Grade 9 English Language Arts
English 9

Exploring Writing Workshop

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

17. Understand that charity is the soul of holiness to which we are all called (CCC 826).

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

3. Cultivate the theological virtues of faith, hope, and charity; and practice the cardinal virtues of prudence, justice, fortitude, and temperance (CCC 1834; 1841).

5. Know that sin is an offense against God (CCC 1850).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

11. Respect all human life (CCC 2318).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

OH Grades 9-10 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2b. Use a colon to introduce a list or quotation.

L.9-10.2c. Spell correctly.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabians Manual for Writers) appropriate for the discipline and writing type.

Demonstrate understanding of word relationships and nuances in word meanings.

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

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.9-10.5. Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Assess how point of view or purpose shapes the content and style of a text.

RI.9-10.6. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)

RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

Solidarity

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

Because writing skills are a primary focus of Ohio's New Learning Standards for students of World History and English 9, students in English 9 will be introduced to **a formal five-stage writing process** in a cooperative paradigm at the beginning of the first quarter. More specifically in acknowledgement of the required skills for expository writing that both English 9 and World History classes will need, students will work to understand basics of **expository writing basics.** The writing unit will be complemented by **language study**. Mutual reinforcement of lessons is intended in both the World History and English classrooms.

The cooperative learning experience for students will be enhanced with the assigning of writing partnerships. Established learning partnerships enables teacher and students to reach a wider range of the evaluation standards of Ohio's New Learning Standards and offer experiential learning of elements of Catholic Social Teaching.

Unit Goals

1. Students will understand the formal five-stage writing process.
2. Students will understand the benefits of process writing.
3. Students will understand the benefits of learning partnerships.
4. Students will understand how language study enhances writing.

Big Ideas

1. Charity begins at home and in the classroom.
2. Clear and effective writing is a product of a writing process. ("Fine wine takes time or you end up serving grape juice.")
3. A little bit of information--well-developed--is worth more than a lot of ideas simply mentioned.
4. Form/formatting follows function.

Enduring Understandings

1. Being a supportive, respectful, and loving learning partner requires more than a few virtues.
2. Clear and effective writing is a product of the revising and editing stages of the writing process.
3. A thesis sentence is the most important sentence in an essay.
4. Style of formatting has a function.

Content

1. assignment-relevant elements of Catholic Social Teaching
2. the writing process
3. thesis sentence
4. lead
5. effective body support for argument/thesis
6. style formatting
7. organization of materials and drafts for a writing process
8. expository writing
9. language study

Resources

Skills

1. Work effectively with respect to elements of Catholic Social Teaching with a partner within a writing process.
2. Narrow a topic.
3. Organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
4. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
5. Sequence topics with appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
6. Employ precise language and domain-specific vocabulary to manage the complexity of the topic.
7. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
8. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
9. Write informative/explanatory texts to convey information clearly and accurately through the effective selection, organization, and analysis of pre-writing data.
10. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
11. Use a colon to introduce a list or quotation.
12. Spell correctly.
13. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabians Manual for Writers) appropriate for the discipline and writing type.
14. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
15. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
16. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
17. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
18. Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
19. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
20. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
21. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.
22. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
23. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
24. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
25. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
26. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
27. Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
28. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
29. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
30. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Essential Questions

1. What are qualities of Catholic educational philosophy?
2. How does Catholic Social Justice Teaching influence my learning?
3. How is writing produced in the real world?
4. How is writing used in the real world?
5. How can writing demonstrate that each individual is unique?

Resources

Stage 2: Assessment Evidence

Language: What is a Clause? How is it Formed?

Formative: Homework

In worksheet format, this language assignment requires students to find the Subject Noun of each Predicate Verb in given sentences.

Language: Clauses & Complements

Formative: Homework

In worksheet format, this language assignment addresses transitive and intransitive verbs and requires students to find the clauses and the types of complements in the given sentences.

Language Analysis 1

Formative: SmartBoard/ActivBoard Interactive Activity

Students analyze sentences presented on pages of the SmartBoard and systematically find the object of the preposition /prep. phrase and the clauses.

Language Analysis 2

Summative: Test

Given sentences, students read and then analyze systematically to find the object of the prepositon noun/ prep. phrase and the clauses (subject noun predicate verb).

Language Analysis 3

Formative: SmartBoard/ActivBoard Interactive Activity

For this post-test review, students are required to "get the test" at 100% through a SmartBoard review. With test sentences and diagrams reproduced on the SmartBoard and led by student volunteers, students must show correct steps of analysis and correct sentence diagrams. Each student has a hard copy reproduced from the SmartBoard template.

Pre-Writing for Product #1

Formative: Class Work

Teacher leads listing, clustering, and focused-free-writing. Students can also focus the topic with the inverted pyramid. This may take one or two class periods.

Drafting for Product #1

Formative: Writing Assignment

Students complete a prose draft directed by a thesis.

Revising for Product #1

Formative: Writing Assignment

Using the unit writing guide, students write a prose draft developing the thesis with concrete detail and commentary for the purpose of correcting surface errors (grammar and language) and formatting errors. Objectives for Reading Informational text apply here.

Writing Product #1 (A Personal Letter of Introduction)

Formative: Expository Essay

Teacher-Assessment will credit 1) a complete writing process, 2) a final perfectly edited product.

Writing Product #1 (A Personal Letter of Introduction)

Formative: Peer Assessment

At the end of the writing process, students peer evaluate each others' papers, considering the final product and their notes from the process. Writing and Evaluation Credit is awarded only for 1) completion of the required products and 2) complete evaluation according to the unit rubric.

Stage 3: Learning Plan

Learning Experiences

1. Cooperative Learning Groups: Students participate in writing workshop for multiple pre-writing stages.
2. Cooperative Learning Groups: Students participate in writing workshop for multiple revising stage activities/strategies.
3. Cooperative Learning Groups: Students participate in writing workshop for editing revisions.
4. Cooperative Learning Groups: Students participate in peer evaluating with Rubric at evaluating stage.
5. Conferencing: Students engage in conferencing with classroom teacher.
6. Reflective Discussion: Students engage in reflections on the writing process.
7. Technology Assisted Learning: Students engage in SmartBoard activities on grammar analysis.
8. Reading for Meaning: Students engage in Sustained Silent Reading.
9. Teacher-Directed Learning: Students participate in group reading and annotating.
10. Presentations: Students participate in formal and informal and individual and group presentations.
11. Explicit Teaching: Students listen and take notes on lectures.
12. Critical Viewing: Students analyze texts and annotate.
13. Compare and Contrast: Students connect secular texts to sacred texts.

Resources

Technology Integration

**SmartBoard:**

1. Guiding writing activities for writing workshop
2. Discussion/analysis of plot
3. Language: analysis of grammar and figurative language

**Word Processing:** for drafting, revising, and editing of assigned dialogue letters and unit essay

**DVD Viewing:** in classroom with pausing for annotating

**YouTube:** listening to popular music

**Tablet for Filming /Recording:** line recitals

Resources

**Alternative Essays:** Essay on Summer Reading / Personal Response to prompt on College Application

Teacher-Staffed Writing Lab

A Senior-Staffed Peer Conferencing Center

Copies of past student essays on the same prompt

A college application form for Teacher Evaluation (The Common Ap)

Ramirez, Susan, Peter Stearns, and Sam Wineburg. *World History: Human Legacy, Modern Era.* Orlando: Holt, Rinehart and Winston, 2008. Print.

Bentley, Jerry H. and Herbert F. Ziegler. *Traditions Encounters: A Global Perspective on the Past* (AP Edition). McGrawHill, 2011. Print.

*World Literature* (3rd ed.)**.** Austin: Holt, Rinehart and Winston, 2001. Print.

Resources

* Haiku Learning (<https://www.haikulearning.com>)

Grade 9 English Language Arts
English 9

Exploring Mythology in Early Societies

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

6. Know that God is the author of Sacred Scripture (CCC 105).

8. Understand that the world was made for the glory of God, the Creator of all things (CCC 290; 293).

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

11. Respect all human life (CCC 2318).

12. Respect the integrity of all creation, including animals, plants, and all nature (CCC 2415).

Targeted Standards

OH Grades 9-10 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

W.9-10.9a. Apply grades 910 Reading standards to literature (e.g., Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]).

W.9-10.9b. Apply grades 910 Reading standards to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning).

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2c. Spell correctly.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.9-10.3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabians Manual for Writers) appropriate for the discipline and writing type.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.9-10.5. Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account.

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)

RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washingtons Farewell Address, the Gettysburg Address, Roosevelts Four Freedoms speech, Kings Letter from Birmingham Jail), including how they address related themes and concepts.

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Assess how point of view or purpose shapes the content and style of a text.

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Rights and Responsibilities

Call to Family, Community, and Participation

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

Loosely correlating with the early stages of the World History curriculum, students will study the role of mythology in early societies and/or the classical age. Equally important, their understanding and appreciation of mythology (and religious belief) will be enhanced as they practice *reading* critically and practice *writing* critically using comparison and contrast within a defined writing process and in accordance with MLA style conventions. Mutual reinforcement of lessons is intended in both the World History and English classrooms.

Unit Goals

1. Students will understand the importance of effective writing.
2. Students will understand the importance of mythology in a culture.
3. Students will understand the importance of reading critically.
4. Students will understand the importance of writing critically.
5. Students will understand the parallels between history and literature.

Big Ideas

1. Mythology of early societies played significant roles for the organization and perpetuation of those societies.
2. Writing about literature is a stage of the reading process.

Enduring Understandings

1. Being a supportive, respectful, and loving learning partner requires more than a few virtues.
2. Mythology of early societies shows differences in humanity's conception of gods and relationship with the gods and nature.
3. Mythology of early societies particularly defined each society's virtues and vices.
4. Mythology of early societies articulated the values of those societies.
5. Myth-making is a phenomenon known in all societies in every age.

Content

1. vocabulary relevant to the writing workshop and the stories
2. structure of organization for comparison/contrast
3. myths/creation stories
4. sequence of stages in the writing process
5. transitions
6. use of subordinate clauses in comparison/contrast writing

Skills

1. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
5. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
6. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
7. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
8. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
10. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.
11. Draw evidence from literary or informational texts to support analysis, reflection, and research.
12. Apply grades 910 Reading standards to literature (e.g., Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]).
13. Apply grades 910 Reading standards to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning).
14. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
15. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
16. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
17. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
18. Spell correctly.
19. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
20. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabians Manual for Writers) appropriate for the discipline and writing type.
21. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
22. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
23. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
24. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
25. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
26. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
27. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
28. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
29. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
30. Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
31. Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account.
32. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
33. Analyze seminal U.S. documents of historical and literary significance (e.g., Washingtons Farewell Address, the Gettysburg Address, Roosevelts Four Freedoms speech, Kings Letter from Birmingham Jail), including how they address related themes and concepts.
34. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.
35. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
36. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
37. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
38. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
39. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
40. Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
41. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
42. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
43. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Essential Questions

1. Why are the stories of a society important to that society?
2. How do stories evolve into myths?
3. What is the difference between mythological belief and religious belief?

Stage 2: Assessment Evidence

Prewriting for Comparison Essay

Formative: Graphic Organizer

Students use a sheet or sheets of paper showing various means of generating ideas for drafting. Venn diagrams work well here. Students brainstorm topics.

Understanding Structures of Organization for Comparison /Contrast Writing

Formative: Class Work

Using two different colors, students highlight individual sentences of a sample essay written in point-by-point (part-to-part) structure of organization. The idea is to see the organization within sentences and within paragraphs. Students should repeat this study using their own drafts.

Draft #1 for Comparative Essay

Formative: Writing Assignment

Students write a prose draft directed by a thesis.

