Grades 9-12 English Language Arts  
HN English 9

Summer Reading Review

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

Stage 2: Assessment Evidence

Stage 3: Learning Plan

Grades 9-12 English Language Arts  
HN English 9

Of Mice and Men

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

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

Life in Christ

Students will be able to

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

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).

10. Follow God's commandments (CCC 2068).

11. Respect all human life (CCC 2318).

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

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.

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.

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

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

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

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

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

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

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

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

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

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.

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 value evidence.

They use technology and digital media strategically and capably.

Catholic Identity

Summary

Classic Literature:

Of Mice and Men

Annotations, class discussion, character webs,

Cartoon Creations

Reflections on Riding the Rails PBS documentary

CD Playlist

Song/Rap

Short Stories: Johnny Bear compare/contrast with

Of Mice and Men

Vocabulary: Lessons 5 & 6; 7 8

Grammar: Sentence Fragments, Subordinate and Insubordinate Clauses

Preparedness for Collaborative Work

Vocabulary Tests

Character Journals

Cartoon Creations

Final group presentation

Annotations

Research Papers

Unit Goals

The purpose of this Unit on Of Mice and Men

will allow students to empathize with those in

poverty and those who suffer persecution due to race and mental impairments.

Big Ideas

The students will use what they have learned

during instruction and discussion of the classic

Of Mice and Men to connect with those issues in modern society.

The teacher will give direction and instruction homelessness, racism, and media to

help students understand these issues.

Enduring Understandings

Students will understand that...

Classic Literature such as

Of Mice and Men

can teach important lessons in modern

society.

Working Collaboratively requires

compromise and preparedness.

Sentence fragments, subordinate and

insubordinate clauses.

Content

Student objectives (outcomes):

Students will know and be able to...

Work collaboratively with peers.

Intelligently discuss and present.

Create an in-text citation.

Students will build relationships by...

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 classic

Of Mice and Men

through character

journals, writing assignments, cartoon creations, and final group projects.

Essential Questions

What are the themes, motifs, and

characterizations for Of

Mice and Men

?

What causes homelessness in the 1930s and

now?

Stereotypes and prejudice against mentally

impaired and racism.

How do Johnny Bear and Of Mice and Men

deal with the same themes

Stage 2: Assessment Evidence

Compare/Contrast

Summative: Comparative Study

Students compare/contrast Of Mice and Men with Johnny Bear

Cartoon Creations

Summative: Posters

Students create a cartoon depicting favorite scene from Of Mice and Men

CD Playlist

Summative: Project

Students create a CD Playlist regarding themes of chapters

Classroom Discussion

Formative: Class Discussion

Riding the Rails Reflections

Summative: Reflective Writing

Students write a story based on PBS documentary

Stage 3: Learning Plan

Learning Experiences

Day 1

Lesson Activities:

No School: Labor Day

Day 2

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Lesson 5 6

Define Words

Read Selections

Bonus Words

Classic Literature:

Of Mice and Men

Background on John Steinbeck

Discussion of Themes, Motifs and Symbolism

Discussion about

Great Depression, The Dust Bowl, and Migrant Workers

Instruction about

How to Annotate Text

Distribute Novels

Grammar: Instruction about easybib.com

Instruction about MLA Format

Extension: Vocab: Exercise 3 4

Read

Of Mice and Men: Chapter 1 2

Day 3

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Review Exercise 3 4

Bonus Words

Classic Literature:

Of Mice and Men

Class discussion of Chapters 1 2

If you were homeless: what necessities would you carry?

Grammar: No grammar today

Extension: Vocabulary: Exercise 5

Read Of Mice and Men: Chapters 3 4

Day 4

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Bonus Words

Classic Literature:

Of Mice and Men

Class discussion of Chapters 3 4

Naming of Chapters 1-4

Magic Box worksheet to understand vocab found in story.

