Grades 9-12 English Language Arts
HN English 10

Summer Reading Review

Stage 1: Desired Results

Catholic Standards

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.

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.

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.9-10.2d. 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.

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

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.)

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.

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.

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.

Capacities of the Literate Individual

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

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Catholic Identity

Summary

Summer Reading: Class discussion of chosen novels. Collaboration with peers who chose same novels for presentations. Working in computer labs to create innovative and thoughtful presentations. Public speaking.

Websites: Interactive instruction of Purdue Owl Website, turnitin.com, wordpress.com, and TeacherWeb.

Vocabulary Lessons 1 2.

Unit Goals

**The purpose of using the** **Collaborative Peer Groups is to help students learn to be prepared, identify personal gifts, and support one another in presentations.**

**The purpose of reviewing information learned about certain websites is to ensure all students begin with a working knowledge for success in writing and research.**

Big Ideas

**The students will use what they have learned during instruction and discussion of summer reading to produce fun, innovative group presentations, as well as review for writing and research success in the classroom and school year.**

Enduring Understandings

Students will understand that

* Classic and Contemporary Literature can teach important lessons in modern society.
* Working Collaboratively requires compromise and preparedness.

Using Digital Media in group presentations add to peer interest.

Content

Give constructive feedback to one anothers ideas.

Communicate questions and ideas to teacher and thoughtfully include that feedback into their group presentations.

* Work collaboratively with peers.
* Navigate helpful websites.
* Intelligently discuss and present.
* Create an Annotated Bibliography.
* Sharing ideas with one another.

Skills

**: Students demonstrate knowledge of summer reading through a completed group project which will be presented to peers, using all convention of grammar which have been learned from previous school year.**

Essential Questions

* What are the themes, motifs, and characterizations of Classic and Contemporary Literature?
* How can I keep the interest of my peers when presenting book talks?
* Why is it important to be prepared and contribute to collaborative experiences?
* Do I remember how-to use Purdue Owl, turnitin.com?
* Do I remember how-to write a research paper?

What is an annotated bibliography?