Language: Clauses & Complements

Formative: Homework

In worksheet format, this language assignment addresses transitive and intransitive verbs and requires students to find the clauses and the types of complements in the given sentences.

Language: Complex Sentences

Formative: Homework

Students complete a traditional worksheet on subordinate clauses to facilitate comparison and contrast within sentences.

Language: Clauses in Complex Sentences

Summative: Test

Students will take a test to show their ability to analyze complex sentences in order to articulate the types of clauses used in the sentences.

Language: Delineating Clauses in Complex Sentences

Formative: SmartBoard/ActivBoard Interactive Activity

For this post-test review, students are required to "get the test" at 100% through a SmartBoard review. With test sentences and diagrams re-produced on the SmartBoard and led by student volunteers, students must show correct steps of analysis and correct sentence diagrams. Each student has a hard copy reproduced from the SmartBoard template.

Revising: Comparison Essay

Formative: Cooperative Group Work

Using the unit's "Writing Guide/Peer Evaluation," students address matters of content as they work in small groups for multiple responses to their drafts.

Drafting (#2): Comparison Essay

Formative: Writing Assignment

This second prose draft follows the revising conference. It is produced for the purpose of correcting surface errors (grammar and language) and formatting errors.

Punctuation for Signal Phrasing: Comma or Colon?

Formative: Class Work

Using a Teach, Practice, and Apply structure for the learning experience, students will work with a teacher-prepared worksheet and SmartBoard presentation to practice distinguishing the use of a comma to introduce quoted material from using a colon to introduce quoted material. This lesson complements both the writing in the unit and the language study of clauses.

Revising & Editing: Workshop

Formative: Class Work

Guided by the unit rubric (see resources), students conference, first for content concerns, and second for editing concerns. Homework/Classwork credit is awarded for evidence (via rubric) of complete revising (Part Two: Content Matters) and complete editing (Part One: Form Matters). This should take one or two class periods.

Exploring Mythology and Early Societies Writing Guide & Peer Evaluation

Formative: Peer Assessment

This holistic rubric concentrates on the goals for language, reading, and writing for student use inside the writing workshop. At the end of the writing process, students peer evaluate each other considering the final product and their notes from the process. Writing and Evaluation Credit is awarded only for 1) completion of the required product and 2) complete evaluation according to the unit rubric.

Evaluation for Writing Product #2

Summative: Essay

A teacher-crafted unit-specific evaluation rubric highlighting specified language and vocabulary goals will be used to evaluate the essay.

Reading Check

Diagnostic: Quiz

If needed, teachers will quiz students on the reading. This quiz requires students to select multiple choice or write short answers to literal-level questions on the reading assignments. Note: The most important reading assessment is an aspect of the writing assessment.

Stage 3: Learning Plan

Learning Experiences

1. Cooperative Learning Groups: Students participate in writing workshop for multiple pre-writing stages.
2. Cooperative Learning Groups: Students participate in writing workshop for multiple revising stage activities/strategies.
3. Cooperative Learning Groups: Students participate in writing workshop for editing revisions.
4. Cooperative Learning Groups: Students participate in peer evaluating with Rubric at evaluating stage.
5. Conferencing: Students engage in conferencing with classroom teacher.
6. Reflective Discussion: Students engage in reflections on the writing process.
7. Technology Assisted Learning: Students engage in SmartBoard activities on grammar analysis.
8. Reading for Meaning: Students engage in Sustained Silent Reading.
9. Teacher-Directed Learning: Students participate in group reading and annotating.
10. Presentations: Students participate in formal and informal and individual and group presentations.
11. Explicit Teaching: Students listen and take notes on lectures.
12. Critical Viewing: Students analyze text and annotate.
13. Compare and Contrast: Students connect secular texts to sacred texts.
14. Stop and Jot: For any texts read together as a class, teacher selects strategic points to stop and give students a chance to mark any ideas or questions during reading. These ideas can be used to facilitate discussion with small groups or whole class discussion.
15. Questioning Strategies: Have students prepare ten different questions to be used in class discussion. Students should keep in mind that it must reference specific evidence from the text and must require an extended response answer rather than a "yes" or "no."
16. Cooperative Learning Groups: Break students into small groups and have them find examples of the various literary elements in texts. Students can share these with the class and use these to open discussion about the themes of the texts.
17. Graphic Organizer: Students can create a visual representation of a poem or story and include a written description as to the choice of their visual aspects and how they depict the important elements of the text.
18. Graphic Organizer: Students can monitor/chart and discuss reading strategies used to analyze poetry/short stories and share with classmates.
19. Independent Practice: Students keep a reader's notebook charting the differences/similarities between authors, styles and content. This can be used later for discussion, comparison between units, etc.
20. Jigsaw: The students are divided into small groups of five or six students each. They are assigned a task within a selection or text. For example, in one jigsaw group, one student is responsible for historical background research; another member covers figurative language; another student is assigned themes; this continues until each member has a role. Eventually each student will come back to his or her jigsaw group and will try to present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. Additionally this can be presented to the whole class for further discussion.
21. Discussion: Students can discuss in the following discussion topics: How do we read informational texts? How do we pull important details from a text and formulate those into notes?
22. Graphic Organizer: Students can discover, define and provide examples of different literary terms at play within texts (simile, metaphor, extended metaphor, conceit, theme, etc.). This can be compiled as a chart that students keep and continue to add to throughout the unit of study.
23. Cooperative Learning Groups: Students can be split into groups and create summaries or review main points of a text to be presented to the class. This activity can be used to begin discussion in class.

Technology Integration

**SmartBoard:**

1. Guiding writing activities for writing workshop on revising and editing
2. Discussion /analysis of plot
3. Language analysis of grammar and figurative language

**Word Processing:** for drafting, revising, and editing of assigned dialogue letters, and unit essay

**DVD Viewing:** in classroom with pausing for annotating

**YouTube:** listening to popular music

**Tablet for Filming /Recording:** line recitals

Resources

*World Literature* (3rd ed.). Austin: Holt, Rinehart and Winston, 2001. Print.

Ramirez, Susan, Peter Stearns, and Sam Wineburg. *World History: Human Legacy, Modern Era.* Orlando: Holt, Rinehart and Winston, 2008. Print.

Bentley, Jerry H. and Herbert F. Ziegler. *Traditions Encounters: A Global Perspective on the Past* (AP Edition). McGraw Hill, 2011. Print.

* Jinnah, Muhammad Ali. "The Need for a Muslim Pakistan." (1940)
* Bentley and Ziegler p. 869.
* "Chapter 13: The Expansive Realm of Islam." Bentley and Ziegler pp. 258-278.
* "Chapter 27: The Islamic Empires." Bentley and Ziegler pp. 594-613.

"By the Waters of Babylon" by Stephen Vincent Benet

"Why the Sky is Far Away: A Nigerian Folk-Tale"

Genesis. The Bible

**Comparing Epics**

*Glencoe Literature: British Literature.* Columbus: Glencoe/McGraw-Hill, 2002. Print.

* "The Epic and the Epic Hero." *Glencoe Literature: British Literature, p.* 46
* *from Gilgamesh:* "The Death of Humbaba." *Glencoe Literature: British Literature, pp.* 80-83 84
* *from* *Beowulf.* *Glencoe Literature: British Literature,* pp. 47-7784.

**Comparing Contrasting Accounts of the Flood**

*World Literature* (3rd. Ed.). Austin, Texas: Holt, Rinehart and Winston, Print.

* "Noah and the Flood." *from* Genesis. *World Literature* (3rd. Ed.), pp. 170-175
* *from* the *Epic of Gilgamesh. World Literature* (3rd. Ed.), pp. 138-148

Momaday, Scott N. *The Way to Rainy Mountain.* Albuquerque: University of New Mexico Press, 1969. Print.

Rosenberg. Donna. *FOLKLORE, Myths, and Legends: A World Perspective.* Lincolnwood, Illinois: NTC Publishing Group, 1997. Print.

* Part 1: Africa
* Part 2: The Middle East (Pre-Islamic, Zorastrian/Persian, Jewish)
* Part 3: Europe
* Part 4: The Americas
* Part 5: The Far East
* Questions for Response, Discussion, and Analysis

**Thematic Contents**

Creation, culture, heroes and fertility gods, mortality and death, parents and children, right and wrong, love and friendship, animal helpers, rebellion and conformity, heroes heroines, clever beings, wise and foolish.

**Style and Language Concerns**

Hacker, Diana, and Nancy Sommers. *A Pocket Style Manual* (6th ed.). Boston: Bedford / St. Martin's

Resources

* Timeless Myths (Timelessmyths.com )

Grade 9 English Language Arts
English 9

Exploring the Renaissance and Shakespeare

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

11. Respect all human life (CCC 2318).

12. Respect the integrity of all creation, including animals, plants, and all nature (CCC 2415).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

OH Grades 9-10 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.

W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

W.9-10.9a. Apply grades 910 Reading standards to literature (e.g., Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]).

W.9-10.9b. Apply grades 910 Reading standards to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning).

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L.9-10.2c. Spell correctly.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.9-10.3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabians Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range of strategies.

L.9-10.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9-10.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

L.9-10.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

Demonstrate understanding of word relationships and nuances in word meanings.

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

L.9-10.5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.9-10.5b. Analyze nuances in the meaning of words with similar denotations.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.9-10.5. Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Assess how point of view or purpose shapes the content and style of a text.

RI.9-10.6. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 910 text complexity band independently and proficiently.

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.9-10.5. Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Assess how point of view or purpose shapes the content and style of a text.

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Option for the Poor and Vulnerable

Solidarity

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

Intended to complement a curriculum for World History, this unit will provide students with an understanding that some Elizabethan tastes and attitudes are reflected in the characters and other elements of the particular play by Shakespeare. As students study a Shakespeare play, they will study the formal qualities of argumentation and MLA style for writing about poetry and verse drama. The major components of this unit are complemented through language study of complex sentences, mood, figurative language, and dramatic recitation of Shakespeare's lines by students. Mutual reinforcement of lessons is intended in both the World History and English classrooms.

Unit Goals

1. Students will understand the formal qualities of argumentation.
2. Students will understand the purpose of style manuals, such as MLA.
3. Students will understand how language study enhances writing.
4. Students will understand the relationship between history and literature.
5. Students will understand how cultural tastes and attitudes are reflected in literature.

Big Ideas

1. human passions
2. appearance and reality
3. literary style
4. manifestation of larger cultural tastes and attitudes
5. the role of the artist

Enduring Understandings

1. Social concepts of family, class, race, and gender can be barriers.
2. Human passions place stress on civil and religious institutions.
3. Shakespeare, like all artists, challenges some primary social and religious attitudes of his time and place.

Content

1. basic biographical facts about Shakespeare
2. five-part plots in the plays of Shakespeare
3. Renaissance life in England as it influences themes and characters in a play
4. MLA style
5. stages of the writing process
6. textual evidence
7. theme
8. point of view
9. arguments
10. claims

Skills

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
5. Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
7. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.
8. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
9. Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
10. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
11. Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account.
12. By the end of grade 9, read and comprehend literary nonfiction in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.
13. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 910 text complexity band independently and proficiently.
14. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.
15. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
16. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
17. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
18. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
19. Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
20. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
21. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
22. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
23. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
24. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
25. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
26. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
27. Provide a concluding statement or section that follows from and supports the argument presented.
28. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
29. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
30. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
31. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
32. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
33. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
34. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)
35. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
36. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.
37. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
38. Draw evidence from literary or informational texts to support analysis, reflection, and research.
39. Apply grades 910 Reading standards to literature (e.g., Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]).
40. Apply grades 910 Reading standards to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning).
41. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
42. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
43. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
44. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
45. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
46. Spell correctly.
47. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
48. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabians Manual for Writers) appropriate for the discipline and writing type.
49. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range of strategies.
50. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.
51. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
52. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
53. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
54. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
55. Analyze nuances in the meaning of words with similar denotations.
56. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

1. Are laws enough for establishing a just society?
2. What drives artistic style, especially literary style?
3. How can society tolerate authentic differences in race, ethnicity, and gender and still show dignity of the human person to "the other"?
4. What is the role of art/the arts in maintaining the integrity of religious and civil institutions?