No homework

Day 5

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Lesson 5 6

Review Exercise 5

Bonus Words

Grammar: no grammar today

Classic Literature: Of Mice and Men

Watch: Riding the Rails from PBS documentaries

Reflection on video

Guided imagery about The American Dream

Extension: Study for Vocab Test: Lesson 5 6

Cartoon Creation

Day 6

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Lesson 5 6: Quiz

Lesson 7 8

Read Selection

Define Words

Bonus Words

Grammar: Sentence Fragments

Instruction, examples, worksheet

Classic Literature: Johnny Bear short story

Reflection of compare/contrast to Of Mice and Men

Extension: Vocabulary: Lesson 7 8: Exercise 3 4

Johnny Bear reflections

Day 7

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Lesson 7 8

Review Exercise 3 4

Bonus Words

Grammar: Subordinate/Insubordinate Clauses

Coordinating conjuctions

Classic Literature:

Of Mice and Men

Theme: Power vs.Powerlessness; Lonliness

Examples throughout History

Examples in Modern Society

Examples from ownlives

Extension: Vocabulary: Exercise 5

Of Mice and Men: Read Chapters 5 6

Day 8

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Review Exercise 5

Bonus Word

Classic Literature:

Of Mice and Men

Literary elements of Realism and Repetition, Symbolism and Tone

Links to Modern Music

Close Reading of 1stparagraph of Chapter 6

Grammar: No Grammer today

Extension: Write a Letter to John Steinbeck with your

feelings about book ending

Day 9

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Review Vocabulary

Bonus Word

Classic Literature:

Of Mice and Men

Computer Lab: CD

Playlist

Extension: Study for Vocabulary Quiz: Lesson 7 8

Day 10

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Lesson 7 8: Quiz

No Grammar today

Classic Literature:

Of Mice and Men

Computer Lab: CD

Playlist

Extension: Finish CD Playlist

Grades 9-12 English Language Arts  
HN English 9

Short Stories

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

2. Know that the soul has its origins only in God (CCC 34).

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).

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

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.9-10.1d. 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.

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.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, 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.9-10.4. 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.9-10.4b. 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 value evidence.

They use technology and digital media strategically and capably.

Catholic Identity

Summary

Summer Reading: Group presentations of Contemporary Choice Novels. Peer Assessment of group presentations. Individual reports of Contemporary Choice Novels. Individual reports of Classic Novels.

Short Stories: Gift of the Magi: Creating a Newspaper Article chronicling events of story.

Vocabulary: Lessons 3 4

Grammar: Types of Sentences: Identifying and writing Complex and Compound-Complex sentences.

Preparedness for Collaborative Work

Vocabulary Tests

Peer Review of Newspaper Articles

Final group presentation

Examples of in-text citations

Individual Reports for Classic and Contemporary novels.

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.**

**The teacher will give direction and instruction about collaboration as well as areas of review for writing and research.**

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.
* All research papers and essays require MLA format.

In-text citations are required for most papers.

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 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?
* how-to use Purdue Owl, turnitin.com?
* how-to write a research paper?
* What is MLA format?

What is easybib.com and how do I use it?

