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<p>Grade Level(s): Honors and College Prep</p> <p>Course Description: Grade 9 units explore the power of language with a particular focus on the essential questions of self-discovery. The class introduces key terms, concepts, understandings and questions that will serve as a foundation for high school going forward. Students read multiple genres of fiction (novels, short stories, poems, and plays) and nonfiction (memoirs, speeches, essays, articles) to sharpen their awareness of language and to develop their understanding of the author’s purpose and craft. Both whole-class novel instruction and independent reading are featured in developing critical thinking, reading and writing skills. Students write regularly, composing analytical pieces as well as personal and creative pieces. In addition, students develop speaking and listening skills through small group and class discussions, as well as individual and collaborative presentations. Research skills are developed in a unit that includes multiple forms of resources available in the Library Media Center. Throughout the year, students set goals, monitor their progress towards them, and reflect on their growth.</p>	<p>Curriculum Author(s): Barbara Riordan and Maura White</p>

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Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner “I Can” Statements
Unit 1: Power of Our Words 4 weeks (September)	What is the real power of language?	Writers need to choose their words/language with care, depending on the content, purpose, and audience.	TCC1 (9-12), TCC2 (9-12), CCE1, CCE4, TI1(9-12) *9-12 VOL attributes not yet completed for CCE, DE, P
Unit 2: Power of the Stories We Tell 6 weeks (3 weeks whole-class novel/3 weeks choice book) (October-November)	In what ways are language and power inseparable?	Stories open endless possibilities, expanding our understanding of the world and allowing us to connect and empathize with others' journeys.	TCC1 (9-12), TCC2 (9-12), CCE1, CCE4, DE1, DE2, TI1(9-12), P2, AA1 (9-12), AA2 (9-12), AA4 (9-12)
Unit 3: The Language of Love (6 weeks <i>Romeo and Juliet</i> /3 weeks choice book) (November-January)	How does language play a role in shaping our identities?	We see parts of ourselves in literary characters and gain access to a window into the lives of others.	TCC1 (9-12), TCC2 (9-12), TCC3 (9-12), TCC4 (9-12), CCE, CCE2, CCE3, CCE4, DE1, DE 2, DE4, TI1 (9-12), TI2 (9-12), TI4 (9-12), AA1 (9-12), AA2 (9-12), AA4 (9-12)
Unit 4: Words That Make a Difference (6 weeks <i>Night</i> /3 weeks choice book) (February-March)	How can words change the world?	Words change lives; lives change the world.	TCC1 (9-12), TCC2 (9-12), TCC3 (9-12), TCC4 (9-12), CCE1, CCE2, CCE3, CCE4, DE1, DE2, DE4, TI1(9-12), TI2(9-12), TI4(9-12), P2, AA1 (9-12), AA2 (9-12), AA4 (9-12)
Unit 5: Language Shining a Light on Global Issues (4 weeks) (April-May)	How can we use our words to improve our global community ?	Research asks questions and uses resources to explore answers to our deepest mysteries.	TCC1 (9-12), TCC2 (9-12), TCC3 (9-12), TCC4 (9-12), CCE1 (9-12), CCE2 (9-12), CCE3 (9-12), CCE4 (9-12), DE1 (9-12), DE2 (9-12), DE4 (9-12), TI1(9-12), TI2(9-12), TI4(9-12), P2, AA1 (9-12), AA2 (9-12), AA4 (9-12)



Unit 6: The Beauty of Language (4 weeks) (May-June)	How does language enrich our lives?	Poetry connects us to our world and highlights the beauty in literature and life.	TCC1 (9-12), TCC2 (9-12), TCC3 (9-12), TCC4 (9-12), CCE1 (9-12), CCE2 (9-12), CCE3 (9-12), CCE4 (9-12), DE1 (9-12), DE2 (9-12), DE4 (9-12), TI1(9-12), TI2(9-12), TI4(9-12), P2, AA1 (9-12), AA2 (9-12), AA4 (9-12)
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Unit 1 - The Power of Our Words

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

[Common Core State Standards \(CCSS\)](#): RL.9-10.4-6, RI.9-10.4-6, W.9-10.1-3

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

THINK CRITICALLY AND CREATIVELY

- TCC1 (9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- TCC2 (9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

COLLABORATE AND COMMUNICATE EFFECTIVELY

- CCE1: Engage others in meaningful conversations while respecting multiple perspectives.
- CCE4: Express ideas in a variety of ways, according to context, purpose, and audience.