Stage 2: Assessment Evidence

Pre-Reading: "Like a Virgin: Queen Elizabeth and the Status of Women in Elizabethan England"

Formative: Reading Task

Students read chapter from Papp Kirkland's Shakespeare Alive! and then answer questions provided by the teacher.

Pre-Reading: "Don't Talk to Strangers: Foreigners and Immigrants in Elizabethan England"

Formative: Reading Task

Students read chapter from Papp Kirkland's Shakespeare Alive! and then answer questions provided by the teacher.

The Language of Shakespeare in Act I

Formative: Homework

For this language study, students use a teacher-created worksheet to 1) define particular parts of speech, one at a time and then 2) to find each in specified scenes and lines. 3) They then copy the particular part of speech and explain it in context.

The Language of Shakespeare in Act II

Formative: Homework

For this language study, students use this teacher-created worksheet to 1) define particular parts of speech, one at a time and then 2) to find each in specified scenes and lines. 3) They then copy the particular part of speech, and explain it in context.

Reading-Writing: Three Dialogue Letters to Learning Partner

Formative: Reflective Writing

Using the unit writing guide during the writing process, students write three formal business-style letters addressed to their learning partner, each in response to questions on chosen acts. Questions are derived or selected from sources by teacher.Answers are presented according to the conventions of MLA style for 1) signal phrasing, 2) in-text citation for poetry/ verse drama, and 3) works cited.Writing Workshop provides opportunities for revising and editing before each successive letter. Homework credit is given for each timely letter.

Signal Phrasing for Fiction & Non-Fiction Sources

Formative: Class Work

Because this unit has the potential to introduce several "outside sources" other than a classroom text, students will practice writing signal phrases for fiction and non-fiction sources. The lesson calls for use of a source for MLA style (Owl, Hacker's A Pocket Style Manual, etc.) Hacker: Chapter 31: "Integrating Non-fiction Sources"; Chapter 32: "Integrating Literary Quotations."

Writing Workshop: Revising & Editing

Formative: Class Work

Guided by the unit rubric, students conference, first for content concerns, and second for editing concerns. This workshop occurs between letters. Homework/Classwork credit is awarded for evidence (via rubric) of complete revising (Part Two: Content Matters) and complete editing (Part One: Form Matters).

Shakespearean Dialogues

Formative: Peer Assessment

At the end of the writing process, students peer evaluate each other considering all three products (the letters) and their notes from the process. Writing and Evaluation Credit is awarded only for 1) completion of the required products and 2) complete evaluation according to the unit rubric.

Shakespeare's Character and Theme

Summative: Persuasive Writing

Major Unit Assessment At the end of the unit, after the peer assessment of the dialogues, students write persuasive essays arguing the true nature of one of Shakespeare's principal characters in the play. The essay draws from the play and the relevant non-fiction texts used at the pre-reading stage. The essay is articulated using vocabulary of drama and the unit. Teacher uses rubric to evaluate essay.

You As a Shakespearean

Summative: Recital

Each student recites a minimum of 14 lines from a Shakespeare play. Recital may be individual or in conjunction with other students. Evaluation is conducted using 1) hard copy of each student's lines, 2) rubric for recital, and 3) two student listeners who mark errors on copies of lines.

Language: Mood and Clauses

Formative: Homework

Students complete worksheets emphasis\zing the relationship between the subjunctive mood and noun clauses and adverb clauses.

Language: Mood and Clauses

Formative: SmartBoard/ActivBoard Interactive Activity

Following homework study of mood and clause, students gain additional in-class practice and self-evaluation as they apply the three-step method of grammatical analysis to sentences and diagrams selected from their homework assignment.

Language: Mood and Clauses

Summative: Test

Students will test to show their ability to analze complex sentences and make any needed corrections in order to articulate proper use of the subjunctive mood and its clauses (noun and adverb). Test includes sentence diagrams.

Language: Mood and Clauses

Not Available: SmartBoard/ActivBoard Interactive Activity

For this post-test review, students are required to "get the test" at 100% through a SmartBoard review. With test sentences and diagrams reproduced on the SmartBoard and led by student volunteers, students must show correct steps of analysis and correct sentence diagrams. Each student has a hard copy reproduced from the SmartBoard template to hand in for credit.

Post-Reading: Reading Scholarly Critical Essay on the Play

Formative: Reading Task

Working in small groups of two partnerships, students are introduced to databases and then must find a scholarly critical essay on some aspect of the play. Alternatively, teacher may provide several essays, one for each group. Students are required to read the article, analyze for thesis and development, and then create a presentation of the article using diverse media.

Stage 3: Learning Plan

Learning Experiences

1. Cooperative Learning Groups: Students participate in writing workshop for multiple pre-writing stages.
2. Cooperative Learning Groups: Students participate in writing workshop for multiple revising stage activities/strategies.
3. Cooperative Learning Groups: Students participate in writing workshop for editing revisions.
4. Cooperative Learning Groups: Students participate in peer evaluating with Rubric at evaluating stage.
5. Conferencing: Students engage in conferencing with classroom teacher.
6. Reflective Discussion: Students engage in reflections on the writing process.
7. Technology Assisted Learning: Students engage in SmartBoard activities on grammar analysis.
8. Reading for Meaning: Students engage in Sustained Silent Reading.
9. Teacher-Directed Learning: Students participate in group reading and annotating.
10. Presentations: Students participate in formal and informal and individual and group presentations.
11. Explicit Teaching: Students listen and take notes on lectures.
12. Critical Viewing: Students analyze text and annotate.
13. Compare and Contrast: Students connect secular texts to sacred texts.
14. Stop and Jot: For any texts read together as a class, teacher selects strategic points to stop and give students a chance to mark any ideas or questions during reading. These ideas can be used to facilitate discussion with small groups or whole class discussion.
15. Questioning Strategies: Have students prepare ten different questions to be used in class discussion. Students should keep in mind that it must reference specific evidence from the text and must require an extended response answer rather than a "yes" or "no."
16. Cooperative Learning Groups: Break students into small groups and have them find examples of the various literary elements in texts. Students can share these with the class and use these to open discussion about the themes of the texts.
17. Graphic Organizer: Students can create a visual representation of a poem or story and include a written description as to the choice of their visual aspects and how they depict the important elements of the text.
18. Graphic Organizer: Students can monitor/chart and discuss reading strategies used to analyze poetry/short stories and share with classmates.
19. Independent Practice: Students keep a reader's notebook charting the differences/similarities between authors, styles and content. This can be used later for discussion, comparison between units, etc.
20. Jigsaw: The students are divided into small groups of five or six students each. They are assigned a task within a selection or text. For example, in one jigsaw group, one student is responsible for historical background research; another member covers figurative language; another student is assigned themes; this continues until each member has a role. Eventually each student will come back to his or her jigsaw group and will try to present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. Additionally this can be presented to the whole class for further discussion.
21. Discussion: Students can discuss in the following discussion topics: How do we read informational texts? How do we pull important details from a text and formulate those into notes?
22. Graphic Organizer: Students can discover, define and provide examples of different literary terms at play within texts (simile, metaphor, extended metaphor, conceit, theme, etc.). This can be compiled as a chart that students keep and continue to add to throughout the unit of study.
23. Cooperative Learning Groups: Students can be split into groups and create summaries or review main points of a text to be presented to the class. This can be used to begin discussion in class.

Technology Integration

**SmartBoard:**

1. Guiding writing activities for writing workshop on revising and editing
2. Discussion /analysis of plot
3. Language analysis of grammar and figurative language

**Word Processing:** for drafting, revising, and editing of assigned dialogue letters, and unit essay

**DVD Viewing:** in classroom with pausing for annotating

**YouTube:** listening to popular music

**Tablet for Filming /Recording:** line recitals

Resources

**Style and Language Concerns**

Hacker, Diana, and Nancy Sommers. *A Pocket Style Manual* (6th ed.). Boston: Bedford / St. Martin's

**Pre-Reading for Plays by Shakespeare**

Papp, Joseph and Elizabeth Kirkland. *Shakespeare Alive!* New York: Bantam Books, 1988.

*Adventures in English Literature (Pegasus Edition).* Orlando: HarcourtBraceJovanovich, 1989. Print.

* from "The Renaissance: 1485-1660." *Adventures in English Literature*
* "Elizabethan Taste and Attitudes." *Adventures in English Literature*
* "Elizabethan Literary Achievement." *Adventures in English Literature*

Bentley, Jerry H. and Herbert F. Ziegler. *Traditions Encounters: A Global Perspective on the Past* (AP Edition). McGrawHill, 2011. Print.

*World Literature* (3rd ed.). Austin: Holt, Rinehart and Winston, 2001. Print.

Ramirez, Susan, Peter Stearns, and Sam Wineburg. *World History: Human Legacy, Modern Era.* Orlando: Holt, Rinehart and Winston, 2008. Print.

Resources

Grade 9 English Language Arts
English 9

Exploring Islamic Cultures

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

3. Cultivate the theological virtues of faith, hope, and charity; and practice the cardinal virtues of prudence, justice, fortitude, and temperance (CCC 1834; 1841).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

11. Respect all human life (CCC 2318).

Targeted Standards

OH Grades 9-10 OH: English Language Arts 6-12

Speaking & Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.

W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

W.9-10.9a. Apply grades 910 Reading standards to literature (e.g., Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]).

W.9-10.9b. Apply grades 910 Reading standards to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning).

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1a. Use parallel structure.\*

L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L.9-10.2b. Use a colon to introduce a list or quotation.

L.9-10.2c. Spell correctly.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.9-10.3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabians Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range of strategies.

L.9-10.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9-10.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

L.9-10.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

L.9-10.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of word relationships and nuances in word meanings.

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

L.9-10.5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.9-10.5b. Analyze nuances in the meaning of words with similar denotations.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.9-10.5. Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Assess how point of view or purpose shapes the content and style of a text.

RI.9-10.6. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washingtons Farewell Address, the Gettysburg Address, Roosevelts Four Freedoms speech, Kings Letter from Birmingham Jail), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.9-10.5. Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Assess how point of view or purpose shapes the content and style of a text.

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Audens Muse des Beaux Arts and Breughels Landscape with the Fall of Icarus).

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 910 text complexity band independently and proficiently.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

Solidarity

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

Loosely following a curriculum for World History, this unit will present a variety of genres of literature of Islamic societies, especially of the Middle East. As they are studied, students will examine the use of particular literary elements in those works. Knowledge and appreciation of those works will be gained through formal writing assignments produced within a reading-writing workshop. Mutual reinforcement of lessons is intended in both the World History and English classrooms.

Unit Goals

1. Understand literary elements.
2. Understand the importance of reading critically.
3. Understand the importance of writing effectively.
4. Understand the importance of process writing.
5. Appreciate the writings of the Islamic culture.
6. Understand the relationship between history and literature.

Big Ideas

1. religion as it inspires art and literature
2. art and literature as it perpetuates religion
3. themes that transcend ethnicity, religion, nationality
4. ethnic and religious differences
5. solidarity

Enduring Understandings

1. Art in the past was a function of religion.
2. Religion in the past was a major inspiration for all forms of art.
3. Even though we can recognize the integrity of religious and ethnic differences, people are very much the same in any time and place.
4. Islamic literature reflects the particular values and emphasis of different sects of Islam.