Stage 2: Assessment Evidence

Class Discussion Groups

Formative: Class Discussion

Mockingbird Essay

Summative: Essay

Contemporary Book Presentation Groups

Summative: Cooperative Group Work

Gift of the Magi Newspaper Article

Not Available: Project

Stage 3: Learning Plan

Learning Experiences

*Day 1*

**Lesson Activities:**

**Journal Instruction: Quote of the Day**

**Vocabulary: Lesson 3 4**

**Read Selection**

**Define Words/Parts of Speech**

**Complete Exercises 3 5**

**Bonus Words**

**Short Stories: Gift of the Magi**

**Read Story**

**Begin working on Newspaper Article**

*Day 2* **Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Lesson 3 4**

**Review Exercises 3 5**

**Bonus Words**

**Short Story: Gift of the Magi**

**Class discussion of story**

**Peer review of Newspaper Article**

**Extension: 2nd draft of Newspaper Article taking into consideration peer review**

*Day 3* **Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Bonus Words**

**Summer Reading: Group Presentations of Contemporary Choice Novel**

**Peer assessments of group presentations**

**Grammar: Type of Sentences: Complex and Compound Complex Sentences**

**Definitions and Explanation**

**Work in pairs to complete worksheet**

**Extension: Prepare for publishing of Newspaper Article**

*Day 4* **Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Bonus Words**

**Computer Lab: Preparing Newspaper Article**

**Extension: Study for Vocabulary Test**

**Have flash drive with Classic: Mockingbird Report to work on.**

*Day 5*

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Lesson 3 4**

**Test**

**Grammar: Review Complex and Compound Complex Sentences**

**Computer Lab: Fine tune Mockingbird Report and submit to turnitin.com**

**Extension: Of Mice and Men: Background Assignment**

**Research Great Depression, The Dust Bowl, and Migrant Workers.**

**3 points of interest for each topic, due Tuesday**

Grades 9-12 English Language Arts  
HN English 9

The Tempest

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

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

2. Know that the soul has its origins only in God (CCC 34).

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).

10. Follow God's commandments (CCC 2068).

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

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.

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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.

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

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

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

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

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

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

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

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

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

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

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.9-10.4b. 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).

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).

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

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

Capacities of the Literate Individual

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

They demonstrate independence.

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

Classic Literature:

The Tempest

Instruction on Shakespearean Theater

Comparison between Tragedy and Comeday

Class discussion, character webs,

Protagonist and Antagonist character development

Instruction and identification of Iambic Pentameter

Writing criticism about low-comedy

The importance of the monologue

Instruction of a Close Reading; student synthesis of.

Identifying Shakespeares purpose in inserting Prosperos monologue in Act 4, Scene 1

Final Persuasive Essay

Student group skit: Epilogue

Vocabulary: Lessons 9 10, 11 12

Self-Assessments

Preparedness for Collaborative Work

Vocabulary Tests

Character Journals

Other Evidence (assessments)

Final group presentation

Annotations

Persuasive Essay

Unit Goals

Self-Assessments

Preparedness for Collaborative Work

Vocabulary Tests

Character Journals

Other Evidence (assessments)

Final group presentation

Annotations

Persuasive Essay

Big Ideas

The students will use what they have learned during instruction and discussion of the

classic The Tempest to connect with those issues in modern society.

The teacher will give direction and instruction on Shakespeare and Shakespearean

Theater, as well as tragedy vs. comedy. The students will apply and synthesize these elements while reading the drama The Tempest? Students will

also discover the importance of how Shakespeare designs his characterization.

Enduring Understandings

Students will understand that...

Classic Literature such as

Shakespeares The

Tempest

can teach important lessons in

modern society.

Working Collaboratively requires

compromise and preparedness.

Sentence fragments, subordinate and

insubordinate clauses.

Content

Students will know and be able to...

Work collaboratively with peers Students will build relationships by...

Sharing ideas with one another.

Intelligently discuss and present.

Create an in-text citation.

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 classic

The Tempest through character

journals, writing assignments, persuasive essays, analysis of speeches , and final group projects.

Essential Questions

What are the themes, motifs, and characterizations for

The Tempest

?

What is Shakespearean Comedy and elements

found in it?

The difference between low and high comedy?

What is a monologue? Why is it important to

drama?

How do Comedy and Tragedy climax differ?

What is the importance of characterization in

The Tempest

?

What was Shakespeares purpose for Prosperos

final speech of Act 4, Scene 1?

How do Caliban and Ariel strive for personal

freedom and liberty?

Stage 2: Assessment Evidence

Character Journals

Summative: Reflective Writing

Students assume persona of a character and write a reflection of drama Scene

Monologue Close Reading

Summative: Reading Task

Epilogue Skit

Summative: Performance

Students write a skit portraying rescue from island and welcome back into society

Class Discussion

Formative: Class Discussion

Stage 3: Learning Plan

Learning Experiences

Day 1

9/22

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Vocab Test 9 10

Lesson 11 12

Read Selection

Definitions

Bonus Words

Grammar: Paraphrasing and Summarizing

Instruction

Worksheets

The Tempest : Introduction to Shakespeare

Instruction on high and low

-comedy

Comedy vs. Tragedy

Introduction to Iambic Pentameter, repartee, and allusions

The Monologue

Extension: Exercises 3 5 due on Wednesday

Day 2

9/23

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Lesson 11 12

Review words

Bonus Words

The Tempest: Act 1

Begin reading in class

Ongoing class discussion

Who is the protagonist? How

do you know?