DEMONSTRATE EMPATHY

- DE1: Seek, listen to, and understand multiple perspectives.
- DE2: Recognize and respect their own feelings and those of others.

TAKE INITIATIVE

- TI1 (9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.

*9-12 VOL attributes not yet completed for CCE, DE, P

Understandings: Students will understand that...

- Language plays a role in shaping our view of reality and our cultural patterns.
- Language has the power to inform or mislead, to persuade or dissuade, to enrich relationships or alienate.
- Language empowers us by expanding the ability to think, to transform experience, to connect to the past and future, and to

Essential Questions:

- How is our understanding of culture and society constructed through and by language?
- How can language be powerful?
- How can we use language to empower ourselves?

<p>shape how we view ourselves.</p> <ul style="list-style-type: none"> • Language may be used to argue in favor of a position in order to influence or control us; make things appear to exist that do not; spread unverified news or theories; target or victimize us. • Language sparks the imagination of listeners and speakers, of readers and writers - of all of us. 	<ul style="list-style-type: none"> • How is language used to manipulate us? • How does language express the beauty and complexity of our humanity?
<p>Students will know...</p> <ul style="list-style-type: none"> • Languages shape our perception of reality and are influenced by cultural patterns. • Rhetorical appeals (logos, pathos, ethos) are used to persuade us based on logic/reason, emotion, or credibility. • Literary devices make comparisons, explain something, engage our senses, add dramatic effect, and cause us to think about something in a new way. • Literary devices promote empathy as we feel what writers and characters are feeling. • We create works of beauty and complexity through our use of literary devices. • Research develops understanding of context. • Writing is a series of choices in language, grammar, organization, and purpose. • We have the power to choose words to help or to hurt. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Discuss ways that our predominant language can shape our perception of reality. • Identify rhetorical appeals and explain how they are used in an ad, an essay, and a speech. • Use the 3 different appeals to persuade someone of the same request/goal/point of view. • Identify and interpret literary devices in a variety of texts (poetry, speech, essay, song). • Produce original poetry using literary devices. • Research background knowledge for a speech or other text. • Apply the writing process (planning, writing, revising, editing, rewriting, or trying a new approach). • Write a paragraph with topic sentence, evidence, and analysis. • Craft a thesis statement, identify and analyze evidence to support the thesis, develop a conclusion. • Edit writing for grammar, punctuation, and spelling. • Reflect on the power of language in their own lives.
<p>Key Vocabulary: Key Vocabulary: metaphor, simile, personification, idioms, hyperbole, rhythm, rhyme, alliteration, assonance, consonance, onomatopoeia, repetition, imagery, symbolism, paradox, juxtaposition, allusion, irony, connotation, denotation, rhetorical appeals (logos, pathos, ethos), paragraph development (topic sentence, supporting evidence, analysis), essay development (task, purpose, audience, thesis statement, development, organization, style), writing process (planning, writing, revising, editing, rewriting, trying new approaches)</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks: <i>Summative Assessment:</i> Analysis of Author's Craft in a Speech (e.g., Charlie Chaplin's "A</p>	<p>Other Evidence: <i>Formative Assessments:</i> K-W-L; Think-Pair-Share; Classroom Polls; 3-2-1 (3 Things you Knew Before, 2 Things That Surprised You, 1 Thing</p>