Content

1. literary elements
2. selections from the Koran and its authorship
3. several Muslim authors/poets
4. the function of religion
5. the writing process
6. the reading process
7. textual evidence
8. language study

Resources

Skills

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Use parallel structure.
3. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
6. Use a colon to introduce a list or quotation.
7. Spell correctly.
8. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
9. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range of strategies.
10. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.
11. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
12. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
13. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
14. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
15. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
16. Analyze nuances in the meaning of words with similar denotations.
17. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
18. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
19. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
20. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
21. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
22. Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
23. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
24. Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account.
25. By the end of grade 9, read and comprehend literary nonfiction in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.
26. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 910 text complexity band independently and proficiently.
27. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
28. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
29. Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
30. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
31. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Audens Muse des Beaux Arts and Breughels "Landscape with the Fall of Icarus").
32. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
33. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.
34. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 910 text complexity band independently and proficiently.
35. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.
36. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
37. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
38. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
39. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
40. Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
41. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
42. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
43. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
44. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
45. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
46. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
47. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
48. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
49. Provide a concluding statement or section that follows from and supports the argument presented.
50. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
51. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
52. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
53. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
54. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
55. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
56. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
57. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
58. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)
59. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
60. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.
61. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
62. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
63. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Questions

1. How is art a function of religion and vice versa?
2. Recognizing the integrity of religious and ethnic differences, how are people the same in any time and place?
3. Are all Muslims the same?

Resources

Stage 2: Assessment Evidence

Pre-Reading

Formative: Freewrite

Students will write to share their immediate perceptions of Islamic society.

Language: Clauses & Case

Formative: Homework

Students build on their knowledge of clauses and complements by addressing the topic of case in several worksheets for several homework assignments.

Language: Clauses & Case

Not Available: SmartBoard/ActivBoard Interactive Activity

Following homework study of clauses and case, students gain additional in-class practice and self-evaluation as they analyze sentences selected from their homework assignment. Presentation, like the homework, asks students to diagram the clause to show, not just tell the correct answer.

Language: Clauses & Case

Summative: Test

Students will test to show their ability to analyze sentences and make any needed corrections in order to articulate proper use of case. Test includes sentence diagrams.

Language: Clauses & Case

Formative: SmartBoard/ActivBoard Interactive Activity

For this post-test review, students are required to "get the test" at 100% through a SmartBoard review. With test sentences and diagrams reproduced on the SmartBoard and led by student volunteers, students must show correct steps of analysis and correct sentence diagrams. Each student has a hard copy reproduced from the SmartBoard template to hand in for credit.

Dialogues for Islamic Literature

Formative: Writing Assignment

Students write two or three formal business-style letters /essays to their learning partners, each in response to prompts on the reading. These may be teacher-created or title-specific prompts provided by a textbook. Writing workshop provides opportunities for revising and editing before each successive letter. Homework/Classwork credit is given at each stage of the writing process for each essay letter.

Pre-Writing: Dialogues on Islamic Literature

Formative: Writing Assignment

Utilizing a variety of pre-writing strategies, students generate thesis and body details for each essay letter in response to the given prompt.

Drafting: Dialogues for Islamic Literature

Formative: Writing Assignment

For each essay-letter comprising the dialogue, students write an exploratory draft--a document controlled by a thesis and developed with details generated at the pre-writing stage. Homework credit is awarded for a timely draft.

Revising & Editing: Dialogues on Islamic Literature

Not Available: Class Work

Guided by the unit rubric (see resources), students will conference, first for content concerns, and second for editing concerns. Homework/Classwork credit is awarded for evidence (via rubric) of complete revising (Part Two: Content Matters) and complete editing (Part One: Form Matters). This should take one or two class periods.

Dialogues on Islamic Literature

Formative: Peer Assessment

At the end of the writing process, students peer evaluate each other considering all the products (the letters) and their notes from the process. Credit is awarded only for 1) completion of the required products and 2) complete evaluation according to the unit rubric.

Unit Expository Essay

Summative: Expository Essay

At the end of the dialogue unit, after the peer assessment of the dialogues, students present one of their dialogue essays that has been selected by lottery for formal teacher-assessment. Alternatively, the teacher may provide a new but cumulative prompt. This may be persuasive or argumentative. Teacher uses unit rubric to evaluate essay. This rubric reflects most, but not every, topic of the Writing Guide /Peer Evaluation.

Post-Reading/ Pre-Writing: Islamic Culture

Formative: Class Discussion

Employing a jackdaw activity, students bring in some item of Islamic culture to share/show and discuss.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Cooperative Learning Groups: Students participate in writing workshop for multiple pre-writing stages.
2. Cooperative Learning Groups: Students participate in writing workshop for multiple revising stage activities/strategies.
3. Cooperative Learning Groups: Students participate in writing workshop for editing revisions.
4. Cooperative Learning Groups: Students participate in peer evaluating with Rubric at evaluating stage.
5. Conferencing: Students engage in conferencing with classroom teacher.
6. Reflective Discussion: Students engage in reflections on the writing process.
7. Technology Assisted Learning: Students engage in SmartBoard activities on grammar analysis.
8. Reading for Meaning: Students engage in Sustained Silent Reading.
9. Teacher-Directed Learning: Students participate in group reading and annotating.
10. Presentations: Students participate in formal and informal and individual and group presentations.
11. Explicit Teaching: Students listen and take notes on lectures.
12. Critical Viewing: Students analyze text and annotate.
13. Compare and Contrast: Students connect secular texts to sacred texts.
14. Stop and Jot: For any texts read together as a class, teacher selects strategic points to stop and give students a chance to mark any ideas or questions during reading. These ideas can be used to facilitate discussion with small groups or whole class discussion.
15. Questioning Strategies: Have students prepare ten different questions to be used in class discussion. Students should keep in mind that it must reference specific evidence from the text and must require an extended response answer rather than a "yes" or "no."
16. Cooperative Learning Groups: Break students into small groups and have them find examples of the various literary elements in texts. Students can share these with the class and use these to open discussion about the themes of the texts.
17. Graphic Organizer: Students can create a visual representation of a poem or story and include a written description as to the choice of their visual aspects and how they depict the important elements of the text.
18. Graphic Organizer: Students can monitor/chart and discuss reading strategies used to analyze poetry/short stories and share with classmates.
19. Independent Practice: Students keep a reader's notebook charting the differences/similarities between authors, styles and content. This can be used later for discussion, comparison between units, etc.
20. Jigsaw: The students are divided into small groups of five or six students each. They are assigned a task within a selection or text. For example, in one jigsaw group, one student is responsible for historical background research; another member covers figurative language; another student is assigned themes; this continues until each member has a role. Eventually each student will come back to his or her jigsaw group and will try to present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. Additionally this can be presented to the whole class for further discussion.
21. Discussion: Students can discuss in the following discussion topics: How do we read informational texts? How do we pull important details from a text and formulate those into notes?
22. Graphic Organizer: Students can discover, define and provide examples of different literary terms at play within texts (simile, metaphor, extended metaphor, conceit, theme, etc.). This can be compiled as a chart that students keep and continue to add to throughout the unit of study.
23. Cooperative Learning Groups: Students can be split into groups and create summaries or review main points of a text to be presented to the class. This can be used to begin discussion in class.

Technology Integration

**Pre-Reading / Post-Reading via Web Links**

Viewing Middle East Broadcasting Center and/or Al Jazeera Media

for insights and perspectives of Islamic societies via web links and classroom projection.

**SmartBoard:**

1. Guiding writing activities for writing workshop on revising and editing
2. Discussion/analysis of plot
3. Language: analysis of grammar and figurative language

**Word Processing:** for drafting, revising, and editing of assigned dialogue letters and unit essay

**DVD Viewing:** in classroom with pausing for annotating

**YouTube:** listening to popular music

**Tablet for Filming /Recording:** line recitals

Resources

Hacker, Diana, and Nancy Sommers. *A Pocket Style Manual* (6th ed.). Boston: Bedford / St. Martin's.

*World Literature* (3rd ed.). Austin: Holt, Rinehart and Winston, 2001. Print.

* "Unit 7: Persian and Arabic Literatures." *World Literature* (3rd ed.). Austin: Holt, Rinehart and Winston, 2001. 619-676. Print.
* "On Her Brother," by al-Khansa (poem, elegy)
* The Koran: The Exordium, The Cessation, Daylight, Comfort (antithesis), pp. 635-637
* from 'The Third Voyage of Sinbad the Sailor" in *The Thousand and One Nights, pp.* 850-1500.
* "The Tragedy of Sohrab and Rostam" from *The Shahname*: The Epic of Persia.
* Omar Khayyam (1048-1131) from the *Rubaiyat,* (verse epigrams), pp. 654-660.
* Rumi. "Unmarked Boxes," (a poem) (analogy), pp. 661-664.
* Saadi. "Anecdotes and Sayings of Saadi." (anecdote, aphorism), pp. 665-671.
* Insight for Language and Culture: "Where the Mulla Goes, Laughter Follows" (about Mulla Nasrudin, the legendary philosopher), pp. 671-673.

Ramirez, Susan, Peter Stearns, and Sam Wineburg. *World History: Human Legacy, Modern Era.* Orlando: Holt, Rinehart and Winston, 2008. Print.

Bentley, Jerry H. and Herbert F. Ziegler. *Traditions Encounters: A Global Perspective on the Past* (AP Edition). McGrawHill, 2011. Print.

Rosenberg. Donna. *FOLKLORE, Myths, and Legends: A World Perspective.* Lincolnwood, Illinois: NTC Publishing Group, 1997. Print.

* Part 1: Africa
* Part 2: The Middle East (Pre-Islamic)
* "Enki, Lord of the Earth and The Waters of Life" and "Adapa"
* "The Craftsman's Wife" (Jewish)
* "Rostam, Shield of Persia" and "The Tragedy of Sohrab" (Persian)
* Part 3: Europe
* Part 4: The Americas
* Part 5: The Far East
* Questions for Response, Discussion, and Analysis

Resources

* Aljazeera America ([www.aljazeera.com/](http://www.aljazeera.com/))

Grade 9 English Language Arts
English 9

Exploring Family and Class Struggle

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

Life in Christ

Students will be able to

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

11. Respect all human life (CCC 2318).

Targeted Standards

OH Grades 9-10 OH: English Language Arts 6-12

Writing

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

W.9-10.3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2c. Spell correctly.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.9-10.3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabians Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.9-10.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

L.9-10.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.9-10.5. Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Assess how point of view or purpose shapes the content and style of a text.

RI.9-10.6. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.9-10.5. Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Assess how point of view or purpose shapes the content and style of a text.

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Audens Muse des Beaux Arts and Breughels Landscape with the Fall of Icarus).

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 910 text complexity band independently and proficiently.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

The students will write a short story following the writing process in a workshop setting, based on the themes of *family and class struggle.* The grammar conventions of dialogue and subject-verb agreement/tense will be studied within the narrative writing workshop. Literature (fiction/nonfiction) focusing on the themes of family and class struggle will be studied with an emphasis on the following: text analysis of plot and conflict, characterization and point of view, setting, mood, imagery, theme and symbol, and author's purpose.

Unit Goals

1. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequence.
2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5. Read closely to determine what the text says explicitly and to make logical inferences from it.
6. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
7. Analyze theme, character, and point of view.