Who is/are the antagonist?

Extension: Character Journals

Extension: Study for Vocabulary Quiz: Lesson 13 14

Finish Essay

Day 3

9/24

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Review Exercise 3- 5

Bonus Words

The Tempest: Continue Reading in Class

Ongoing class discussion

Importance of characterization

Writing Dramatic Criticism

Grammar: No grammar today

Extension: Character Journals

Day 4

9/25

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Bonus Words

The Tempest: Continue Reading in class.

I am on Got Prayer today.

Extension: Vocabulary Quiz tomorrow

Character Journals

Day 5

9/26

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Vocabulary Test

Grammar: no grammar today

The Tempest: Continue Reading in Class

Ongoing class discussion

Recap of yesterdays reading

Analyzing Caliban

Extension: Writing a Interior Monologue

Day 6

9/29

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Lesson 13 and 14

Read Selection

Define Words

Day 3

9/24

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Review Exercise 3- 5

Bonus Words

The Tempest: Continue Reading in Class

Ongoing class discussion

Importance of characterizati

on

Writing Dramatic Criticism

Grammar: No grammar today

Extension: Character Journals

Day 4

9/25

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Bonus Words

The Tempest: Continue Reading in class.

I am on Got Prayer today.

Extension: Vocabulary Quiz tomorrow

Character Journals

Day 5

9/26

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Vocabulary Test

Grammar: no grammar today

The Tempest: Continue Reading in Class

Ongoing class discussion

Recap of yesterdays readi

ng

Analyzing Caliban

Extension: Writing a Interior Monologue

Day 6

9/29

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Lesson 13 and 14

Read Selection

Define Words

Bonus Words

Grammar: Sentence Fragments

Instruction, examples, worksheet

The Tempest: Continued reading and class discussion

Indepth look at Prospero

Assumptions about Shakespear

es purpose

Extension: Vocabulary: Lesson 13 14. Exercises 3 5 due

Wednesday

Character Journal

Day 7

9/30

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Lessons 13 14

Bonus Words

Grammar: Subordinate/Insubordinate Clauses

Coordinating conjuctions

The Tempest: Continue Reading and class discussion

Setting and its relevance t

o the drama.

Discuss Power vs. Powerlessness. Examples

Liberty and personal freedom

: Characters of Ariel and Caliban.

Extension: Character Journal with theme of Liberty and personal freedom for each character.

Day 8

10/1

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Review Exercises 3 - 5

Bonus Word

The Tempest: Newspaper Headlines: Computer Lab

Grammar: No Grammer today

Extension: Finish Newspaper

Day 9

10/2

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Review Vocabulary

Bonus Word

Day 10

10/3

Lesson Activities:

Journal: Quote of the Day

Vocabulary: Lesson 13 14: Quiz

No Grammar today

The Tempest: Student Skit: Preparation

Extension: Work on Skit: To be presented Tuesday

Day 11

10/6

Journal: Quote of the Day

Vocabulary: Lessons 15 16

Read Selection

Define Terms

Bonus Words

Independent Reading Project: Computer Lab

Students Research 4 books according to Criteria given by teacher

To be handed in at end of period.

Grades 9-12 English Language Arts  
HN English 9

Romeo & Juliet

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).

15. Understand that the fine arts express the infinite beauty of God in works made by human hands (CCC 2513).

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.

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.

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

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

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

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

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

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

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

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

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

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.

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.

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.

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 come to understand other perspectives and cultures.

Catholic Identity

Summary

Romeo and Juliet:

K-W-L Chart

Venn Diagram: Juliet and Miranda

Class Drama of Act I, Scene 5; Act II, Scene 1 & 2; Act IV, Scene 3 & 4;

Class discussion

A look at Courtly love: compare with dating today

Whats your sign: Fun zodiac activity

Discussion about suicide/dying for the one you love

What would a text conversation between R J look like?