Message for All Humanity”)	<p>You Want to Start Doing with What You Learned); One Minute Paper; One Sentence Summary; Original Examples of Figurative Language with Illustrations; Power of Language Reflection</p> <p><i>Interim Assessments:</i> Using Three Different Appeals (Logos, Ethos; Pathos) to Persuade; Figurative Language Quizzes; Original Poetry; Collaborative Poetry Analysis; Collaborative Speech Analysis; Oral Presentation of Speech Analysis</p>
Learning Plan	
<p>THINK CRITICALLY AND CREATIVELY</p> <ul style="list-style-type: none"> TCC1 (9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions. <p>Persuading Someone 3 Different Ways (Rhetorical Appeals)</p> <ul style="list-style-type: none"> TCC2 (9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. <p>Performance Task: Rhetorical Analysis of a Speech</p> <p>COLLABORATE AND COMMUNICATE EFFECTIVELY</p> <ul style="list-style-type: none"> CCE1: Engage others in meaningful conversations while respecting multiple perspectives. <p>Collaborative Speech Analysis, Collaborative Poem Analysis</p> <ul style="list-style-type: none"> CCE4: Express ideas in a variety of ways, according to context, purpose, and audience. <p>Original Examples of Figurative Language with Illustrations; Original Poetry</p> <p>DEMONSTRATE EMPATHY</p> <ul style="list-style-type: none"> DE1: Seek, listen to, and understand multiple perspectives. <p>Collaborative Writing and Analysis</p> <ul style="list-style-type: none"> DE2: Recognize and respect their own feelings and those of others. <p>Power of Language Self-reflection, Collaborative Writing and Analysis</p> <p>TAKE INITIATIVE</p> <ul style="list-style-type: none"> TI (9-12) Can implement a realistic plan and adapt when necessary to achieve my goals. <p>Goal Setting for Collaborative and Individual Writing Assignments</p>	

Teacher Resources include, but are not limited to:

- Selected poems: “Abuelito Who” by Sandra Cisneros, “April Rain Song” by Langston Hughes, “Fame Is a Bee” by Emily Dickinson, “The Courage That My Mother Had” by Edna St. Vincent Milay, “Fog” by Carl Sandburg, “Life” by Naomi Long Madgett, “Oh Me! Oh Life” by Walt Whitman
- Selected speeches from: Sojourner Truth, Abraham Lincoln, Dr. Martin Luther King, Jr., Elie Wiesel, Steve Jobs, Malala Yousafzai, Maya Angelou, Presidents and First Ladies (e.g., “I Have a Dream,” “Letter from Birmingham Jail” by MLK, “The Perils of Indifference” by Elie Wiesel)
- Selected videos: *Selma*, *Dead Poets Society* Clip “What Will Your Verse Be?”



Unit 2 - Power of the Stories We Tell

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: Common Core State Standards

[Common Core State Standards \(CCSS\)](#): RL.9-10.1-7, RI.9-10.4-6, W.9-10.1-5, L.9-10.1-4, SL.9-10.3,6

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

THINK CRITICALLY AND CREATIVELY

- TCC1 (9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- TCC2 (9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

COLLABORATE AND COMMUNICATE EFFECTIVELY

- CCE1: Engage others in meaningful conversations while respecting multiple perspectives.
- CCE4: Express ideas in a variety of ways, according to context, purpose, and audience.

DEMONSTRATE EMPATHY

- DE1: Seek, listen to, and understand multiple perspectives.
- DE2: Recognize and respect their own feelings and those of others.

TAKE INITIATIVE

- TI1 (9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.

PERSEVERE

- P2: Believe that individuals can strengthen weaknesses through purposeful strategies, practice, and effort.

ADAPT AND ADJUST

- AA1 (9-12): I can evaluate different approaches and justify the best pathway to success.
- AA2 (9-12): I can assess my past successes and mistakes to change my approach.
- AA4 (9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

*9-12 VOL attributes not yet completed for CCE, DE, P

Understandings: Students will understand that...