Big Ideas

1. family and political identity
2. class struggle
3. empathy and maturity
4. plot and creative expression

Enduring Understandings

1. Good written story telling is structured.
2. Clear writing follows a process.
3. Collaborating with peers in a workshop setting enhances writing.
4. Following appropriate conventions of grammar helps the editing process.
5. Effective use of dialogue enhances good written narrative.
6. Good sentence structure with proper tense and subject-verb agreement is essential to clear/coherent writing.
7. Plot and conflict are central to good narrative.
8. Identifying author's purpose, synthesizing ideas, and drawing conclusions are key in breaking down informational text.
9. Good narration has a clear point of view.
10. Interesting characters are central to good storytelling.
11. Good narrative has a well developed and described setting, mood, and imagery.
12. Theme and symbolism help to develop and give meaning to well-developed plot lines and conflict resolution in good narrative.

Content

1. the writing process
2. Freytag's Pyramid (plot diagram)
3. basic elements of story (plot, setting, characters, theme)
4. MLA style format
5. dialogue
6. subject-verb agreement
7. verb tense
8. plot and conflict
9. characterization and point of view
10. setting, mood, and Imagery
11. theme and symbol
12. author's purpose
13. synthesis
14. drawing conclusions

Skills

1. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
2. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
3. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.
4. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
5. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
6. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
7. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
8. Identify the basic elements of a story (plot, characters, setting, and theme).
9. Create interesting characters (protagonist/antagonist).
10. Create an interesting plot line following Freytag's pyramid.
11. Identify and resolve a specific conflict in their narrative which will express a particular theme.
12. Create a descriptive setting within which to tell their story.
13. Follow the writing process in developing a short story.
14. Apply concepts, critique, compose, revise, create, assess, and edit in a collaborative workshop setting.
15. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
16. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
17. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
18. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
19. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
20. Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
21. Assess how point of view or purpose shapes the content and style of a text.
22. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
23. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
24. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Audens Muse des Beaux Arts and Breughels "Landscape with the Fall of Icarus").
25. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
26. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
27. Read and comprehend complex literary and informational texts independently and proficiently.
28. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Essential Questions

1. What makes a character interesting?
2. How does knowledge of the basic elements of story enhance writing?
3. How does Freytag's pyramid help to construct a good plot line?
4. Why is it necessary to have a good conflict when writing a story?
5. How does a descriptive setting enhance story-telling?
6. How does following the writing process enhance/improve narrative writing?
7. Why is it important to collaborate with others when writing?
8. How does peer feedback improve the revising and editing process when writing?
9. How does varied sentence structure help the reader's understanding?
10. Why is it important that subjects and verbs agree in clear/coherent writing?
11. Why is it important to know the author's point of view?
12. How does setting, mood, and imagery enhance the reader's understanding of theme?
13. How are symbols effective in drawing out the meaning of a story?

Stage 2: Assessment Evidence

Prewriting

Formative: Writing Assignment

Students show evidence of prewriting (brainstorming, listing, etc.) to decide on topic and ideas for a good story.

Post-Reading/ Pre-Writing: "The Bike"

Formative: Persuasive Writing

Following their reading of a short story such as "The Bike," students will practice writing paragraphs of argumentation on the politics of one of the characters. Alternatively, students may discuss the political character of Charles Dickens as he appears in his "Fragments of an Autobiography."

Rough Draft

Formative: Writing Assignment

Students will complete a rough draft from their prewriting by due date.

Peer Editing

Formative: Cooperative Group Work

Students will complete peer revising/editing within a workshop setting using a Peer Response Rubric.

Final Draft

Summative: Writing Assignment

Students will complete a published final draft of their narrative which the teacher will grade using a rubric.

Storyboard Slideshow

Summative: Visual Arts Project

Student will create a storyboard slideshow of their narrative and present it to the class. The teacher will grade it.

Editor's Evaluation (Pretest)

Diagnostic: Test

Student editor is evaluated by a pretest to gauge prior knowledge of dialogue and subject-verb agreement.

Editor's Evaluation (Test)

Summative: Test

Student editor is evaluated for mastery of dialogue and subject-verb agreement.

Reading Check

Diagnostic: Quiz

If needed, teachers will quiz students on the reading. This quiz requires students to select multiple choice or write short answers to literal-level questions on the reading assignments. Note: The reading assessment is in the writing assessment.

Reading

Formative: Reflective Writing

Have students select a song(s) that would represent similar themes and ideas as one of the texts read during this unit. Students should print a copy of the lyrics and write a reflection on how the chosen song represents the text from class.

Stage 3: Learning Plan

Learning Experiences

1. Collaborative Learning Groups: Have students break into groups and work collaboratively to research standard living during this time period. Students could be assigned categories/topics, or they can determine their own as a way of research practice (names, dates, locations, politics, arts/entertainment, literature, etc.). Research can be presented to the class in varied formats: PowerPoint, video, poster, pamphlet, etc.
2. Independent Practice: Students practice reading and note-taking skills by looking for the following details while reading informational texts which will be turned into notes: names, dates, arts/literature, politics.
3. Role Play Activities: Students can replicate a scene or scenario from one of the texts used in class (i.e. create a scene as one from *The Most Dangerous Game*).
4. Listening Activities: Students find spoken examples of the various forms of literature so they recognize the differences in kinds of texts (i.e. sermons, speeches, etc.)
5. Independent Practice: If using a book with a historical introduction provided, students can be asked to take notes/outline the selection, which will give students practice in organization and extracting important details. This information can be used for a discussion or an open note test.
6. Stop and Jot: For any texts read together as a class, teacher selects strategic points to stop and give students a chance to mark any ideas or questions during reading. These ideas can be used to facilitate discussion with small groups or whole class discussion.
7. Questioning Strategies: Have students prepare ten different questions to be used in class discussion. Students should keep in mind that it must reference specific evidence from the text and must require an extended response answer rather than a "yes" or "no."
8. Cooperative Learning Groups: Break students into small groups and have them find examples of the various literary elements in texts. Students can share these with the class and use these to open discussion about the themes of the texts.
9. Graphic Organizer: Students can create a visual representation of a poem or story and include a written description as to the choice of their visual aspects and how they depict the important elements of the text.
10. Graphic Organizer: Students can monitor/chart and discuss reading strategies used to analyze poetry/short stories and share with classmates.
11. Independent Practice: Students keep a reader's notebook charting the differences/similarities among authors, styles and content. This can be used later for discussion, comparison between units, etc.
12. Jigsaw: The students are divided into small groups of five or six students each. They are assigned a task within a selection or text. For example, in one jigsaw group, one student is responsible for historical background research; another member covers figurative language; another student is assigned themes. This process continues until each member has a role. Eventually each student will come back to his or her jigsaw group and will try to present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. Additionally this can be presented to the whole class for further discussion.
13. Discussion: Students can discuss the following topics: How do we read informational texts? How do we pull important details from a text and formulate those into notes?
14. Graphic Organizer: Students can discover, define and provide examples of different literary terms at play within texts (simile, metaphor, extended metaphor, conceit, theme, etc.). This can be compiled as a chart that students keep and continue to add to throughout the unit of study.
15. Cooperative Learning Groups: Students can be split into groups and create summaries or review main points of a text to be presented to the class. This can be used to begin discussion in class.
16. Cooperative Learning Groups: Students will participate in the stages of the writing process using peer groups:
* Prewriting (Brainstorming, Listing, Idea Web, etc.) to generate topic ideas
* Editor's Evaluation (Pretest)
* Peer editing, Pair 'n' Share (Peer Response Form)
* Revising/Editing student-led "proofreading police" force that comes around and helps/guides writers through the proofreading process
* Editor's Evaluation (Test)
* Student generated storyboard of their narrative using PowerPoint slides to present the basic outline of their story to the class
* Final Draft handed in/debrief workshop (teacher guided discussion "Ticket Out" student response)

Technology Integration

**Smart Board:**

1. guiding writing activities for writing workshop
2. discussion/analysis of plot
3. language analysis of grammar and figurative language

**Word-Processing:** for drafting, revising, and editing of assigned dialogue letters, and unit essay

**PowerPoint:** Storyboard

**DVD Viewing:** in classroom with pausing for annotating

**YouTube:** listening to popular music

**Tablet for Filming /Recording:** line recitals

Resources

*World Literature* (3rd ed.). Austin: Holt, Rinehart and Winston, 2001. Print.

Ramirez, Susan, Peter Stearns, and Sam Wineburg. *World History: Human Legacy, Modern Era.* Orlando: Holt, Rinehart and Winston, 2008. Print.

Bentley, Jerry H. and Herbert F. Ziegler. *Traditions Encounters: A Global Perspective on the Past* (AP Edition). McGraw-Hill, 2011. Print.

Suggested Readings:

* "Exile" by Julia Alvarez
* "An American Story" by Anthony Lewis
* "The Grandfather" by Gary Soto
* "Marigolds" by Eugenia W. Collier
* "The Most Dangerous Game" by Richard Connell
* "The Rights to the Streets of Memphis" by Richard Wright
* "The Necklace" by Guy de Maupassant
* "Rosa Parks" by Douglas Brinkley
* "My Father's Song" by Simon J. Ortiz
* "The Bike" by Alan Silitoe
* *Fragments of an Autobiography* by Charles Dickens
* "My Papas Waltz" by Theodore Roethke
* "I Ask My Mother to Sing" by Li-Young Lee
* "Grape Sherbet" by Rita Dove
* *Romeo and Juliet* by William Shakespeare

*Point of Departure: 19 Stories of Youth and Discovery* edited by Robert Gold

*FOLKLORE, Myths, and Legends: A World Perspective* by Donna Rosenberg

* Part 1: Africa
* Part 2: The Middle East
* Part 3: Europe
* Part 4: The Americas
* Part 5: The Far East
* Questions for Response, Discussion, and Analysis

Thematic Contents

Creation, culture, heroes and fertility gods, mortality and death, parents and children, right and wrong, love and friendship, animal helpers, rebellion and conformity, heroes heroines, clever beings, wise and foolish.

Style and Language Concerns

Hacker, Diana, and Nancy Sommers. *A Pocket Style Manual* (6th ed.). Boston: Bedford/St. Martin's.

Resources

Grade 9 English Language Arts
English 9

Exploring American Cultural and Social Diversity

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

6. Know that God is the author of Sacred Scripture (CCC 105).

8. Understand that the world was made for the glory of God, the Creator of all things (CCC 290; 293).

17. Understand that charity is the soul of holiness to which we are all called (CCC 826).

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

3. Cultivate the theological virtues of faith, hope, and charity; and practice the cardinal virtues of prudence, justice, fortitude, and temperance (CCC 1834; 1841).

5. Know that sin is an offense against God (CCC 1850).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

11. Respect all human life (CCC 2318).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

OH Grades 9-10 OH: English Language Arts 6-12

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.

W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

W.9-10.9a. Apply grades 910 Reading standards to literature (e.g., Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]).

W.9-10.9b. Apply grades 910 Reading standards to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning).

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.9-10.3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabians Manual for Writers) appropriate for the discipline and writing type.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.9-10.5. Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Assess how point of view or purpose shapes the content and style of a text.

RI.9-10.6. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account.

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)

RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washingtons Farewell Address, the Gettysburg Address, Roosevelts Four Freedoms speech, Kings Letter from Birmingham Jail), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 910 text complexity band independently and proficiently.

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.9-10.5. Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Assess how point of view or purpose shapes the content and style of a text.

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Audens Muse des Beaux Arts and Breughels Landscape with the Fall of Icarus).