Facebook and relationships

Vocabulary: Lessons 21-24

Grammar: Forms of BE

Verbals

Intransitive/Transitive Verbs

Paraphrasing

Peer Editing

Writing and Revisions

Unit Goals

**The purpose of this in-depth look at Juliet from Shakespeares Romeo and Juliet will illustrate to student the role women played in Renaissance England, how women as a whole were portrayed, and the great lengths men would go to gain their affection.**

Big Ideas

**Will use a wide variety of activities to read, understand, and synthesize final projects which show their understanding of female portrayal, iambic pentameter, and courtly love.**

**The teacher will give direction and instruction on literary devices, important components found in Shakespearean Drama, as well as instruction on a myriad of grammar as those elements become relevant in class. Teacher will help guide student discussion on the topic listed above; giving meaningful examples when needed.**

Enduring Understandings

Students will understand that:

Couples courted to get to know one another

Many of Shakespeare's female protagonist face the same dilemmas

Different types of love

How to "woo" a woman

How to read in iambic pentameter

Content

* Work collaboratively with peers.
* Intelligently discuss and present.
* Recognize figurative language in Shakespeares dramas and the role it plays
* Read, understand, and write in iambic pentameter
* 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 courtly love, women in Renaissance England, and iambic pentameter through various writing assignments, acting, reading, charades, poetry, and a final project.**

* Class discussion of chosen scenes from Romeo and Juliet.
* Venn Diagram regarding Juliet and Miranda
* Final Facebook Project
* Romeo and Juliet Texting Activity
* Headline News about star-crossed lovers and dual suicide

Essential Questions

* What is iambic pentameter?
* How are Juliet and Miranda similar? Different?
* What is forbidden love?
* What is unrequited love?
* How do peoples reactions to death differ?
* How does Renaissance Courtly love differ from today?

Stage 2: Assessment Evidence

Facebook Page for Juliet

Summative: Project

Students create a facebook page using social media for Juliet containing only information relevant to time period

Romeo and Juliet Text Messages

Summative: Posters

Students use text from balcony scene to create text messages from Romeo and Juliet to one another if they were alive today.

Classroom Discussion

Formative: Class Discussion

Headline News

Summative: Project

Students create a newspaper front page reporting the deaths of Juliet and Romeo

Juliet and Miranda

Summative: Comparative Study

Students compare and contrast Juliet and Miranda based on norms of time period and evidence found in drama.

Stage 3: Learning Plan

Learning Experiences

**Learning Activities:**

WHERE

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

**Lesson Activities:**

**Daily Journal**

**Vocabulary: Lesson 20/21**

**Read selection**

**Definitions**

**Bonus Words**

**Romeo Juliet: Intro to Drama**

**K-W-L Chart**

**Courtly love**

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

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Lesson 20/21**

**Students will complete all parts of each lesson in class.**

**I am on Junior Retreat today.**

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

**Lesson Activities:**

**Daily Journal**

**Romeo Juliet: Begin Reading Act I, Scene 5**

**Class discussion**

**Extension: Character Journals**

***Day 4* 11/13: Thursday**

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Review all exercises from Lessons 21/22**