Stage 2: Assessment Evidence

Stage 3: Learning Plan

Learning Experiences

***Day 1***

**Lesson Activities:**

**Getting to Know You Activity**

**Explanation of Classroom Policies and Expectations, Class Supply List**

**Distribute Vocabulary Workbooks**

***Day 2* Lesson Activities:**

**Summer Reading: Discussion of Classic Literature: The Count of Monte Cristo**

**Explore Purdue Owl Website**

**Vocabulary: Lesson 1/2**

***Day 3* Lesson Activities:**

**Summer Reading: Discussion of Contemporary Literature: Life of Pi, The Shack, The Alchemist, Persepolis**

**Explore Turnitin.com**

**Vocabulary: Lesson 1/2**

***Day 4* Lesson Activities:**

**Summer Reading: Continued from yesterday.**

**Explore the Annotated Bibliography**

**Vocabulary: Lesson 1/2**

***Day 5***

**Lesson Activities:**

**Summer Reading: Continued from yesterday**

**Computer Lab: Creating Annotated Bibliography**

**Vocabulary: Lesson 1/2**

**Learning Activities:**

WHERE

***Day 6***

**Lesson Activities:**

**Journal Instructions: Quote of the Day**

**Vocabulary: Lessons 1 2**

**Bonus Words**

**Greek and Roman Bases and Prefix**

**Read Selections**

**Define Words/Parts of Speech**

**Grammar: BE Verbs**

**Verb Forms**

**Eliminating and Restructuring**

**Summer Reading: Discussion of Classic Literature: Count of Monte Cristo**

**Extension: Exercise 3 4**

**Honors Blog Question**

***Day 7***

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Lesson 1 2**

**Bonus Words**

**Greek and Roman Bases and Prefix**

**Synonyms/Antonyms**

**Analogies**

**Grammar: Vivid Verbs**

**Worksheets with Peers**

**How-to**

**Summer Reading: Discussion of Classic Literature: Count of Monte Cristo**

**Extension: Exercise 5 6**

**Honors Blog**

***Day 8***

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Lessons 1 2**

**Sentences**

**Bonus Words**

**Roman and Greek Bases and Prefix**

**Summer Reading: Split into groups for Contemporary Literature**

**Computer Lab**

**Turnitin.com**

**Extension: Study for Vocabulary Test**

**Honors Blog**

***Day 9/10***

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Lesson 1 2**

**Test**

**Summer Reading: Count of Monte Cristo**

**Creative Writing Assignment**

***Day11***

**Lesson Activities:**

**Journal: Quote of Day**

**Vocabulary: Lesson 3 4**

**Bonus Words**

**Definitions**

**Read Selections**

**Greek and Roman Bases**

**Summer Reading: Contemporary Choice Novels: Group Presentations**

**Peer Assessments**

**Extension: Exercise 3 4**

***Day12***

**Lesson Activities:**

**Journal: Quote of Day**

**Vocabulary: Lessons 1 2**

**Synonyms and Antonyms**

**Analogies**

**Bonus Words**

**Roman and Greek Bases and Prefix**

**Grammar: Verbals**

**Instruction on Gerunds, Participles, and Infinitives**

**Worksheet: work in pairs**

**Summer Reading: Contemporary Choice Novels: Group Presentations**

**Peer Assessments**

**Extension: Vocabulary: Exercise 5**

***Day 13/14***

**Lesson Activities:**

**Journal: Quote of Day**

**Vocabulary: Lesson 3 4**

**Sentences**

**Grammar: Continue Verbals**

**Computer Lab**

**Summer Reading: Things Fall Apart**

**Marriage is a Private Affair creative writing assignment**

**Greek Mythology: god/goddess research project**

**Extension: Study for Vocabulary Test on Tuesday**

**Watch Book Trailer at 60 Second Recaps for Oedipus**

**Finish god/goddess research project**

Technology Integration

Prezi use for presentations

Power Point for presentations

Purdue Owl

Easybib.com

Resources

Summer Reading Novels

Grades 9-12 English Language Arts
HN English 10

Greek and Roman Mythology

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).

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.

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.9-10.1c. 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.

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.

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.9-10.3c. 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.

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.

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.

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

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.

Capacities of the Literate Individual

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

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Catholic Identity

Summary

Greek/Roman Mythology: Oedipus the King

Greek/Roman god/goddess research projects

Classroom discussion

Character Journals

Musical Memoirs

Compare/Contrast to Harry Potter and Lost Series

Vocabulary Lesson: 5 6

Grammar: Verbals

Transitive Intransitive Verbs

Unit Goals

**The purpose of this Mythology Unit is the introduce students to Epic tales and identify how these tales influence and infiltrate other pieces of modern literature. In addition, the grammar unit will allow students to learn, identify and understand the use of verbals.**

Big Ideas

**The students will use what they have learned during instruction and discussion of Greek and Roman Mythology to create writing assignments and research papers.**

**The teacher will give direction and instruction about Greek/Roman Mythology and research projects.**

Enduring Understandings

Students will understand that

* Mythology and see how those allusions can be found in other pieces of literature.
* Learn the value of Epic Literature and how it is written.

How to identify verbals in sentences and titles.

Content

* Read and discuss an Epic tale from Mythology.
* Understand major god/goddesses and their roles in Oedipus the King.
* Explain how a tragic flaw can ruin a person.
* Sharing ideas with one another.
* Give constructive feedback to one anothers ideas.
* Communicate questions and ideas to teacher and thoughtfully include that feedback into their

Skills

**Students demonstrate knowledge of Greek gods/goddesses through research projects and discussion of literature.**

Essential Questions

* What are the themes, motifs, and characterizations Oedipus the King?
* What is a tragic flaw and tragic hero? How does it affect the outcome of a story?
* Are the gods/goddesses loyal or fickle towards humans?
* What are the three types of verbals? What is the difference between gerunds and present participles; infinitives and prepositional phrases?

Stage 2: Assessment Evidence

Comparison Paper

Not Available: Comparative Study

CD memoir

Summative: Music Comprehension

god/goddess Research Project

Summative: Research Project

Character Journals

Not Available: Response Journal

Students assume persona of mythological character

Class Discussion Groups

Formative: Cooperative Group Work

Stage 3: Learning Plan

Learning Experiences

***Day1***

**Lesson Activities:**

**Journal: Quote of Day**

**Vocabulary: Vocab Test: Lessons 3 4**

**Short week: no new vocab this week.**

**Greek Mythology: Oedipus the King**

**Background on Sophocles**

**What is an Epic Tale?**

**Ancient Greece and the Sphinx**

**What constitutes a dysfunctional family?**

**Discussion of important themes and motifs**

**Return god/goddess Research Project. Explain grades based on improper format and incomplete assignments. Give students opportunity to redo for adjusted grades.**