Essential Questions:

<ul style="list-style-type: none"> • We read to understand the world, other people, and ourselves. • When we struggle with a difficult text, we can reread, summarize, read beyond the hard part, learn more about the author, choose parts to read more closely, talk about it (from <i>A Novel Approach</i> by Kate Roberts). • Critical reading skills include: understanding words, summarizing, inferring, making connections, synthesizing and predicting, interpreting author's craft, analyzing a theme. • The author's craft includes understanding the literary devices and narrative elements used to tell a story. • Conflict is often the seed of the theme repeated in scenes throughout a work of literature. 	<ul style="list-style-type: none"> • Why do we read? • What can we do if a text is too hard? • How can we develop a deeper understanding of a text? • How can we deepen our understanding of the author's craft and its purpose in a novel? • How does a character's conflict or struggle help us analyze a text's theme?
<p>Students will know...</p> <ul style="list-style-type: none"> • Reading empowers us to view the world from other perspectives, live other lives, travel to other places, learn from others' mistakes, and develop empathy for others' pain. • Strategies for close-text analysis help when searching for deeper understanding of a text or when struggling with text (making predictions, asking questions, re-reading, annotating, and free-writing). • The author's craft includes: Word Craft (impact of word choice on tone and meaning; use of words to evoke emotion, sense of time or place; use of language connotatively vs. denotatively). Literary Craft (figurative language and narrative elements); Structural Craft (order of events; parallel plots; cause/effect; exposition, rising action, climax, falling action, resolution); Audible Craft (alliteration, assonance, onomatopoeia, rhythm, rhyme, cadence, hard/soft sounds); and Visual Craft (arrangement on a page, print features, graphics, white space) (from "Author's Craft" by Gail Murphy) • Narrative elements include: theme, characters, setting, plot, 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Reflect on why they read. • Apply strategies for close-text analysis. • Analyze the author's craft including literary devices, as well narrative elements of theme, character, setting, plot, conflict, point of view, mood. • Analyze selected scenes in terms of theme. • Lead and participate in student-centered discussion of the author's craft and purpose. • Develop their own interpretation of literature. • Apply techniques of the author's craft to their own writing. • Produce texts that show insight, imagination, and reflection on new perspectives. • Apply the writing process (planning, writing, revising, editing, rewriting, or trying a new approach). • Identify areas of strength and opportunities for growth and set goals for writing assignments. • Set goals for independent reading. • Make connections between choice text and mentor text.

<p>conflict, point of view.</p> <ul style="list-style-type: none"> Nonfiction text structures include: description (main idea/details), sequential (steps or time sequence); compare and contrast (similarities and differences), problem/solution (problem is solved), cause/effect (A causes B). 	
<p>Key Vocabulary: literary devices (from Unit 1), narrative elements (setting, characterization, plot, conflict, theme, style, point of view, tone), author's craft (word craft, literary craft, structural craft, audible craft, visual craft), genres (poetry, drama, prose, fiction, novel, nonfiction, memoir), allegory, dystopia, propaganda</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks: <i>Summative Assessments:</i> Choice assignment:</p> <ul style="list-style-type: none"> Write a dystopian story/play/journal developing themes common to this genre (e.g., the abuse of language in <i>Animal Farm</i>, abuse of technology in <i>House of the Scorpion</i>). or Write a memoir about self-discovery and/or friendship (inspired by <i>Tuesdays with Morrie</i>). 	<p>Other Evidence: <i>Formative Assessments:</i> Reading Skills Assessment; Make Predictions; Doodle (draw your understanding); 2 Roses and a Thorn (2 things you liked, 1 that confused you or you didn't like); 3 Summaries (10 words, 50 words, 100 words); Jigsaw; Answer the Essential Question; Check for Transfer (Identify conflict, theme, character's emotions); Text Rendering (in a sentence, phrase, word); Theme in 3 Words</p> <p><i>Interim Assessments:</i> Collaborative Analysis of Three Most Important Moments in a Story; Collaborative Theme Analysis; Collaborative Character Analysis; Collaborative Craft Analysis; Narrative Elements Quiz; Joseph Stalin and Napoleon Compare/Contrast Essay (<i>Animal Farm</i>); Article Analysis; Identification and Analysis of Craft and Purpose in Choice Book; Self-Reflection on Growth As a Writer</p>
<p style="text-align: center;">Learning Plan</p>	
<p>THINK CRITICALLY AND CREATIVELY</p> <ul style="list-style-type: none"> TCC1 (9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions <p>Application of Reading Strategies; Application of Writing Process; Analysis of the Author's Craft; Compare/Contrast Essay, Performance Task (Original Dystopia or Self-Discovery Memoir)</p> <ul style="list-style-type: none"> TCC2 (9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. <p>Analysis of Craft and Purpose in Whole-Class Novel and Choice Book; Compare/ Contrast Essay; Performance Tasks (Original Dystopia or</p>	