**Romeo Juliet: Recap of Act I, Scene 5**

**Talk about The Lovers 1st Meeting**

**What is a beautiful person to you?**

**Compare their language to Romeos**

**Role-play: meeting someone at a dance or pizza parlor**

**How does Shakespeare use language as stage direction**

**Iambic Pentameter**

**Extension: Character Journal**

**Study for Vocab Quiz**

***Day 5* 11/14: Friday**

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Quiz**

**Romeo Juliet: Act II, Scene 1 2**

**Class discussion**

**Love at 1st Sight: Is it real?**

**Breakdown of Balcony Scene**

**Dating today**

**Figurative Language Charades**

**Mysteries of Love Handbook comparison with Balcony Scene**

**Ext: Text messages from Romeo to Juliet**

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

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Lesson 23/24**

**Read selection**

**Definitions**

**Bonus Words**

**Romeo Juliet: Act IV, Scene 4 5**

**Class discussion**

**Suicide?**

**R J: Zodiac**

**Extension: Character Journal**

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

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Lessons 23/24**

**Antonyms/synonyms/analogies**

**Bonus Words**

**Romeo Juliet: Computer Lab**

**News Headlines: Double Suicide**

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

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Lesson 23/24**

**Sentences**

**Bonus Word**

**Romeo Juliet: Social Media Project**

**Computer Lab**

***Day 9* 10/20: Thursday**

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Review Vocabulary**

**Bonus Word**

**Romeo Juliet: Social Media Project**

**Computer Lab**

***Day 10* 10/24: Friday**

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Lesson 23/24: Quiz**

**Romeo Juliet: Creating Sonnet Poetry**

**Compare/Contrast Miranda and Juliet**

**Extension: Sonnet**

**Venn Diagram**

Grades 9-12 English Language Arts  
HN English 9

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.9-10.1a. 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.9-10.1d. 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.

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

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.

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.9-10.3a. 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.

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

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

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

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

Language

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

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

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

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

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

L.9-10.2c. Spell correctly.

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

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).

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.

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 15-21

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

* Reading and annotation of choice novel.
* Response to specific writing prompts about choice novel.
* Collaborative work on areas of grammar struggle.
* Final Book Talk
* Vocabulary Tests
* Peer Editing

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

Book Choice

Formative: Research Project

Students research possible age appropriate novels and complete a form which allows teacher to assess choices and choose a book.

Reading Assessment 1

Summative: Self Assessment

Students complete questions regarding POV, theme, narrator, protagonist, antagonist

Reading Assessment 2

Summative: Self Assessment

Students answer questions regarding plot, character development

Reading Assessment 3

Summative: Self Assessment

Students answer questions regarding theme, motifs, symbolism.

Reading Assessment 4

Summative: Self Assessment

Students answer writing prompts about climax, conflict, resolution

Student Book Talk and Newletter Presentation

Summative: Project

Using all the evidence found through writing prompts, annotations, and comprehensive reading, student create a final Newsletter to present information in fun and creative manners. Students give a final book talk.