***Day2***

**Lesson Activities:**

**Journal: Quote of Day**

**Greek Mythology: Continue Reading Oedipus the King**

**Class Discussion**

**Extension: Character Journals/Diary Entries**

***Day 3***

**Lesson Activities:**

**Journal: Quote of Day**

**Grammar: Continue Verbals**

**Greek Mythology: Continue Oedipus the King**

**Class discussion**

**Extension: Character Journals/Diary Entries**

**Things Fall Apart essays due Monday**

***Day4***

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Lesson 5 and 6**

**Read Selections**

**Definitions**

**Bonus Words**

**Greek and Latin Bases**

**Grammar: Intransitive/Transitive Verb**

**Explanation and Instruction**

**Greek Mythology: Continue Oedipus the King**

**Read in class and discuss**

**Extension: Vocab: Exercises 3 4**

**Character Journal/Diary Entries**

***Day 5***

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Review Exercises 3 4**

**Review Greek/Latin Bases**

**Bonus Words**

**Grammar: Intransitive/Transitive Verb**

**Pairs worksheet**

**Greek Mythology: Continue Reading Oedipus the King**

**Read in class and discuss**

**Extension: Vocab: Exercise 5**

**Character Journals/Diary Entries**

***Day 6***

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Review Exercise 5**

**Review Greek/Latin bases**

**Bonus Words**

**Greek Mythology: Watch Episode 3 of Lost Flashes before Your Eyes.**

**Discuss Dysfunctional Families**

**Discuss Fate vs. Free Will**

**Distribute excerpt from Harry Potter and Order of the Phoenix and discuss if time.**

**Extension: Follow-up to Harry Potter Piece on Fate vs. Free Will-Reflection**

***Day 7***

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Review Lessons 5 6**

**Review Greek/Latin Bases**

**No Grammar Today**

**Greek Mythology: Computer Lab**

**Musical Memoir on a Character from Oedipus the King**

**Extension: Study for Vocabulary Test: Lesson 5 6**

**Continue work on Musical Memoir**

***Day 8***

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Vocabulary Test Lesson 5 6**

**Lesson: 7 8**

**Definitions**

**Greek/Latin bases**

**Bonus Word**

**Mythology: Presentations of Musical Memoir**

**Extension: Vocabulary: Lesson 7 8 Exercise 3 and 4**

***Day 9***

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Lesson 7 8**

**Review Exercises 3 4**

**Bonus Words**

**Review Latin/Greek Bases**

**Mythology: Continue Presentations of Musical Memoir**

**Extension: Vocabulary: Exercise 5**

Grades 9-12 English Language Arts
HN English 10

Stories by Elie Wiesel

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).

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).

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

13. Show special regard for the poor (CCC 2443).

Targeted Standards

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

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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.

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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.

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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.

Writing

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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.

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.

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

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.

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.

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.

Capacities of the Literate Individual

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

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Catholic Identity

Summary

Night and Dawn by Elie Wiesel: Reading the selection in class.

Classroom discussion.

Research project on social injustice.

Writing editorials/speeches.

Presentations

Instruction/discussion on foreshadowing and imagery.

Vocabulary Lesson: 9 10

Grammar: Summarizing and Paraphrasing.

Unit Goals

**The purpose of this Unit is the introduce students to the horrors one person faced as a result of his imprisonment during WWII, how he overcame those atrocities, and the inspiration to help others. To help students understand oppression at the hands of evil dictatorship**

Big Ideas

**The students will use what they have learned during instruction and discussion of the novel Night by Elie Wiesel to write about social justice and create a memoir.**

**The teacher will give direction and instruction about WWII, the holocaust, and the author. The teacher will lead class discussion through questions which cause students to think more deeply about the past, but also how these atrocities are still prevalent in our world today.**

Enduring Understandings

Students will understand that

* The Holocaust and the effect it had on the people; especially those in concentration camps.
* Survival through the eyes of Elie Wiesel.
* The horrors experienced by the people
* Memoirs

How people react in the face of danger; to themselves or others.

Content

* Read, understand and write a memoir.
* Define social justice and genocide and identify it our world today.
* Understand how dictatorship impaired and took away the rights of others.
* Sharing ideas with one another.
* Give constructive feedback to one anothers ideas.
* Communicate questions and ideas to teacher and thoughtfully include that feedback into their group presentations.

Skills

**Students demonstrate knowledge of the novel Night through critical essay analyzing Elie Wiesels reactions to his circumstances. They will then synthesize this knowledge by writing an editorial or speech about an injustice against humanity they feel strongly about.**

Essential Questions

* What are the themes, motifs, and symbolism in Night by Elie Wiesel?
* How can events suddenly change the course of a persons life?
* What is hopelessness? How does it affect the lives of others?
* What is social justice? What is genocide?
* Can someone actually overcome an evil atrocity done to them.

