Unit Summary: Poetry & Drama

This unit is designed to enhance students' understanding of the elements of poetry and drama. It seeks to guide students in interpreting how main ide developed and refined through author's choices of character/speaker, plot, figurative language, etc. Students will analyze the form and function of different poems as well as the structure of drama through the reading of Romeo & Juliet. Students will engage in annotated close reading of poems drama as well as supplementary texts in order to refine their critical reading skills; complete an independent reading assignment that requires an independent analysis; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening sk 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 developing a narrative essay.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

How do an author's choices affect a poem's meaning and impact?   How is structure connected to meaning?
Why do authors choose to structure poems in different ways?
How can reading multiple texts on the same topic broaden our perspective on the topic?
How can the juxtaposition of different characters' perspectives enhance our understanding of the big ideas in drama?
How can we make deliberate choices/take risks in our writing to achieve an effects?

Assessments:

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

1. Teacher's Choice (10%): on Romeo & Juliet
2. Writing Workshop (10%): Narrative Essay
3. Performance Assessment (20%): mini-multigenre? *must align with RL.9.7: *Analyze the representation of a subject or a key scene in two different artis mediums, including what is absent or emphasized in each*
4. Vocabulary (10%): Cumulative Test, 1A: 150 words, 1CP: 100 words

Formative Assessments (Classwork & Homework = 20%; Quizzes = 30%) → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar)*

Texts:

Whole-class drama: Romeo & Juliet (Prentice Hall Literature textbook edition)
Suggested poetry selections: Shakespeare's Sonnet 18 ("Shall I Compare Thee") & 130 ("My Mistress's Eyes Are Nothing Like the Sun") My Father's Song Wandered Lonely as a Cloud," "Oranges," "Do Not Go Gentle Into that Good Night," "i carry your heart," "Theme for English B" (Hughes); "So You Want a Writer" (Bukowski); "This is Just to Say" (Williams); "Introduction to Poetry" (Collins); "Knock Knock" (Beaty); "Point B" (Kay); "Beethoven" (Koyczan)
Independent reading novel suggestions

9th Grade Curriculum Map, Unit 4   2017-2018

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Narrative	Speaking & Listening	Language
Key Ideas & Structure RL.9.2 Development of Theme/Motifs: Determine a theme or central idea and analyze its emergence and development throughout the text. RL.9.3 Character: Analyze how characters develop, interact with one another, and advance the story line or reveal the theme. RL.9.4 Tone & Word Choice: Navigate Shakespearean syntax; determine figurative and connotative meanings; analyze word choice for tone in poetry and drama. RL.9.5: Author's Choices: Analyze how author's choices develop character, plot, theme in drama and how they create effects in poetry. RL.9.6 Point of View: Analyze impact of a character pov/perspective on plot and theme in drama and impact of speaker's pov/cultural experience in poetry. RL.9.9: Analyze how an author or authors draw on and transform source texts.	**Text Types & Purposes** **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. Write, revise, and edit a rough draft for content and organization, grammar and mechanics. Portfolio Reflections (W.9.3,W.9.4, W.9.5, & W.9.6) **Research to Build & Present Knowledge** Use evidence from readings to support analysis (W.9.9)	**Comprehension & Collaboration** Mini- Seminars: Engage students in partner and small-group discussions (SL.9.1a & b) 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 theme is developed through plot, character, word choice, etc. and evaluate theme across different mediums (RL.9.2, 3, 4, 7) Continued use of Socratic Seminar: Support ideas shared in collaborative discussions; engage in dialogue, not debate; listen & summarize; ask questions to propel conversations; entertain other perspectives; continue to set individual and group goals with students for participation in seminar discussions. (SL.9.1a, 1c, 1d, SL.9.2, SL.9.3)	**Conventions of Standard English** Use a semicolon to link independent clauses; use colons to introduce a list or quotation; use commas in lists, to offset phrases, and to separate clauses Continue to use appropriate sentence structure to avoid run-ons and fragments. Vary sentence structure, using simple, compound, and complex sentences (L.9.1 & L.9.2) **Knowledge of Language** Revise for content, organization, and word choice; edit work according to MLA guidelines (L.9.3a)
Range of Reading (RL.9.10) **Drama:** *Romeo and Juliet* **Poetry** **Mentor Texts** **Independent Reading Choice**	**Range of Writing** (W.9.10) Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations	**Presentation of Knowledge & Ideas** (SL.9.4) Present text analysis and ideas based on close readings in Socratic Seminar & refer to text when supporting ideas.	**Vocabulary Acquisition & Use** (L.9.4, L.9.5, L.9.6) Apply knowledge in contexts; interpret rhetorical language; Evaluate nuance

9th Grade Curriculum Map, Unit 4   2017-2018

Sample Essential Questions for Lesson Planning			
Reading (Fiction & Nonfiction)	**Writing Narrative**	**Speaking & Listening**	**Language**
• What is the difference between poetry and prose? • How does word choice impact an author/speaker's tone? • What strategies can we use to closely read Shakespearean language? • What does how a character speaks reveal about them? • Why does an author use figurative language? • Why do poets choose certain forms to write in? • How do characters such as the Friar and Nurse function in the story as a whole?	• What can be learned from studying mentor texts? • How do writers create and develop characters, conflicts, • How does one develop writing skills?	• How can close reading and preparation be used to propel and enhance discussions? • How does effective collaboration enhance understanding of texts? • How can entertaining alternative perspectives enhance our own? • How can we use other points of view to mold our own opinions and make educated decisions? • How do we effectively listen to our peers?	• Why would a writer choose to use a semicolon instead of a period? • Why do poets use punctuation marks such as the colon and dash? • How can Shakespeare's punctuation marks help us understand his writing better? • How can self-reflection help me set goals in writing conventions?

to [Vocabulary list](#)
to [Standards for Learning](#)

Tier 2 VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.

1. Abscond
2. Adverse
3. Alter
4. Amble
5. Apex
6. Breach
7. Chide
8. Combatant
9. Congenial
10. Conspire
11. Cordial
12. Defray
13. Demure
14. Doleful
15. Drudgery
16. Elapse
17. Fickle
18. Fluent
19. Idealistic
20. Imply
21. Impose
22. Incessant
23. Incorrigible
24. Indignant
25. Indulgent
26. Inhibit
27. Intervene
28. Kindle
29. Liberal
30. Moderate
31. Monologue
32. Morose
33. Novice
34. Obtrusive
35. Perilous
36. Posthumous
37. Prelude
38. Prolong
39. Provoke
40. Radical
41. Reciprocate
42. Recur
43. Refrain
44. Retort
45. Revert
46. Revile
47. Rift
48. Ruthless
49. Salvage
50. Savor
51. Seclusion
52. Sever
53. Subside
54. Susceptible
55. Tedious
56. Treacherous
57. Trivial
58. Vivid
59. Vocation
60. Yearn

Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout the unit:

1. Aside
2. Blank Verse
3. Comic Relief
4. Couplet
5. Drama
6. Dramatic Irony
7. Dialogue
8. Free Verse
9. Iambic Pentameter
10. Monologue
11. Poetry
12. Pun
13. Rhyme Scheme
14. Soliloquy
15. Stanza
16. Tragedy
17. Tragic Flaw