Stage 3: Learning Plan

Learning Experiences

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

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: No vocabulary this week**

**The Tempest: Finish Tempest Skits**

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

**Create Reading Calendars**

**Instruction for Annotating**

**Extension: Begin IRP**

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

**No Classes today**

***Day 4* 10/16: 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 in novels**

***Day 5* 10/17: Friday**

**Lesson Activities:**

**I am on Big 8th grade Retreat**

**Journal: Quote of the Day**

**IRP: Independent writing prompt: Protagonist/Antagonist**

**Extension: Read Novels**

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

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Lesson 17/18**

**Read selection**

**Definitions**

**Bonus Words**

**Grammar: Paraphrasing/Summarizing**

**IRP: Independent Writing Prompt: Characterization**

**Check annotations**

**Direct instruction about Characterization**

**Extension: IRP: Read and annotate Novels 1**

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

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Lessons 17/18**

**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 17/18**

**Sentences**

**Bonus Word**

**IRP: Writing Prompt: Reliable narrators**

**Grammar: No Grammer today**

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

***Day 9* 10/23: Thursday**

**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 from novels**

**Check annotations**

**No Grammar**

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

***Day 10* 10/24: Friday**

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Lesson 17/18: Quiz**

**No Grammar today**

**IRP: Writing Prompt: Identification and examples of motifs and symbols from novels**

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

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

**Journal: Quote of the Day**

**Vocabulary: Lessons 19/20**

**Read Selection**

**Define Terms**

**Bonus Words**

**Grammar: Forms of BE**

**IRP: Direct Instruction on Final Project**

**Computer Lab**

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

**Journal: Quote of Day**

**Vocabulary: Lesson 19/20**

**Synonyms/Antonyms/Analogies**

**Bonus Words**

**Grammar: Forms of BE**

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

**Check annotations**

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

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

**Vocabulary: Lesson 19/20**

**Sentences**

**Bonus Words**

**Grammar: Verbals**

**IRP: Computer Lab: Final Project**

**Extension: Read and Annotate novels**

***Day 14:* 10/30: Thursday**

**Daily Journals: Quote of the Day**

**Vocabulary: Lesson 19/20**

**Review**

**Bonus Words**

**Edgar Allen Poe: Short Stories**

**Grammar: Verbals**

**Extension: Read and Annotate novels**

***Day 15:* 10/31: Friday: Happy Halloween**

**Daily Journals: Quote of the Day**

**Vocabulary: Lesson 19/20**

**Quiz**

**Edgar Allen Poe: Short Stories**

**Grammar: Intransitive/Transitive Verbs**

**Extension: Prepare for Book Talks**

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

**Daily Journals: Quote of the Day**

**Vocabulary: Lesson 20/21**

**Read Selections**

**Define Terms**

**Bonus Words**

**IRP: Book Talks**

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

**Daily Journal: Quote of the Day**

**Vocabulary: Lesson 20/21**

**Synonyms/Antonyms/Analogies**

**Bonus Words**

**IRP: Book Talks**

Grades 9-12 English Language Arts  
HN English 9

They Poured Fire on Us From the Sky

Stage 1: Desired Results

Catholic Standards

DOC All Grades DOC: Catholic Standards

The Profession of Faith

Students will be able to

2. Know that the soul has its origins only in God (CCC 34).

Life in Christ

Students will be able to

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

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

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

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

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

7. Assume personal responsibility (CCC 1914).

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

10. Follow God's commandments (CCC 2068).

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).

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

Targeted Standards

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

Speaking & Listening

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

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

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

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

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

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

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.9-10.1d. 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 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.9-10.3b. 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.

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

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

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

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

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

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

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

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.

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 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 build strong content knowledge.

They comprehend as well as critique.

They value evidence.

They come to understand other perspectives and cultures.

Catholic Identity

Summary

They Poured Fire on Us From the Sky:

Renegade Research Project

Memoirs

Persuasive Essay

Debates

Classroom Discussion

Movie: God Gave Up on Us

Immigrant Interviews

Vocabulary: Lessons 25-30

Grammar: Narrative Essay

Persuasive Essay

Writing and Revisions

Unit Goals

**The purpose of this unit is to introduce students to tribal culture, customs and traditions, understand more about their own culture, customs and traditions, understand tribal life, problems faced by primitive immigrants, have an appreciation for the freedoms they enjoy in the U.S., learn empathy.**

Big Ideas

**Will use a wide variety of activities to read, understand, and synthesize final projects which show their understanding of refugees, immigrants, culture, and tribal customs.**

**The teacher will give direction and instruction on important themes found in the novel They Poured Fire on Us From the Sky, and examine how these are cross cultural issues everyone faces, whether in a primitive tribal culture or here in the U.S. Teacher will help guide student discussion on the topic listed above; giving meaningful examples when needed.**

Enduring Understandings

Students will understand that

* Memoirs
* Lost Boys of the Sudan
* Darfur and genocide
* Tradition and Rituals in Tribal Society
* Muslim and jihad, SPLA
* The Refugee

Content

* Work collaboratively with peers.
* Successfully prepare and present debate.
* Write a memoir
* Identify and make inferences about refugee life.
* Understand differences between tribal culture and U.S.
* Distinguish between Muslim, jihad, and SPL
* 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 tribal culture, refugees, immigrants, and U.S. Culture through various writing assignments, reading, poetry, and a final project.**

Essential Questions

* What is a Memoir?
* Who are the Lost Boys of the Sudan and how did they come to live in the U.S.
* What are tribal rituals and how do they link the Dinka people?
* What is the life of refugee?
* What are the differences between tribal culture and U.S. culture?

Stage 2: Assessment Evidence

Renegade Research Project

Summative: Research Project

Students research topics related to novel, Sudan,Jihad

Class Discussion

Formative: Class Discussion

Chapter Reflections

Summative: Reflective Writing

Students choose one of three authors and continue to create reflections throughout course of novel.

Debate

Summative: Research Project

Students are placed in groups to research and debate the topics of Immigration and Interventionism.

