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| Grade 9 English Curriculum | Semester 2 – Quarter 4 | Unit Title: A Sense of Belonging (Western Civilization) |
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| <p>Enduring Understanding(s):</p> <p>Language creates, maintains, nurtures, and complicates connections among people.</p> | <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does communication affect relationships? • What role does conflict play in relationships? • How do we know when a relationship is healthy or harmful? • How are people changed by their relationships with others? • How does language change depending on our audience? • What effect does technology have on communication? |
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| Pacing | Knowledge/Performance Standards | Performance Task Assessment | Literary and Grammar Terms | Resources |
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| | | Remember, assessments are a great place to differentiate for English language learners and students who need more challenge. How many different ways can students show what they've learned? | | Differentiate instructional approaches and triangulate resources. Select one or more of the core texts and support with another choice of genre to provide interest, challenge and accessibility for all students. |
| <p><i>Estimated:</i></p> <p>Actual:</p> | <p>Reading Focus: Multi-genre, with an emphasis on drama.</p> <p>Writing Focus: Literary Analysis</p> <p>Grammar Focus: Independent clauses, subordinate clauses, semicolon usage.</p> <p>The student will do the following:</p> <ul style="list-style-type: none"> • Identify the elements of drama • Discuss theme, using supporting evidence from the text • Perform a dramatic reading of text • Respond to literature through art or another non-text format • Use nonfiction to deepen understanding of another text • Identify audience and purpose in text. • Evaluate texts for bias and reliability including online texts. • Write a persuasive or expository essay with clear audience and purpose (MY Access!) • Deliver a speech • Use dictionaries and other resources to develop vocabulary • Use traits-based rubrics to evaluate and revise ones own writing (MY Access!) | <p>Formative: <i>("...assessments that provide information to be used as feedback to modify instruction and learning activities." Marzano, 2006)</i></p> <ul style="list-style-type: none"> • Admit/exit slips • Partner share with two minute conversation • Carousel activity/round robin stations • Thumbs up, thumbs down, thumbs to the side • Fast write • 3-5 question quiz • Summary paragraph • One-to-one conference • Review and respond to SBA scores • Class review/discussion • Introductory paragraph including a well-written thesis statement • Dramatic reading of text emphasizing a particular theme • Whole class and small discussion of theme | <p>Literary and Grammar Terms:</p> <ul style="list-style-type: none"> • Metaphor • Simile • Conceit • Motif • Pun • Oxymoron • Personification • Foreshadowing • Symbolism • Comedy • Tragedy • Dialogue • Monologue • Soliloquy • Meter • Blank verse • Free verse • Couplet • Triplet • Quatrain • Quintet • Sestet • Septet • Octave • Imagery • Allusion (classical, | <p>Core Materials: Romeo and Juliet is a cornerstone of Western literature and is the core piece of literature for this unit.</p> <p><i>Romeo & Juliet</i> <i>Shakespeare Made Easy</i> <i>Red Reader</i> (Discovery) McDougal Littell Literature <i>Shakespeare Set Free</i> (Folgers)</p> <p>Supplementary Materials: Fiction: <i>Sir Gawain and the Green Knight</i> <i>Selections from the Canterbury Tales</i> <i>The Once and Future King</i> (a) Tolkien, <i>The Hobbit</i> (a) Dickens, Charles. <i>Tales of Two Cities</i> (c) Hugo, Victor. <i>Les Miserables</i> (c) Barrett, Tracy. <i>Anna of Byzantium</i> Orczy, Emmuska. <i>The Scarlet Pimpernel</i> Golding, William. <i>The Lord of the Flies</i> Draper, Sharon. <i>Romiette and Julio</i> <i>William Shakespeare</i> (AGS Illustrated Classics) Cushman, Karen. <i>Catherine Called Birdy</i> (a) <i>Northern European Myths (Retold Myths and Folktales)</i> <i>Multicultural Reader Anthology</i> <i>Manga Shakespeare Serious: Romeo and Juliet</i> (Amulet Books) (a) (ELL)</p> |

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| <ul style="list-style-type: none"> • Identify and revise common sentence errors, including comma splices, fragments, and run-ons (MY Access!) • Identify and classify independent and subordinate clauses (MY Access!) • Use semicolons correctly (MY Access!) <p>Grade Level Expectations (Standards)</p> <p>Reading: <i>An (*) indicates a College Board standard for increased rigor and an assumption of a variety of texts with increasing complexity</i></p> <p>[9] 4.