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 910 text complexity band independently and proficiently.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

The students will write a persuasive essay that compares two or more pieces of literature exploring the themes of *American cultural and social diversity* in a workshop setting. The grammar focus will be parallelism, gerunds, singular and plural possessives, dashes, run-on sentences, compound and complex sentences, incorporating quotations, and participial phrases. Literature (fiction/nonfiction) focusing on the themes of American cultural and social diversity will be studied with an emphasis on the following: text analysis of argument and persuasion, the language of poetry, author's style and voice, history, culture, and the author (informational text).

Unit Goals

1. Understand the importance of language study on reading and writing.
2. Understand the importance of reading critically.
3. Understand the importance of writing effectively.
4. Understand the importance of process writing.
5. Appreciate American cultural and social diversity.
6. Understand the relationship between culture and literature.
7. Understand the relationship between democracy and persuasion.

Big Ideas

1. cultural influences
2. democratic society
3. persuasion

Enduring Understandings

1. Persuasive writing is a critical skill.
2. Making appropriate inferences enhances understanding.
3. Expository writing follows a process.
4. Poetry can be a useful tool to express what is difficult to express in prose.
5. There is a fundamental difference between prose and poetry.
6. Author's voice influences tone of writing.
7. Peer editing improves writing.
8. Effective use of compound and complex sentences enhances writing.
9. Analyzing informational texts helps understanding of persuasive devices.
10. Persuasive writing is the product of effective use of persuasive devices.

Content

1. elements of argument
2. persuasive techniques
3. rhetorical devices
4. bias
5. parallelism
6. gerunds
7. poetic elements
8. poetic forms
9. poetic devices
10. singular and plural possessives
11. dashes
12. author's style
13. voice
14. tone
15. run-on sentences
16. compound-complex sentences
17. inference
18. cultural symbols
19. democracy
20. prose
21. poetry

Skills

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
5. Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Audens Muse des Beaux Arts and Breughels "Landscape with the Fall of Icarus").
8. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
9. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 910 text complexity band independently and proficiently.
11. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
12. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
13. Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
14. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
15. Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account.
16. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
17. Analyze seminal U.S. documents of historical and literary significance (e.g., Washingtons Farewell Address, the Gettysburg Address, Roosevelts Four Freedoms speech, Kings Letter from Birmingham Jail), including how they address related themes and concepts.
18. By the end of grade 9, read and comprehend literary nonfiction in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.
19. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
20. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
21. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
22. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
23. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
24. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
25. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
26. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)
27. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
28. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.
29. Draw evidence from literary or informational texts to support analysis, reflection, and research.
30. Apply grades 910 Reading standards to literature (e.g., Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]).
31. Apply grades 910 Reading standards to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning).
32. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
33. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
34. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
35. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
36. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
37. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabians Manual for Writers) appropriate for the discipline and writing type.

Essential Questions

1. Why is persuasive writing a critical skill?
2. How does making appropriate inferences enhance understanding?
3. How does following the writing process help to improve expository writing?
4. Why is it important to understand the difference between prose and poetry?
5. How does tone influence written persuasion?
6. How does peer editing help to improve writing?
7. How does using a variety of compound and complex sentences affect persuasive writing?
8. Why is it important to use persuasive devices when formulating a good argument?

Stage 2: Assessment Evidence

Prewriting

Formative: Persuasive Writing

Students show evidence of prewriting (brainstorming, listing, graphic organizers, etc.) to decide on topic and ideas for a good story.

Rough Draft

Formative: Persuasive Writing

Students compose a rough draft by due date.

Peer Editing

Formative: Peer Assessment

Students participate in peer revising/editing within a workshop setting using Peer Response Rubric.

Final Draft

Summative: Persuasive Writing

Students publish final draft of persuasive essay which teacher grades using rubric.

Editor's Evaluation

Diagnostic: Test

Student editor is evaluated by a pretest to gauge prior knowledge of compound-complex sentences, gerunds, parallelisms, using quotes, and participial phrases, singular and plural possessives, dashes, and run-on sentences, etc.

Editor's Evaluation

Summative: Test

Student editor is evaluated for mastery of compound-complex sentences, gerunds, parallelisms, using quotes, and participial phrases, singular and plural possessives, dashes, and run-on sentences, etc.

Reading Check

Diagnostic: Quiz

If needed, teachers will quiz students on the reading. This quiz requires students to select multiple choice or write short answers to literal-level questions on the reading assignments. Note: The reading assessment is in the writing assessment.

Stage 3: Learning Plan

Learning Experiences

1. Collaborative Learning Groups: Have students break into groups and work collaboratively to research standard living during this time period. Students could be assigned categories/topics, or they can determine their own as a way of research practice (names, dates, locations, politics, arts/entertainment, literature, etc.). Research can be presented to the class in varied formats: PowerPoint, video, poster, pamphlet, etc.
2. Independent Practice: Students practice reading and note-taking skills by looking for the following details while reading informational texts which will be turned into notes: names, dates, arts/literature, politics.
3. Role Play Activities: Students can replicate a scene or scenario from one of the texts used in class (i.e., create a scene as one from *The Most Dangerous Game*).
4. Listening Activities: Students find spoken examples of the various forms of literature so they recognize the differences in kinds of texts (i.e., sermons, speeches, etc.)
5. Independent Practice: If using a book with a historical introduction provided, students can be asked to take notes/outline the selection, which will give students practice in organization and extracting important details. This information can be used for a discussion or an open note test.
6. Stop and Jot: For any texts read together as a class, teacher selects strategic points to stop and give students a chance to mark any ideas or questions during reading. These ideas can be used to facilitate discussion with small groups or whole class discussion.
7. Questioning Strategies: Have students prepare ten different questions to be used in class discussion. Students should keep in mind that it must reference specific evidence from the text and must require an extended response answer rather than a "yes" or "no."
8. Cooperative Learning Groups: Break students into small groups and have them find examples of the various literary elements in texts. Students can share these with the class and use these to open discussion about the themes of the texts.
9. Graphic Organizer: Students can create a visual representation of a poem or story and include a written description as to the choice of their visual aspects and how they depict the important elements of the text.
10. Graphic Organizer: Students can monitor/chart and discuss reading strategies used to analyze poetry/short stories and share with classmates.
11. Independent Practice: Students keep a reader's notebook charting the differences/similarities among authors, styles and content. This can be used later for discussion, comparison between units, etc.
12. Jigsaw: The students are divided into small groups of five or six students each. They are assigned a task within a selection or text. For example, in one jigsaw group, one student is responsible for historical background research; another member covers figurative language; another student is assigned themes. This process continues until each member has a role. Eventually each student will come back to his or her jigsaw group and will try to present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. Additionally this can be presented to the whole class for further discussion.
13. Discussion: Students can discuss the following topics: How do we read informational texts? How do we pull important details from a text and formulate those into notes?
14. Graphic Organizer: Students can discover, define and provide examples of different literary terms at play within texts (simile, metaphor, extended metaphor, conceit, theme, etc.). This can be compiled as a chart that students keep and continue to add to throughout the unit of study.
15. Cooperative Learning Groups: Students can be split into groups and create summaries or review main points of a text to be presented to the class. This can be used to begin discussion in class.
16. Cooperative Learning Groups: Students will participate in the stages of the writing process using peer groups:
* Prewriting (Brainstorming, Listing, Idea Web, etc.) to generate topic ideas
* Editor's Evaluation (Pretest)
* Peer editing, Pair 'n' Share (Peer Response Form)
* Revising/Editing student-led "proofreading police" force that comes around and helps/guides writers through the proofreading process
* Editor's Evaluation (Test)
* Student generated storyboard of their narrative using PowerPoint slides to present the basic outline of their story to the class
* Final Draft handed in/debrief workshop (teacher guided discussion "Ticket Out" student response)

Technology Integration

**SmartBoard:**

1. guiding writing activities for writing workshop
2. discussion/analysis of plot
3. language analysis of grammar and figurative language

**Word Processing:** for drafting, revising, and editing of assigned dialogue letters, and unit essay

**PowerPoint:** Storyboard

**DVD Viewing:** in classroom with pausing for annotating

**YouTube:** listening to popular music

**Tablet for Filming /Recording:** line recitals

Resources

*World Literature* (3rd ed.). Austin: Holt, Rinehart and Winston, 2001. Print.

Ramirez, Susan, Peter Stearns, and Sam Wineburg. *World History: Human Legacy, Modern Era.* Orlando: Holt, Rinehart and Winston, 2008. Print.

Bentley, Jerry H. and Herbert F. Ziegler. *Traditions Encounters: A Global Perspective on the Past* (AP Edition). McGrawHill, 2011. Print.

"I Have a Dream" by Dr. Martin Luther King, Jr.

"Testimony Before the Senate" by Michael J. Fox

"How Private Is Your Private Life?" by Andrea Rock

"The Privacy Debate: One Size Doesn't Fit All" by Arthur M. Ahalt

"Where Have You Gone, Charming Billy" by Tim O'Brien

"A Few Words" by Mary Oliver

"The Vietnam Wall" by Alberto Rios

"American History" by Judith Ortiz Cofer

Anderson, Jourdan. The Meaning of Freedom for an Ex-Slave. *Traditions Encounters: A Global Perspective on the Past (AP edition).* Jerry H. Bentley and Herbert F. Ziegler*.* New York: McGraw-Hill, 2011. Print.

Washington, Booker T. Throw Down Your Bucket. Speech to the Atlanta Exposition.

Style and Language Concerns

Hacker, Diana, and Nancy Sommers. *A Pocket Style Manual* (6th ed.). Boston: Bedford / St. Martin's.

Resources

* Surrender Speech by Chief Joseph (www2.gsu.edu/~eslmlm/chiefjoseph.html)

Grade 9 English Language Arts
English 9

Exploring Heroic War and Modernism

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

3. Cultivate the theological virtues of faith, hope, and charity; and practice the cardinal virtues of prudence, justice, fortitude, and temperance (CCC 1834; 1841).

5. Know that sin is an offense against God (CCC 1850).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

11. Respect all human life (CCC 2318).

Targeted Standards

OH Grades 9-10 OH: English Language Arts 6-12

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.

W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

W.9-10.3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

W.9-10.9a. Apply grades 910 Reading standards to literature (e.g., Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]).

W.9-10.9b. Apply grades 910 Reading standards to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning).

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1a. Use parallel structure.\*

L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L.9-10.2b. Use a colon to introduce a list or quotation.

L.9-10.2c. Spell correctly.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.9-10.3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabians Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range of strategies.

L.9-10.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9-10.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

L.9-10.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

L.9-10.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of word relationships and nuances in word meanings.

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

L.9-10.5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.9-10.5b. Analyze nuances in the meaning of words with similar denotations.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.9-10.5. Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Assess how point of view or purpose shapes the content and style of a text.

RI.9-10.6. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account.

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)

RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washingtons Farewell Address, the Gettysburg Address, Roosevelts Four Freedoms speech, Kings Letter from Birmingham Jail), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 910 text complexity band independently and proficiently.

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.9-10.5. Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Assess how point of view or purpose shapes the content and style of a text.

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Audens Muse des Beaux Arts and Breughels Landscape with the Fall of Icarus).

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 910 text complexity band independently and proficiently.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Resources

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Call to Family, Community, and Participation

Solidarity

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

The themes of *Heroic War* and *Modernism* will be explored beginning with Homer's *The Odyssey.* A research paper will be written in a workshop setting using reference materials and technology to conduct research, evaluate and synthesize multiple sources, and integrate information. The grammar focus will be on consistent verb tense, adverbial clauses, using semicolons correctly, and proper punctuation for citing sources following the *MLA* style format.

Unit Goals

1. Understand the importance of language study on reading and writing.
2. Understand the importance of reading critically.
3. Understand the importance of writing effectively.
4. Understand the importance of process writing.
5. Understand the relationship between conflict and change.
6. Appreciate the universal themes in epics.
7. Appreciate the value in challenging societal values.