Student Memoirs

Summative: Narrative Writing Assignment

Students are given criteria to write their personal memoir

Immigrant Interviews

Summative: Commentary

Students interview a person who has immigrated to the U.S. from another country.

Stage 3: Learning Plan

Learning Experiences

***Day 1* 12/4: Thursday**

**Lesson Activities:**

**Daily Journal**

**Vocabulary: Lesson 25/26**

**Definitions**

**They Poured Fire: Discussion of Reading**

**Major Themes**

**Important Terminology**

**Introduce Immigrant Interview Project**

**Extension: Vocab: Exercises 3-5**

***Day 2* 12/5: Friday**

**Lesson Activities:**

**Daily Journal**

**Vocabulary: Lessons 25/26**

**Exercises 3-5**

**Poured Fire: Class Discussion**

**Introduce Final Paper: Personal Memoir**

**Watch: God Grew Tired Of Us**

**Extension: Vocab Quiz 25/26 on Monday**

**Immigrant Interview Due Monday**

***Day3* 12/8: Monday**

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Lesson 25/26: Quiz**

**Lesson 27/28**

**Read selection**

**Definitions**

**Bonus Words**

**Poured Fire: Continue Class Discussion**

**Introduce Renegade Research**

**Extension: Read up to Page 90**

**Renegade Research**

**Vocab: Exercises 3-5 due Thursday**

***Day 4* 12/9: Tuesday**

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Lesson 27/28**

**Bonus Words**

**Poured Fire: Continue Class Discussion**

**Discuss Renegade Research Findings**

**Extension: Read to Page 120**

***Day 5* 12/10: Wednesday**

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Lesson 27/28**

**Bonus Words**

**Poured Fire: Continue Class Discussion**

**Introduce Persusive Essay for Class Debate**

**Introduce Elements of Debate**

**Extension: Read to Page 160**

**Persuasive Essay, Due 12/17**

***Day 6* 12/11: Thursday**

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Lesson 27//28**

**Exercises 3-5**

**Bonus Words**

**Poured Fire: Continued Class Discussion**

**Extension: Vocab Quiz Friday**

**Read to Page 200**

***Day 7* 12/12: Friday**

**Lesson Activities:**

**Journal: Quote of the Day**

**Vocabulary: Lesson 27/28: Quiz**

**Poured Fire: Continue Class Discussion**

**Extension: Read to Page 250**

***Day 8* 12/17: Wednesday**

**Daily Journal**

**Vocabulary: Lesson 29/30**

**Definitions**

**Pour Fire: Class Debates**

**Extension: Vocabulary: Exercises 3-5**

***Day 9:* 12/18: Thursday**

**Daily Journal:**

**Vocabulary: Lessons 29/30**

**Review Exercises 3-5**

**Poured Fire: Continue Class Discussion**

**Extension: Study for Vocab Quiz Friday**

***Day 10:* 12/19: Friday**

**Lesson Activities:**

**Daily Journal**

**Vocabulary: Lessons 29/30: Quiz**

**Poured Fire: Class Discussions**

**Recap Debates**

**Check Progress on Memoirs**

**Extension: Finish Memoirs over Break**

***Day 11:* 1/5: Monday**

**Lesson Activities**

**Daily Journal:**

**Vocabulary: Lessons 31/32**

**Definitions**

**Bonus Words**

**Poetry: Use of Literary Devices**

**Types of Poetry**

**Haiku and Tanka**

**Extension: Writing Poetry**

**Exercises 3-5**

***Day 12:* 1/6 Tuesday**

**Daily Journals**

**Vocabulary: Lessons 31/32**

**Exercises 3-5**

**Poetry: Free Verse Poetry**

**Close Reading Exercise**

**Extension: Reflection on Poem**

**Vocabulary Test Wednesday**

***Day 13:* 1/7: Wednesday**

**Lesson Activities:**

**Vocabulary: Lessons 31/32: Quiz**

**Poetry: Limericks**

**Extension: Writing Poetry**

**Prepare for Poetry Slam**

***Day 14:* 1/9: Friday**

**Poetry Slam**

**End of Semester Party**