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L) [9] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L) [9] 4.5.2 Analyzing the use of literary devices appropriate to genre (i.e. dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, repetition, allusion, or symbolism) to analyze literary works [9] 4.5.3 Evaluating the intended effects of the author's use of conventions and techniques of genres on the reader (e.g., making inferences and judgments and ironic or hyperbolic statements, identifying impact of rich imagery, identifying multiple levels of meaning)</p> <p>Writing: <i>An (*) indicates a College Board standard for increased rigor and an assumption of an increasing level of writing skill application</i></p> <p>[9] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) (L) [9] 4.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing [9] 4.2.6 The student speaks clearly and fluently by</p> <ul style="list-style-type: none"> • Discussing literature in small and whole class groups | <p>Summative: <i>("...assessments that come at the end of a process or activity." Marzano, 2006)</i></p> <ul style="list-style-type: none"> • Create an acting company and re-stage a scene of Romeo and Juliet • The Romeo and Juliet Play Production Booklet • Write a sonnet about the four humors, courtly love, 17th century rules of marriage, or the chivalric code • Create your own family shield (can be done jointly with SS) • Write a modern set of rules of courtly love (divide the class up; boys do one set while the girls do one and then have them share and discuss) • Fishbone diagram the acts or characters of Romeo and Juliet • Write a personal code of honor (the ones by which they live), publish it as a book, and present it to the class • "Anna's Allusions." Literary essay in which students identify an allusion from Anna of Byzantium and discuss how it relates to a theme in the novel • "Produce My Play!" Persuasive essay from Romeo and Juliet Play Production Booklet <p>MY Access! Writing Prompts:</p> <ul style="list-style-type: none"> • "Hasty Decisions" MY Access! persuasive/literary essay | <p>historical, biblical)</p> <ul style="list-style-type: none"> • Sonnet forms (Shakespearean, Spenserian, Petrarchan) • Independent clauses • Subordinate clauses • Relative pronouns • Subordinating conjunctions <p>Non-fiction: Bohannon, Laura. <i>The Riverside Reader</i> "Shakespeare in the Bush"</p> <p>Epstein, Norrie. <i>The Friendly Shakespeare: A Thoroughly Painless Guide to the Best of the Bard</i> (An assortment of essays on Shakespeare, Elizabethan language, and his plays; approachable for ninth graders with a teacher's assistance.)</p> <p>Shakespeare Teaching Institute. <i>Shakespeare Set Free: A Midsummer Night's Dream, Romeo and Juliet, and Macbeth</i> (This is a teacher's guide with an assortment of activities.)</p> <p>Short Stories: "Pyramus and Thisbe" "The Story of Siegfried" "King Arthur and the Knights of the Round Table"</p> <p>Poetry: Assorted sonnets (Shakespearean, Spenserian, and Petrarchan) Moss, Howard. "Shall I Compare Thee to a Summer's Day" Shakespeare, William. "Shall I Compare Thee to a Summer's Day" (Sonnet 18) Yeats, William. "Sailing to Byzantium"</p> <p>Plays: <i>West Side Story</i> <i>Fiddler on the Roof</i> (ELL)</p> <p>Audiobooks: <i>Romeo and Juliet</i> <i>Shakespeare's Globe</i> (DVD) <i>Waste of Shame: the Mystery of Shakespeare and His Sonnets</i> (DVD) <i>The Hobbit</i> <i>Sonnets by William Shakespeare</i></p> <p>Podcasts: http://www.shakespearecast.com/ (A site that includes student-read podcasts of <i>Romeo and Juliet</i>, <i>A Midsummer Night's Dream</i>, and assorted sonnets.)</p> <p>Web Sites: Folger's Shakespeare Library http://www.folger.edu/index/cfm</p> <p>http://www.fordham.edu/halsall/sbook.html (This site has resource links for various areas--not just Western Civilization.)</p> <p>http://www.luminarium.org/medlit/ (An anthology of the Middle Ages)</p> |
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| <ul style="list-style-type: none"> • Preparing and delivering a speech of introduction • Preparing and delivering a persuasive speech • Performing a dramatic reading of literature • Responding orally to a text • Reading a piece of writing aloud to the class • Speaking extempore in group discussion (ASD) <p>[9] 4.4.1 Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)</p> <p>[9] 4.4.2 Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)</p> <p>[9] 4.4.3 Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing.</p> | <p>prompt for Romeo and Juliet</p> <ul style="list-style-type: none"> • "Who Is to Blame?" MY Access! literary essay for Romeo and Juliet • "The Use of Fantasy in The Sword in the Stone" MY Access! literary analysis prompt | <p>directed towards Western Civilization.)</p> <p>http://www.learner.org/interactives/middleages/feudal.html (A compendium of elements of the Middle Ages with a few interactive elements.)</p> <p>Rules of Courtly Love http://web.cn.edu/kwheeler/rules_of_love.html</p> <p>Chivalric Code/Courtly Love http://www.astro.umd.edu/~marshall/chivalry.html</p> <p>The Four Humors http://www.wsu.edu:8080/~hanly/chaucer/coursematerials/humours.html</p> <p>Audiovisual: <i>Romeo and Juliet</i> (various versions) <i>In Search of Shakespeare</i> (PBS) <i>My Shakespeare</i> (PBS) <i>West Side Story</i> <i>Biography of Shakespeare</i> (A&E)</p> |
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