Stage 2: Assessment Evidence

Student Poem

Summative: Project

Holocaust vs. Apartheid

Summative: Research Project

Students research topics

Chapter Reflections

Summative: Reflective Writing

Students respond to writing prompts on given chapters and importance of events

Class Discussion

Formative: Class Discussion

Stage 3: Learning Plan

Learning Experiences

**Learning Activities:**

WHERE

***Day 1* 9/22**

**Lesson Activities:**

**Daily Journal entry for Quote of the Day.**

**Vocabulary: Test on Lessons 7 9**

**Definitions for Lessons 9 10**

**Latin/Greek Bases**

**Bonus Words**

**Grammar: Summarizing and Paraphrasing**

**Instruction and discussion**

**Informational Text: Mother Teresa Lecture:**

**Finish reading lecture together in class and discuss.**

**Extension: Summarizing and Paraphrasing worksheet.**

**Vocab: Lessons 9 10: Exercise 3 5 due on Thurs/Fri**

***Day 2* 9/23 Lesson Activities:**

**Daily Journal: Quote of Day**

**Vocabulary: Lessons 9 10**

**Review**

**Review Latin/Greek Bases**

**Bonus Words**

**Grammar: Summarizing and Paraphrasing**

**Review Worksheets**

**Night by Elie Wiesel: Background on Holocaust**

**Background on Author**

**Discuss Forshadowing**

**Discussion in small groups about events which can change your life in an instant, effects**

**And emotional reactions.**

**Class discussion on danger and person/social reactions.**

**Extension: Read and Annotate Chapters 1 2 in Night by Elie Wiesel.**

***Day 3* 9/24 Lesson Activities:**

**Journal: Quote of Day**

**Vocabulary: Lessons 9 10**

**Review**

**Review Latin/Greek Bases**

**Bonus Words**

**Night by Elie Wiesel: Class discussion of Chapters 1 2**

**Small Group Literature Group discussion and Community Development Plan to save Jews.**

**Extension: Letter to Moche about escape to freedom and his situation.**

**Read and Annotate Chapters 3 - 5**

***Day 4/5* 9/25-26 Lesson Activities:**

**Journal: Quote of Day**

**Vocabulary: Review Latin/Greek Bases**

**Bonus Words**

**Review Exercises 3 - 5**

**Night by Elie Wiesel: Class discussion of major events from Birkenau to Buna.**

**Small Group Literature Group discussion of how Wiesel uses death, darkness, night, and**

**Decay thoughout the chapters.**

**I am gone on Thursday: Got Prayer Retreat.**

**Thursday Students will have worksheets which encapsulate the class discussion to take place on Friday.**

**Extension: Study for Vocab Test 9 10**

**Cartoon Creation including images of death, darkness, night, and decay.**

**Read and annotate Chapters 6 - 9**

***Day 6* 9/29**

**Lesson Activities:**

**Daily Journal: Quote of the Day**

**Vocabulary: Test on Lessons 9 10**

**Lesson 11 12**

**Read Selections**

**Definitions**

**Bonus Words**

**Greek and Latin Bases**

**Night by Elie Wiesel: Class discussion of Chapters 6 9**

**Small Group Literature Group: Realism, Rapid decision making, tenacious holding on.**

**Hopelessness.**

**Extension: Vocab: Exercises 3 5 due Thurs/Fri**

**Critics Review of the Book**

***Day 7* 9/30**

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Review Exercises 11 12**

**Review Greek/Latin Bases**

**Bonus Words**

**Grammar: Intransitive/Transitive Verb**

**Pairs worksheet**

**Night by Elie Wiesel: Never Again by Wu-Tang Clan**

**Class discussion about Rap Song**

**Page 32: Never Shall I forget**

**Extension: Never Shall I Forget: Student Poem (memorable event from their life w/5 senses)**

**Read Chapters 1 2 of Dawn by Elie Wiesel**

***Day 8* 10/1**

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Review Exercise 3-5**

**Review Greek/Latin bases**

**Bonus Words**

**Dawn by Elie Wiesel: Class discussion of Chapters 1 2**

**Extension: Read Chapter Chapters 3 4 of Dawn**

***Day 9/10* 10/2-3**

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Review Latin/Greek Bases**

**Bonus Words**

**Dawn by Elie Wiesel: Class Discussion of Chapters 3 4**

**Extension: Study for Vocabulary Test: Lesson 11 12**

**Read Chapter 5. Write a reflection about the final paragraph on page 102.**

***Day 11* 10/6**

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Vocabulary Test Lesson 11 12**

**Lesson: 13 14**

**Definitions**

**Greek/Latin bases**

**Bonus Word**

**Grammar: Semi-colons commas**

**Independent Reading Assignment: Computer Lab**

**Students Research 4 books according to Criteria given by teacher**

**To be handed in at end of period.**

**Extension: Exercises 3 4 in Vocabulary**

Technology Integration

Youtube video clip from Schindler's List

Youtube video of Rap Group Wu: Never Again

Grades 9-12 English Language Arts
HN English 10

Independent Reading Project

Stage 1: Desired Results

Catholic Standards

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.9-10.1b. 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.

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.9-10.1e. 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.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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

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.

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.

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.9-10.4a. 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).

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.

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.

Capacities of the Literate Individual

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

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Catholic Identity

Summary

Independent Reading Project:

Writing Prompts:

* Identification of Setting
* Identification of Point of View
* Identification of mood/tone
* Identification of protagonist/antagonist
* Identification of extended metaphors
* Identification of theme/motifs/symbols
* Identification of plot and relation to characterization

Annotation of specified literary elements

Close Reading of student-chosen excerpts from novel.

Final Book Talk and Literary Newsletter

Vocabulary: Lessons 16-19

Grammar: Forms of BE

Verbals

Intransitive/Transitive Verbs

Paraphrasing

Peer Editing

Writing and Revisions

Unit Goals

**The purpose of this Unit Independent Reading Project is for students to learn to decode, identify, recognize, and synthesize plot, setting, metaphors, theme, motifs, and symbols in their own choice novel; and how these elements enrich Literature and add the enjoyment of reading.**

Big Ideas

**The students will use what they have learned during instruction and discussion of the classic *Choice Novels.* Students will then demonstrate these concepts through specific writing prompts and share ideas with peers.**

**The teacher will give direction and instruction on literary devices, important components found in all novels, as well as instruction on a myriad of grammar as those elements become relevant in class. Teacher will carefully analyze student writing and make note of areas of struggle and use class time to help students work through these areas of concern.**

Enduring Understandings

Students will understand that

* Choice Literature novel hold the same literary devices as literature discussed in class.
* Themes, motifs and symbols are many times inferred and not directly stated in Literature.
* The importance of setting in a novel and how it directly affects the protagonist and antagonist.
* The difference between tone and mood.
* Extended metaphors add to the enrichment of Literature and help enhance theme, setting, and character development.

