montague (students are given "courtroom roles" (i.e. defense team, prosecution, judge, jury, characters from the play. Students will write a "script" of questions, develop cross examinations, opening/closing arguments, to defend or prosecute the accused

Individual Assignments:

- **Writing Workshop - Reader's/Writer's Notebook:** Use for imitating and responding to mentor texts, developing ideas, and constructing a style; analysis of theme, structure, word choice in readings; respond to questions that allow students to make inferences based on their reading, determine the theme of the piece and discuss how it is illustrated throughout; recognition of connections in evaluation of music and art; responses to literature, including

independent reading, making inferences and evaluating themes in relation to real life circumstances and personal experiences; respond to informational articles with a related theme/topic as a way to compare and contrast poems.

- **Vocabulary Work in Context:** Maintain a vocabulary log of words found in context of reading and used in context of instructional lessons.
- **Project Options:** Creating original poetry in song lyrics or other poetic forms.
- **Independent Reading:** Use reader's notebook to respond to literature, with particular emphasis on elements studied in this unit (figurative language, mood, tone).
- **Writing Workshop Assignment:** Imitating style in poetry writing; writing original poems; imitating mentor texts and developing ideas for analysis of poetry.
- **Socratic Seminar:** Set individual goals for participation in seminar discussions; engage in self-evaluation.

Technology:

- Use of SmartBoard, projector, Power Point, YouTube.com, DVD. Various songs, pictures, texts, movies, or clips (including those with sound) can be displayed on the Board to highlight specific points.
- Use of SmartBoard as an interactive tool to demonstrate how to annotate.
- Use of SmartPens to annotate (underline, circle, or highlight) key points of a text.
- Use of PowerPoint, Prezi, or internet site to present poetry portfolio

Accommodations/Modifications

- a. Provide historical context if not previously covered
- b. Use graphic organizers
- c. Provide guided notes and/or copies of notes
- d. Model appropriate expectations for assignments
- e. Choose cooperative learning groups to ensure effective work and socialization skills
- f. Reduce quantity of written assignments if needed
- g. Reduce value for spelling and grammar errors on assignments
- h. Writing grade based on organization and content, not mechanics

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

Bloom's Levels: Remembering, Understanding, Applying

- **Vocabulary homework:** Unit activities and quizzes.
- **Vocabulary in Context:** notebooks quizzes and/or routines for using and sharing new words gleaned from readings in various content-areas.
- **Cornell Notes:** Notebook checks & quizzes; collaborative & independent reflections.
- **Quizzes:** Reading check quizzes that require recall poetic terms and devices; Quizzes that require identification and application of poetic devices; include open-ended responses that require use of textual evidence.
- **Warm-up & Closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, determining main ideas, and generating thoughts through writing tasks; use of graphic organizers and exit slips as appropriate.
- **Whole-class observations, discussion, and questioning**
- **Socratic Seminar:** Prep-work, including reading and annotation of text; written responses to central questions; analysis of faulty reasoning or logic; evaluations of peers and self-evaluation based on individual goals for participation.
- **Reader's / Writer's Notebooks:** Responses to independent reading, making connections to real-life events that correspond to independent reading and in-class reading of poetry; collection of writing ideas; development of poetic writing; revisions for word choice and use of poetic devices to convey theme.
- **Individual and small-group writing conferences:** Student-teacher and peer-to-peer conference discussions and observations offer opportunity for teacher evaluation of original poetry and reflections on poetry studied in class; students should also engage in self-evaluation and reflection; peer-editing pairs use rubrics to evaluate writing progress.
- **Independent reading assessment:** Homework, classwork, and quizzes; based on reading response and analysis of elements studied in this unit.
- **Class participation and Homework:** Students complete given assignments, including steps in the writing process; take notes in class; and participate in whole-class and small-group discussions based on analysis of poetry using textual evidence.

Accommodations/Modifications:

- Extended time if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Chunk sections of assessment and/or reduce quantity of sections if needed
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics
- Provide study guide before assessment

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

Bloom's Levels: *Understanding, Applying, Analyzing, Evaluating*

- Vocabulary Cumulative Mastery Test
- Student presentations on analysis of poetry and drama which demonstrate knowledge by evaluating its use of poetic devices.
- **Narrative Fiction writing:** a narrative piece about a theme of Romeo and Juliet involving modern characters involved in a similar conflict.

Accommodations/Modifications:

- Extended time if needed
- Include word banks
- Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- Make assessments visually appealing; enlarge font of necessary
- Chunk sections of assessment and/or reduce quantity of sections if needed
- Provide study guide before assessment

Performance Assessments:

The following assessments require students to transfer knowledge in the creation of original work.

Bloom's Levels: *Applying, Analyzing, Evaluating, Creating*

Ideas for Poetry Instruction:

- Write original poetry using the structure and devices studied in class and create a portfolio that will be used to publish and present these poems to the rest of the class. Include visual images that correlate with each original poetry (these may be either created or found).
- Create a piece of artwork using an original poem as inspiration.
- Compose original song lyrics that contain literary devices and allude to previously read poems
- Make a YouTube video advertising an original poem.
- Recite an original poem in front of the class (slam poetry).

Ideas for Drama Instruction:

- Class trial presentations:
Students will use the notes and writing responses they have completed throughout the unit to effectively participate in a trial activity that requires they create All of the information they have gathered throughout the novel will be used to determine who is to blame for the deaths of Romeo and Juliet.
- Considering Romeo and Juliet in the Modern World:
 1. Each group is assigned a character and a form of technology.
 2. Use your understanding of modern experiences with digital technologies to make active the meaning Romeo& Juliet by creating your own interpretations specific events in the play.
 3. You will include at least on example of a literary device we reviewed with Act I.

4. You will present your finished project to the class.
5. You will fill out a peer evaluation sheet for each presentation.

[Romeo and Juliet in the Modern World \(helpful site\)](#)

Accommodations/Modifications:

- Provide clear, concise rubric prior to assignment
- Reduce value for spelling and grammar errors in rubric
- Grade on content not neatness or creativity