Big Ideas

1. The role of the artist/writer is to challenge societal values.
2. Conflict fuels change.
3. Epic themes reflect universal concerns.

Enduring Understandings

1. Epic drama reflects universal themes, such as courage, a homecoming, loyalty, the fate of a nation, beauty, life and death, etc.
2. Good research synthesizes multiple points of view.
3. Research writing follows a process.
4. Peer editing enhances writing.
5. Good persuasive research essays present documented evidence that supports a thesis.
6. Knowledge of grammar conventions enhances writing.
7. Academic honesty is critical in research writing.

Content

1. characteristics of the epic
2. the language of Homer
3. epic hero
4. archetypal character
5. imagery
6. figurative language
7. plot
8. setting
9. theme
10. research guidelines
11. writing process for a research paper
12. MLA style format
13. persuasive techniques
14. prewriting strategies
15. outlining strategies
16. strategies for comparing and contrasting informational texts

Skills

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
5. Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Audens Muse des Beaux Arts and Breughels "Landscape with the Fall of Icarus").
8. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
9. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 910 text complexity band independently and proficiently.
11. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
12. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
13. Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
14. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
15. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
16. Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account.
17. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
18. By the end of grade 9, read and comprehend literary nonfiction in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.
19. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 910 text complexity band independently and proficiently.
20. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
21. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
22. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
23. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
24. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
25. Provide a concluding statement or section that follows from and supports the argument presented.
26. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
27. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
28. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
29. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
30. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
31. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
32. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
33. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
34. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
35. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
36. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
37. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.
38. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
39. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
40. Draw evidence from literary or informational texts to support analysis, reflection, and research.
41. Apply grades 910 Reading standards to literature (e.g., Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]).
42. Apply grades 910 Reading standards to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning).
43. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
44. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
45. Use parallel structure.
46. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
47. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
48. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
49. Use a colon to introduce a list or quotation.
50. Spell correctly.
51. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
52. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabians Manual for Writers) appropriate for the discipline and writing type.
53. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range of strategies.
54. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.
55. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
56. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
57. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
58. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
59. Analyze nuances in the meaning of words with similar denotations.
60. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

1. What are some universal themes that epic narratives/poetry deal with?
2. Why is an epic story a good vehicle for expressing universal themes?
3. How does comparing and contrasting more than one culture/nation impact theme?
4. How does the resolution of complicated conflicts in an epic drama help the reader's understanding of theme?
5. Why is it important to share multiple points of view in a persuasive research essay?
6. How does peer editing help to improve writing?
7. How does a writer narrow down a topic to form a good thesis statement?
8. Why is it important to have solid support for your stated thesis?
9. How does organization affect the reader's understanding of text?
10. Why are the stories of a society important to that society?
11. How does following the grammar conventions of consistent verb tense, adverbial clauses, and proper punctuation improve writing?
12. What is academic dishonesty?

Stage 2: Assessment Evidence

Prewriting

Formative: Writing Assignment

Students show evidence of prewriting (brainstorming, listing, graphic organizers etc.) to decide on topic and ideas for a research paper.

Rough Draft 1

Formative: Peer Assessment

Students compose rough draft 1 by due date.

Peer Editing

Formative: Peer Assessment

Students complete peer revising/editing within a workshop setting using Peer Response Rubric.

Rough Draft 2

Formative: Persuasive Writing

Students complete Rough Draft 2 by due date.

Self-Evaluation

Formative: Self Assessment

Students follow self-assessment rubric/checklist to ensure all essential elements of a good research paper are present.

Final Draft

Summative: Research Project

Students complete published final draft of research paper/persuasive essay which teacher grades using rubric.

Editor's Evaluation

Diagnostic: Peer Assessment

Student editor is evaluated by a pretest to gauge prior knowledge of consistent verb tense, adverbial clauses, semicolon use, and proper punctuation for citing sources following the MLA format.

Editor's Evaluation

Summative: Test

Student editor is evaluated for mastery of consistent verb tense, adverbial clauses, semicolon use, and proper punctuation for citing sources following the MLA style format.

Reading Check

Diagnostic: Quiz

If needed, teachers will quiz students on the reading. This quiz requires students to select multiple choice or write short answers to literal-level questions on the reading assignments. Note: The reading assessment is in the writing assessment.

Stage 3: Learning Plan

Learning Experiences

1. Collaborative Learning Groups: Have students break into groups and work collaboratively to research standard living during this time period. Students could be assigned categories/topics, or they can determine their own as a way of research practice (names, dates, locations, politics, arts/entertainment, literature, etc.). Research can be presented to the class in varied formats: PowerPoint, video, poster, pamphlet, etc.
2. Independent Practice: Students practice reading and note-taking skills by looking for the following details while reading informational texts which will be turned into notes: names, dates, arts/literature, politics.
3. Role Play Activities: Students can replicate a scene or scenario from one of the texts used in class (i.e., create a scene as one from *The Most Dangerous Game*).
4. Listening Activities: Students find spoken examples of the various forms of literature so they recognize the differences in kinds of texts (i.e., sermons, speeches, etc.)
5. Independent Practice: If using a book with a historical introduction provided, students can be asked to take notes/outline the selection, which will give students practice in organization and extracting important details. This information can be used for a discussion or an open note test.
6. Stop and Jot: For any texts read together as a class, teacher selects strategic points to stop and give students a chance to mark any ideas or questions during reading. These ideas can be used to facilitate discussion with small groups or whole class discussion.
7. Questioning Strategies: Have students prepare ten different questions to be used in class discussion. Students should keep in mind that it must reference specific evidence from the text and must require an extended response answer rather than a "yes" or "no."
8. Cooperative Learning Groups: Break students into small groups and have them find examples of the various literary elements in texts. Students can share these with the class and use these to open discussion about the themes of the texts.
9. Graphic Organizer: Students can create a visual representation of a poem or story and include a written description as to the choice of their visual aspects and how they depict the important elements of the text.
10. Graphic Organizer: Students can monitor/chart and discuss reading strategies used to analyze poetry/short stories and share with classmates.
11. Independent Practice: Students keep a reader's notebook charting the differences/similarities among authors, styles and content. This can be used later for discussion, comparison between units, etc.
12. Jigsaw: The students are divided into small groups of five or six students each. They are assigned a task within a selection or text. For example, in one jigsaw group, one student is responsible for historical background research; another member covers figurative language; another student is assigned themes. This process continues until each member has a role. Eventually each student will come back to his or her jigsaw group and will try to present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. Additionally this can be presented to the whole class for further discussion.
13. Discussion: Students can discuss the following topics: How do we read informational texts? How do we pull important details from a text and formulate those into notes?
14. Graphic Organizer: Students can discover, define, and provide examples of different literary terms at play within texts (simile, metaphor, extended metaphor, conceit, theme, etc.). This can be compiled as a chart that students keep and continue to add to throughout the unit of study.
15. Cooperative Learning Groups: Students can be split into groups and create summaries or review main points of a text to be presented to the class. This can be used to begin discussion in class.
16. Cooperative Learning Groups: Students will participate in the stages of the writing process using peer groups:
* Prewriting (Brainstorming, Listing, Idea Web, etc.) to generate topic ideas
* Editor's Evaluation (Pretest)
* Peer editing, Pair 'n' Share (Peer Response Form)
* Revising/Editing student-led "proofreading police" force that comes around and helps/guides writers through the proofreading process
* Editor's Evaluation (Test)
* Student generated storyboard of their narrative using PowerPoint slides to present the basic outline of their story to the class
* Final Draft handed in/debrief workshop (teacher guided discussion "Ticket Out" student response)

Technology Integration

**Smart Board:**

1. guiding writing activities for writing workshop
2. discussion/analysis of plot
3. language analysis of grammar and figurative language

**Word-Processing:** for drafting, revising, and editing of assigned dialogue letters, and unit essay

**PowerPoint:** Storyboard

**DVD Viewing:** in classroom with pausing for annotating

**YouTube:** listening to popular music

**Tablet for Filming /Recording:** line recitals

Resources

*World Literature* (3rd ed.). Austin: Holt, Rinehart and Winston, 2001. Print.

Ramirez, Susan, Peter Stearns, and Sam Wineburg. *World History: Human Legacy, Modern Era.* Orlando: Holt, Rinehart and Winston, 2008. Print.

Bentley, Jerry H. and Herbert F. Ziegler. *Traditions Encounters: A Global Perspective on the Past* (AP Edition). McGraw-Hill, 2011. Print.

*The Odyssey* by Homer

*The Iliad* by Homer

*Cold Mountain* by Charles Frazier

*The Epic of Gilgamesh* translated by Stephen Mitchell

*The Hero with a Thousand Faces* by Joseph Campbell

Style and Language Concerns

Hacker, Diana, and Nancy Sommers. *A Pocket Style Manual* (6th ed.). Boston: Bedford / St. Martin's

The Soldier by Rupert Brooke (sonnet)

Dulce et Decorum Est by Wilfred Owen (poem)

"Dreamers" by Siegfried Sasson (sonnet)

The Most Dangerous Game by Richard Connell (novella)

"Visions of the Future," from *Readings in World Literature.* Austin: Holt, Rinehart and Winston, n.d. Print.

"He--y, Come On Ou--t! by Shinichi Hoshi (Japan) (short story)

"A Siberian Shepherd's Report of the Atom Bomb" by Dino Buzzati (Italy) (short story)

"Waiting for the Barbarians" by C.P. Cavafy (Egypt) (poem)

"The Season of Phantasmal Peace" by Derek Walcott (St. Lucia) (poem)

"The New Measure of Man" by Vaclav Havel (Czech Republic) (Speech)

Resources

Grade 9 English Language Arts
English 9

Exploring Colonial Legacies/Cultural Integrity

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

1. Recognize God in the world's order, beauty, and goodness (CCC 32).

17. Understand that charity is the soul of holiness to which we are all called (CCC 826).

Life in Christ

Students will be able to

1. Understand that we shape our own life as a result of free will (CCC 1731).

2. Know that we must assume responsibility for the acts we perform (CCC 1781).

3. Cultivate the theological virtues of faith, hope, and charity; and practice the cardinal virtues of prudence, justice, fortitude, and temperance (CCC 1834; 1841).

6. Seek the common good together (CCC 1905).

7. Assume personal responsibility (CCC 1914).

8. Practice solidarity and social charity (CCC 1939).

11. Respect all human life (CCC 2318).

12. Respect the integrity of all creation, including animals, plants, and all nature (CCC 2415).

14. Demonstrate appropriate care of social communication and technology (CCC 2496).

Targeted Standards

OH Grades 9-10 OH: English Language Arts 6-12

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.

W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.

W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

W.9-10.3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

W.9-10.9a. Apply grades 910 Reading standards to literature (e.g., Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]).

W.9-10.9b. Apply grades 910 Reading standards to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning).

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1a. Use parallel structure.\*

L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L.9-10.2b. Use a colon to introduce a list or quotation.

L.9-10.2c. Spell correctly.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

L.9-10.3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabians Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range of strategies.

L.9-10.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9-10.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

L.9-10.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

L.9-10.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of word relationships and nuances in word meanings.

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

L.9-10.5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.9-10.5b. Analyze nuances in the meaning of words with similar denotations.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RI.9-10.5. Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Assess how point of view or purpose shapes the content and style of a text.

RI.9-10.6. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account.

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)

RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washingtons Farewell Address, the Gettysburg Address, Roosevelts Four Freedoms speech, Kings Letter from Birmingham Jail), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 910 text complexity band independently and proficiently.

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.9-10.5. Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Assess how point of view or purpose shapes the content and style of a text.