The difference between theme, plot, and setting.

Content

* Work collaboratively with peers.
* Intelligently discuss and present.
* Create an in-text citation.
* Sharing ideas with one another.
* Give constructive feedback to one anothers ideas.
* Communicate questions and ideas to teacher and thoughtfully include that feedback into their group presentations.

Skills

**Students demonstrate knowledge of their chosen novel for this Independent Reading Project through specific writing prompts, writing assignments, peer editing, and a final book talk.**

Essential Questions

* What are the themes, motifs, and characterizations for *Independent Reading Project.*
* How to identify protagonist in their reading.
* How do authors create an antagonist
* Why do some authors use non-human elements as the antagonist of a novel?
* How to identify an extended metaphor in literature?
* What is the difference between tone and mood?
* How does the reader differentiate between Point of View in Literature?

Stage 2: Assessment Evidence

Stage 3: Learning Plan

Learning Experiences

***Day 2* 10/14: Tuesday**

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Vocabulary Quiz 13/14**

**Grammar: Summarizing**

**Independent Reading Project (IRP): Books due in class today.**

**Create Reading Calendars**

**Instruction for Annotating**

***Day 3* 10/15-Wednesday: School wide testing Lesson Activities:**

**No Classes today**

***Day 4/5* 10/16-17: Thursday**

**Lesson Activities:**

**Journal: Quote of the Day**

**IRP: Independent work: Writing Prompt: Setting and Point of View**

**Direct instruction about Setting and Narrator Point of View**

**Extension: IRP-read and annotate in novels**

***Day 6* 10/20: Monday**

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Lesson 15/16**

**Read selection**

**Definitions**

**Latin Bases**

**Bonus Words**

**Grammar: Paraphrasing/Summarizing**

**IRP: Independent Writing Prompt: Characterization**

**Check annotations**

**Direct instruction about Characterization**

**Extension: IRP: Read and annotate Novels**

***Day 7* 10/21: Tuesday**

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Lessons 15/16**

**Antonyms/synonyms/analogies**

**Bonus Words**

**Grammar: Writing and Revision**

**IRP: Direct Instruction: Plot and importance on characters**

**Writing Prompt: Effect of plot on characters.**

**Check annotations.**

**Extension: IRP: read and annotate novels**

***Day 8* 10/22: Wednesday**

**Lesson Activities:**

**I am attending St. Benedicts Got Prayer**

**Journal: Quote of the Day**

**Vocabulary: Lesson 15/16**

**Sentences**

**Bonus Word**

**IRP: Writing Prompt: Reliable narrators**

**Grammar: No Grammer today**

**Extension: IRP: Read and annotate novels**

***Day 9/10* 10/23-14: Thursday/Friday**

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Review Vocabulary**

**Bonus Word**

**IRP: Direct Instruction: Theme/Motifs/Symbols**

**Writing Prompt: Identification and examples of Theme, Motifs and Symbols from novels**

**Check annotations**

**No Grammar**

**Extension: IRP: Read and annotate novels**

***Day 11* 10/27: Monday**

**Journal: Quote of the Day**

**Vocabulary: Lessons 15/16: Test**

**Lesson 17/18**

**Read Selection**

**Define Terms**

**Latin Bases**

**Bonus Words**

**IRP: Direct Instruction on Final Project**

**Computer Lab**

***Day 12:* 10/28: Tuesday**

**Journal: Quote of Day**

**Vocabulary: Lesson 17/18**

**Synonyms/Antonyms/Analogies**

**Bonus Words**

**Grammar: Complex Sentences/Fragments**

**IRP: Writing Prompt: Tone/Mood**

**Check annotations**

**Extension: IRP: Read and annotate novels**

***Day 13:* 10/29: Wednesday**

**Vocabulary: Lesson 17/18**

**Sentences**

**Bonus Words**

**IRP: Computer Lab: Final Project**

**Extension: Read and Annotate novels**

***Day 14/15:* 10/30-31: Thursday/Friday**

**Daily Journals: Quote of the Day**

**Vocabulary: Lesson 17/18**

**Review**

**Bonus Words**

**Edgar Allen Poe: Short Stories**

**Grammar: Verbals**

**Extension: Read and Annotate novels**

***Day 16:* 11/3: Monday**

**Daily Journals: Quote of the Day**

**Vocabulary: Lesson 17/18: Test**

**Lesson 19/20**

**Read Selections**

**Define Terms**

**Latin Bases**

**Bonus Words**

**IRP: Computer Lab**

***Day 17*  11/4: Tuesday**

**Daily Journal: Quote of the Day**

**Vocabulary: Lesson 19/20**

**Synonyms/Antonyms/Analogies**

**Bonus Words**

**IRP: Book Talks**

***Day 18:* 11/5: Wednesday**

**Daily Journals: Quote of the Day**

**Vocabulary: Lesson 19/20**

**Synonyms/Antonyms/Analogies**

**Bonus Words**

**IRP: Book Talks**

Grades 9-12 English Language Arts
HN English 10

Cyrano De Bergerac

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).

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).

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.

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.

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.

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.)

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.

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.

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.

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).

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).

Capacities of the Literate Individual

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

They demonstrate independence.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Catholic Identity

Summary

Cyrano De Bergerac:

Character Journals

Live Drama

Classroom discussion

Films: Cyrano and Roxane

Literary Scrapbook

Biopoems

Problematic Situation Strategy

Expository Essay

Character Analysis Paper

Cartoon Character Creations

Final Group Project: Student Created Drama

Vocabulary: Lessons 19-22

Grammar: Forms of BE

Verbals

Intransitive/Transitive Verbs

Paraphrasing

Peer Editing

Writing and Revisions

Unit Goals

**The purpose of this Unit on Cyrano de Bergerac is to help students identify and intelligently communicate the elements of drama, the purpose of characterization, personal relationships, and create expository essays.**

Big Ideas

**The students will use what they have learned during instruction and discussion of Cyrano de Bergerac to express their understanding of drama, characterization, personal relationships, while comparing many of said elements with modern society.**

**The teacher will give direction and instruction on literary devices, important components found in drama, as well as instruction on a myriad of grammar as those elements become relevant in class. Teacher will carefully analyze student writing and make note of areas of struggle and use class time to help students work through these areas of concern.**

Enduring Understandings

Students will understand

* Characterization and how it is used to enhance drama.
* Demonstrate ability to track a characters traits throughout an act of play and draw conclusions.
* Elements of drama
* Recognize the distinguishing features of dramas
* Read and recognize literature as a record of human experience
* Recognize and understand tragedy/comedy, suspense, conflict, soliloquy, and aside

Demonstrate ability to properly write and punctuate drama; defend a thesis.

Content

* Work collaboratively with peers.
* Intelligently discuss and present.
* Sharing ideas with one another.
* Give constructive feedback to one anothers ideas.
* Communicate questions and ideas to teacher and thoughtfully include that feedback into their group presentations.

Skills

**Students demonstrate knowledge of their Cyrano de Bergerac through character journals, written assignments, expository essay, and final group project.**

Essential Questions

* How does characterization enhance the drama of Cyrano de Bergerac?
* What is the universal theme of the drama?
* How does Cyrano change/stay the same?
* What is the relationship between Cyrano, Christian, and Roxane?
* What are the five universal conflicts of man?
* What is an expository essay?
* What are the elements of drama?
* How do drama and/or literature remind the students of human experience?
* What elements of Cyrano, Christian, and Roxane are common in modern society?

How do drama and/or literature transcend generations?

Stage 2: Assessment Evidence

Cyrano Final Paper

Summative: Expository Essay

Student create an essay from prompt given by teacher which shows their understanding of Drama.

Vocabulary Assessment

Summative: Quiz

Students are tested on vocabulary acquisition, word usage, antonyms, and synonyms.

Character Journals

Summative: Response Journal

Students create a journal/diary entry whereby they assume the persona of a character.

"ME" Collage

Summative: Posters

Students create a collage about themselves which illustrates who they are, what they enjoy

Who Am I?

Summative: Narrative Writing Assignment

Students create a narrative essay about who they are and how they form values, moral, and decisions and present to peers..

Class Discussion

Formative: Class Discussion

Students intelligently discuss themes, motifs, and symbolism found in drama.