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Audens Muse des Beaux Arts and Breughels Landscape with the Fall of Icarus).

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 910 text complexity band independently and proficiently.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Call to Family, Community, and Participation

Solidarity

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

The themes of *colonial legacy and cultural integrity* will be explored within a workshop setting. An expository essay that compares and contrasts both fictional and informational texts will be written as the final product of the unit. The grammar focus will be on direct and indirect objects, subject complements, revising to combine short sentences, degrees of adverbs, degrees of adjectives, and prepositional phrases.

Unit Goals

1. Understand the importance of language study on reading and writing.
2. Understand the importance of reading critically.
3. Understand the importance of writing effectively.
4. Understand the importance of process writing.
5. Understand the importance of individualism.
6. Appreciate cultural integrity.

Big Ideas

1. individualism
2. inalienable rights
3. cultural integrity

Enduring Understandings

1. Expository/Persuasive writing is a critical skill.
2. Making appropriate inferences enhances understanding.
3. Expository writing follows a process.
4. Poetry can be a useful tool to express what is difficult to express in prose.
5. There is a fundamental difference between prose and poetry.
6. Author's voice influences tone of writing.
7. Peer editing improves writing.
8. Effective use of compound and complex sentences enhances writing.
9. Analyzing informational texts helps understanding of persuasive devices.
10. Persuasive writing is the product of effective use of persuasive devices.
11. Showing cause and effect relationship within text is an effective persuasive tool.
12. Comparing and contrasting multiple sources is an effective expository tool.

Content

1. prewriting strategies
2. writing process
3. cause and effect
4. rhetorical devices (logical appeal, emotional appeal, ethical appeal)
5. comparison and contrast techniques (Venn diagram, etc.)
6. anecdote
7. direct and indirect objects
8. subject complements
9. degrees of adverbs
10. degrees of adjectives
11. prepositional phrases
12. revising to combine short sentences
13. tone
14. MLA style format

Skills

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
5. Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Audens Muse des Beaux Arts and Breughels "Landscape with the Fall of Icarus").
8. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
9. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.
10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 910 text complexity band independently and proficiently.
11. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
12. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
13. Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
14. Determine an authors point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
15. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
16. Analyze various accounts of a subject told in different mediums (e.g., a persons life story in both print and multimedia), determining which details are emphasized in each account.
17. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
18. Analyze seminal U.S. documents of historical and literary significance (e.g., Washingtons Farewell Address, the Gettysburg Address, Roosevelts Four Freedoms speech, Kings Letter from Birmingham Jail), including how they address related themes and concepts.
19. By the end of grade 9, read and comprehend literary nonfiction in the grades 910 text complexity band proficiently, with scaffolding as needed at the high end of the range.
20. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 910 text complexity band independently and proficiently.
21. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
22. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
23. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
24. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
25. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
26. Provide a concluding statement or section that follows from and supports the argument presented.
27. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
28. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audiences knowledge of the topic.
29. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
30. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
31. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
32. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
33. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
34. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
35. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
36. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
37. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
38. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
39. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
40. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
41. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically.
42. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
43. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
44. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
45. Draw evidence from literary or informational texts to support analysis, reflection, and research.
46. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
47. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
48. Use parallel structure.
49. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
50. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
51. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
52. Use a colon to introduce a list or quotation.
53. Spell correctly.
54. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
55. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabians Manual for Writers) appropriate for the discipline and writing type.
56. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 910 reading and content, choosing flexibly from a range of strategies.
57. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a words position or function in a sentence) as a clue to the meaning of a word or phrase.
58. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
59. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
60. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
61. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
62. Analyze nuances in the meaning of words with similar denotations.
63. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

1. Why is persuasive writing a critical skill?
2. How does making appropriate inferences enhance understanding?
3. How does following the writing process help to improve expository writing?
4. Why is it important to understand the difference between prose and poetry?
5. How does tone influence written persuasion?
6. How does peer editing help to improve writing?
7. How does using a variety of compound and complex sentences effect persuasive writing?
8. Why is it important to use persuasive devices when formulating a good argument?
9. How does showing cause and effect relationships help persuasion?
10. How does showing similarities and differences between particular viewpoints from multiple texts improve expository writing?

Stage 2: Assessment Evidence

Prewriting

Formative: Writing Assignment

Students show evidence of prewriting (brainstorming, listing, graphic organizers, etc.) to decide on topic and ideas for a good expository essay.

Rough Draft

Formative: Expository Essay

Students compose rough drafts by due date.

Peer Editing

Formative: Peer Assessment

Students complete peer revising/editing within a workshop setting using Peer Response Rubric.

Final Draft

Summative: Expository Essay

Students publish a final draft of persuasive essay which teacher grades using rubric.

Editor's Evaluation

Diagnostic: Test

Student editor is evaluated by a pretest to gauge prior knowledge of direct and indirect objects, subject complements, revising to combine short sentences, degrees of adverbs, degrees of adjectives, and prepositional phrases.

Editor's Evaluation

Summative: Test

Student editor is evaluated by a pretest to gauge prior knowledge of direct and indirect objects, subject complements, revising to combine short sentences, degrees of adverbs, degrees of adjectives, and prepositional phrases.

Reading Check

Diagnostic: Quiz

If needed, teachers will quiz students on the reading. This quiz requires students to select multiple choice or write short answers to literal-level questions on the reading assignments. Note: The reading assessment is in the writing assessment.

Stage 3: Learning Plan

Learning Experiences

1. Collaborative Learning Groups: Have students break into groups and work collaboratively to research standard living during this time period. Students could be assigned categories/topics, or they can determine their own as a way of research practice (names, dates, locations, politics, arts/entertainment, literature, etc.). Research can be presented to the class in varied formats: PowerPoint, video, poster, pamphlet, etc.
2. Independent Practice: Students practice reading and note-taking skills by looking for the following details while reading informational texts which will be turned into notes: names, dates, arts/literature, politics.
3. Role Play Activities: Students can replicate a scene or scenario from one of texts used in class (i.e., create a scene as one from *The Most Dangerous Game*).
4. Listening Activities: Students find spoken examples of the various forms of literature so they recognize the differences in kinds of texts (i.e., sermons, speeches, etc.)
5. Independent Practice: If using a book with a historical introduction provided, students can be asked to take notes/outline the selection, which will give students practice in organization and extracting important details. This information can be used for a discussion or an open note test.
6. Stop and Jot: For any texts read together as a class, teacher selects strategic points to stop and give students a chance to mark any ideas or questions during reading. These ideas can be used to facilitate discussion with small groups or whole class discussion.
7. Questioning Strategies: Have students prepare ten different questions to be used in class discussion. Students should keep in mind that it must reference specific evidence from the text and must require an extended response answer rather than a "yes" or "no."
8. Cooperative Learning Groups: Break students into small groups and have them find examples of the various literary elements in texts. Students can share these with the class and use these to open discussion about the themes of the texts.
9. Graphic Organizer: Students can create a visual representation of a poem or story and include a written description as to the choice of their visual aspects and how they depict the important elements of the text.
10. Graphic Organizer: Students can monitor/chart and discuss reading strategies used to analyze poetry/short stories and share with classmates.
11. Independent Practice: Students keep a reader's notebook charting the differences/similarities among authors, styles and content. This can be used later for discussion, comparison between units, etc.
12. Jigsaw: The students are divided into small groups of five or six students each. They are assigned a task within a selection or text. For example, in one jigsaw group, one student is responsible for historical background research; another member covers figurative language; another student is assigned themes. This process continues until each member has a role. Eventually each student will come back to his or her jigsaw group and will try to present a well-organized report to the group. The situation is specifically structured so that the only access any member has to the other five assignments is by listening closely to the report of the person reciting. Additionally this can be presented to the whole class for further discussion.
13. Discussion: Students can discuss the following topics: How do we read informational texts? How do we pull important details from a text and formulate those into notes?
14. Graphic Organizer: Students can discover, define and provide examples of different literary terms at play within texts (simile, metaphor, extended metaphor, conceit, theme, etc.). This can be compiled as a chart that students keep and continue to add to throughout the unit of study.
15. Cooperative Learning Groups: Students can be split into groups and create summaries or review main points of a text to be presented to the class. This can be used to begin discussion in class.
16. Cooperative Learning Groups: Students will participate in the stages of the writing process using peer groups:
* Prewriting (Brainstorming, Listing, Idea Web, etc.) to generate topic ideas
* Editor's Evaluation (Pretest)
* Peer editing, Pair 'n' Share (Peer Response Form)
* Revising/Editing student-led "proofreading police" force that comes around and helps/guides writers through the proofreading process
* Editor's Evaluation (Test)
* Student generated storyboard of their narrative using PowerPoint slides to present the basic outline of their story to the class
* Final Draft handed in/debrief workshop (teacher guided discussion "Ticket Out" student response)

Technology Integration

**Smart Board:**

1. guiding writing activities for writing workshop
2. discussion/analysis of plot
3. language analysis of grammar and figurative language

**Word-Processing:** for drafting, revising, and editing of assigned dialogue letters, and unit essay

**PowerPoint:** Storyboard

**DVD Viewing:**in classroom with pausing for annotating

**YouTube:** listening to popular music

**Tablet for Filming /Recording:** line recitals

Resources

*World Literature* (3rd ed.). Austin: Holt, Rinehart and Winston, 2001. Print.

Ramirez, Susan, Peter Stearns, and Sam Wineburg. *World History: Human Legacy, Modern Era.* Orlando: Holt, Rinehart and Winston, 2008. Print.

Bentley, Jerry H. and Herbert F. Ziegler. *Traditions Encounters: A Global Perspective on the Past* (AP Edition). McGrawHill, 2011. Print.

*Fort Mose by* Glennette Tilley Turner

*Unraveling Freedom* by Ann Bausum

*Years of Dust* by Albert Marrin

*Truce* by Jim Murphy

Speech to the Second Virginia Convention by Patrick Henry
Farewell Address by George Washington
Gettysburg Address by Abraham Lincoln
Second Inaugural Address by Abraham Lincoln
State of the Union Address by Franklin Delano Roosevelt
I Am an American Day Address by Learned Hand
Remarks to the Senate in Support of a Declaration of Conscience by Margaret Chase Smith
Letter from Birmingham Jail by Martin Luther King, Jr.
I Have a Dream: Address Delivered at the March on Washington, D.C., for Civil Rights on August 28, 1963 by Martin Luther King, Jr.
*I Know Why the Caged Bird Sings* by Maya Angelou

Africa for Africans by Marcus Garvey (speech) from *The Long Walk to Freedom* by Nelson Mandela (autobiography)

*Things Fall Apart* by Chinua Achebe

The Garden of Evil by William Saidi (short story)

"Dead Men's Path" by Chinua Achebe

*Somehow Tenderness Survives: Stories of Southern Africa* compiled by Hazel Rochman.New York: Harper Keypoint, 1988. Print.

A Farm at Raraba by Ernst Havemann (short story)

Country Lovers by Nadine Gordimer (short story)

"Crackling Day" by Peter Abrahams (short story)

"The Old Chief Mshlanga" by Doris Lessing (short story)

"A Day in the Country" by Dan Jacobson (short story)

"When the Train Comes" by Zoe Wicomb (short story)

"The Toilet" by Gcina Mhlope (short story)

"The Road to Alexandra" by Mark Mathabane (short story)

"A Chip of Glass Ruby" by Nadine Gordimer (short story)

"It's Quiet Now" by Gcina Mhlope. (short story)

"Notes on Contributors"

Style and Language Concerns

Hacker, Diana, and Nancy Sommers. *A Pocket Style Manual* (6th ed.). Boston: Bedford/St. Martin's.

Resources