Stage 3: Learning Plan

Learning Experiences

**Learning Activities:**

WHERE

***Day 1* 11/10:**

**Lesson Activities:**

**Daily Journal**

**Vocabulary: Lessons 19/20**

**Definitions**

**Bonus Words**

**Read selections**

**Cyrano de Bergerac: Notes on Edmond Rostand**

**Discussion of Plot and Theme**

**Introduction of Characters**

**Anticipation Guide**

**Extension: How would you create a character: traits, clothing, looks, actions, words, relationships.**

***Day 2* 10/11: Tuesday**

**Lesson Activities:**

**I am on Junior Retreat**

**Journal: Quote of the Day**

**Vocabulary: Lesson 19/20**

**Bonus Words**

**Latin Roots**

**Cyrano de Bergerac: Watch and answer questions about Movie: Cyrano**

**Extension: Complete all exercises in Lessons 19/20**

**Finish movie guide**

***Day 3* 11/12-Wednesday: Continuous Improvement**

**Lesson Activities:**

**Journal Entry**

**Vocabulary: Check exercises**

**Bonus words**

**Cyrano: Elements of Drama**

**Character Map**

***Day 4/5* 11/13-14: Thursday/Friday**

**Lesson Activities:**

**Journal: Quote of the Day**

**Cyrano: Read Act I**

**Class discussion**

**Key vocabulary**

**Introduce Literary Scrapbook**

**Beauty vs. Intelligence**

**Extension: Character Journals**

***Day 6* 11/17: Monday**

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Test on Lessons 19/20**

**Lesson 21/22: Definitions**

**Bonus Words**

**Latin Bases**

**Cyrano: Read Act II**

**Class discussion**

**Character Drawings**

**Discuss Elements of Drama/Play Pictionary with Vocabulary**

**Extension: Finish drawings**

**Character Journals: Who in the World is Cyrano?**

***Day 7* 11/18: Tuesday**

**Lesson Activities:**

**Journal: Quote of the Day**

**Cyrano: Read Act II**

**Class Discussion**

**Extension: Character Journals: All about Roxane**

**Vocabulary: All exercises**

***Day 8* 11/19: Wednesday**

**Lesson Activities:**

**Journal: Quote of the Day**

**Cyrano: Read Act III**

**Class discussion**

**Intro to Expository paper**

**Punctuating dialogue**

**Extension: Creating dialogue**

***Day 9/10* 11/20-21: Thursday/Friday**

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Practice writing complex sentences with bonus words**

**Cyrano: Read Act IV**

**Class discussion**

**Matters of the Heart: A Problematic Situation**

**Biopoem**

**Extension: Character Journals**

**Study for Vocab test**

***Day 11* 11/24: Monday**

**Journal: Quote of the Day**

**Vocabulary: Test on Lessons 21/22**

**Cyrano: Elements of Drama**

**Literary Terms and discussion**

**What makes Mickey Americas favorite mouse?**

**Extension: Cartoon Character creations**

***Day 12:* 11/25: Tuesday**

**Journal: Quote of Day**

**Cyrano: Act V**

**Universal Themes**

**Extension: Character Journals**

**Cartoon Creations**

**Writing Assignment on Themes**

***Day 13:* December 1: Monday**

**Lesson Activities:**

**Daily Journal**

**Vocabulary: Lessons 23/24**

**Read Selections**

**Define Terms**

**Latin Bases**

**Bonus Words**

**Cyrano: Computer Lab: Expository Essays: Cyrano vs. Christian**

**Extension: Finish Essays**

***Day: 14:* December 2: Tuesday**

**Lesson Activities:**

**Daily Journal:**

**Vocabulary: Lesson 23: All Exercises**

**Cyrano: Group work for final drama**

***Day 15:* December 3: Wednesday:**

**Lesson Activities:**

**Daily Journal**

**Vocabulary: Lesson 24: All exercises**

**Cyrano: Group work for final drama**

***Day 16:* December 4/5: Thurs/Fri**

**Lesson Activities:**

**Daily Journal**

**Vocabulary: Check Lessons 23/24**

**Cyrano: Character Analysis Paper**

**Computer Lab**

**Extension: Finish paper**

**Study for Vocab Test**

***Day 17:* December 8: Monday**

**Lesson Activities:**

**Daily Journal**

**Vocabulary Test: Lesson 23/24**

**Cyrano: Student Skits**

Grades 9-12 English Language Arts
HN English 10

Hamlet

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).

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

7. Assume personal responsibility (CCC 1914).

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.

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.

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.

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.)

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.9-10.2c. Spell correctly.

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.

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.

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.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Catholic Identity

Summary

Vocabulary Lessons 23 - 28

Hamlet: Renegade Essays

Character Journals

Live Drama

Classroom Discussion

Movie: Lion King and Hamlet

Narrative Essay

Expository Essay

* 5 stages of writing
* Close Reading Method
* Classroom discussion
* Vocabulary Lessons and Test
* Close Reading Method Assignment
* Narrative Writing Assignment: Epilogue to Hamlet
* Peer Review of Essays
* Expository Research Essays
* Character Journals

Unit Goals

**The purpose of this unit regarding Shakespeare, Elizabethan Theater, and Tragedy Plays will help students understand the components of all Shakespearean tragedies, human emotion, and characterization. Using the Close Reading Method will help students to more fully comprehend what they are reading, how it not only applied during the time frame the literature was written, but also to their lives now. The purpose of writing expository research and narrative essays will enable students to create written stories that follow the development of characters, themes, moods, plots, figurative language components, thoughtful introductions and conclusions which are interesting and engaging to other readers. These essays will also strengthen student abilities to write effective thesis statements, in-text citations, and research papers.**

Big Ideas

**The students will use the stages of writing to complete essays: prewriting, drafting, revising, editing, publishing. Students will learn how to use the Close Reading Method.**

**The teacher will model how to use the Close Method. The teacher will also share examples as they pertain to writing a narrative and expository essays.**

Enduring Understandings

* Authors use figurative language to convey meaning
* Literature can be interpreted by different people in differing ways.
* The conventions of standard English are important when writing narrative essays.
* Shakespeare and Elizabethan Theater

5 components of all Shakespeares tragedies

Content

* Use the Close Method for reading to more fully understand essential passages from Hamlet.

Examine how characters interact and use those feelings and actions to write an epilogue to Hamlet.

Have an understanding of each major character, their motivations, actions, and reactions, and write a final expository research paper.

* Sharing ideas with one another.
* Give constructive feedback to one anothers ideas.

Communicate questions and ideas to teacher and thoughtfully include that feedback into their final essay.

Skills

**Students use the Close Reading Method for an excerpt from Hamlet and submit papers to show evidence of their understanding. Students create an epilogue to Hamlet using the narrative essay format using all convention of grammar which have been learned throughout this semester. Students conduct research to write expository research paper.**

Essential Questions

* What was Shakepeares purpose for writing Hamlet?
* What life lessons can we learn from the major characters and their actions?
* How can we develop alternate endings or epilogues which make sense to the reader?

How can we apply the grammar lessons we have already learned in our writing?

Stage 2: Assessment Evidence

Character Journals

Not Available: Narrative Writing Assignment

Upon completion of each Scene, students assume persona of a main character and write a one page diary/journal entry.

Vocabulary Quiz

Summative: Quiz

For each Vocabulary Lesson, students test on word meanings, usage, antonyms and synonyms.

Close Reading

Not Available: Reading Task

Students are given a monologue to perform a Close Reading.

Hamlet Epilogue

Summative: Reflective Writing

Students create an essay whereby they suggest a possible alternative ending to the Drama.

Character Comparative

Summative: Research Project

Students compare and contrast two characters from Drama, coming to understand how they relate to time period.

Class Discussion Circles

Formative: Cooperative Group Work

Students discuss Drama Scenes from Hamlet with peers

Stage 3: Learning Plan

Learning Experiences

**Learning Activities:**

WHERE

***Day 1* December 8 Monday**

**Lesson Activities:**

**Daily Journal**

**Vocab Lessons 23/24: Vocab Quiz**

**Lessons 25/26: Definitions**

**Latin Roots**

**Bonus Words**

**Hamlet: Introduce Shakespeare**

**Introduce Hamlet**

**Major Themes**

**Introduce Renegade Essays**

**Read Act I**

**Extension: Vocab: Exercise 3 -5 Due Thurs/Fri**

**Renegade Essays**

***Day 2* December 9 Tuesday.**

**Lesson Activities:**

**Daily Journal**

**Vocabulary: Lessons 25/26**

**Latin Roots**

**Bonus Words**

**Hamlet: Continue Reading Act I**

**Classroom Discussion**

**Extension: Character Journals**

***Day 3* December 10 Wednesday**

**Lesson Activities:**

**Daily Journal**

**Vocab Lessons 25/26**

**Latin Bases**

**Bonus Words**

**Hamlet: Read Act II**

**Classroom Discussion**

**Elements of Tragedy**

**Introduce Final Expository Essay**

**Extension: Character Journals**

***Day 4*/5 December 11/12 Thurs/Fri**

**Lesson Activities:**

**Daily Journal**

**Vocab Lesson 25/26**

**Review Exercises 3 5**

**Bonus Words**

**Review Latin Roots**

**Hamlet: Continue Reading Act II**

**Classroom Discussion**

**Extension: Vocab test: Lesson 25/26 on Monday**

**Character Journals**

***Day 6:* December 15 Monday**

**Lesson Activities:**

**Daily Journal**

**Vocabulary: Lesson 25/26 Quiz**

**Lesson 27/28**

**Definitions**

**Latin Roots**

**Bonus Words**

**Hamlet: Read Act III**

**Classroom Discussion**

**Close Reading of Hamlet Monologue**

**Extension: Vocabulary: Exercises 3 5 Due Wednesday**

**Reflection of Close Reading**

***Day 7:* December 16 Tuesday**

**Lesson Activities**

**Daily Journal**

**Hamlet: Continue Reading Act III**

**Classroom Discussion**

**Elements of Tragedy Worksheet**

**Extension: Character Journals**

***Day 8:* December 17 Wednesday**

**Lesson Activities**

**Daily Journal**

**Vocabulary: Lessons 27/28**

**Review Exercises 3 -5**

**Latin Root Review**

**Bonus Words**

**Hamlet: Watch Acts IV and V: Hamlet Movie**

**Classroom Discussion**

**Elements of Tragedy Worksheet**

**Extension: Vocab Test Thurs/Fri: Study**

**Reflection on Movie/Elements of Tragedy Worksheet**

***Day 9/10:* December 18/19 Thurs/Fri**

**Lesson Activities:**

**Daily Journal**

**Vocabulary: Lessons 27/28 Quiz**

**Hamlet: Computer Lab**

**Creating an Epilogue: Narrative Essay**

**Extension: Over break: Finish Epilogue**

***Day 11:* January 5 Monday**

**Lesson Activities:**

**Daily Journal**

**Hamlet: Computer Lab**

**Expository Essay**

***Day 12:* January 6th Tuesday**

**Lesson Activities:**

**Daily Journal**

**Hamlet: Computer Lab**

**Finish Essays**

***Day 13:* January 7th Wednesday**

**Lesson Activities**

**Daily Journals:**

**Hamlet: Peer Review of Expository Essays**

**Close Reading Activity of Choice Monologue from Act IV or V**

**Extension: Option to Fix Essays**

**Close Reading Reflections**

***Day 14:* January 8/9 Thursday/Friday**

**Daily Journals:**

**Hamlet: Watch Lion King/End of Semester Party**