Self-Discovery Memoir)

COLLABORATE AND COMMUNICATE EFFECTIVELY

- CCE1: Engage others in meaningful conversations while respecting multiple perspectives.

Student-led Discussions of Author's Craft; Collaborative Analyses for Three Most Important Moments, Character, Theme, and Author's Craft

- CCE4: Express ideas in a variety of ways, according to context, purpose, and audience.

Analysis of Craft and Purpose in Whole-Class Novel and Choice Book; Performance Task (Original Dystopia or Self-Discovery Memoir)

DEMONSTRATE EMPATHY

- DE1: Seek, listen to, and understand multiple perspectives.

Collaborative Analyses of Important Moments, Character, Theme, and Author's Craft in Whole-Class Novel and Choice Novel

- DE2: Recognize and respect their own feelings and those of others.

Self-Reflection on Growth as a Writer

TAKE INITIATIVE

- TI1 (9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.

Goal Setting for Reading and Writing Assignments

PERSEVERE

- P2: Believe that individuals can strengthen weaknesses through purposeful strategies, practice, and effort.

Application of Reading Strategies; Analysis of the Author's Craft; Application of Writing Process

ADAPT AND ADJUST

- AA1 (9-12): I can evaluate different approaches and justify the best pathway to success.

Application of Reading Strategies; Application of Writing Process; Analysis of the Author's Craft in Whole-Class Novel and Choice Novel

- AA2 (9-12): I can assess my past successes and mistakes to change my approach.

Identification and Analysis of Craft and Purpose in Choice Book; Self-Reflection on Growth as a Writer

- AA4 (9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Self-Reflection on Growth as a Writer

Teacher Resources include, but are not limited to:

- Whole-class mentor texts for The Power of the Stories We Tell are (but not limited to): *Animal Farm*, *House of the Scorpion*, *Tuesdays with Morrie*
- Choice novels for independent reading from LMC

- Teacher and student selected materials
- Digital resources



Unit 3 - The Language of Love

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: [Common Core State Standards \(CCSS\)](#): RL.9-10.1-7, RI.9-10.4-6, W.9-10.1-3, L.9-10.1-4, SL.9-10.1-2

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

THINK CRITICALLY AND CREATIVELY

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
- TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

COLLABORATE AND COMMUNICATE EFFECTIVELY

- CCE1: Engage others in meaningful conversations while respecting multiple perspectives.
- CCE2: Seek, accept, and apply actionable feedback
- CCE3: Lead group progress through active listening, questioning, and giving advice
- CCE4: Express ideas in a variety of ways, according to context, purpose, and audience.

DEMONSTRATE EMPATHY

- DE1: Seek, listen to, and understand multiple perspectives.
- DE2: Recognize and respect their own feelings and those of others.
- DE4: Are inclusive and help others in need.

TAKE INITIATIVE

- TI1 (9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
- TI2 (9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
- TI4 (9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

PERSEVERE

- P2: Believe that individuals can strengthen weaknesses through purposeful strategies.

ADAPT AND ADJUST

- AA1 (9-12): I can evaluate different approaches and justify the best pathway to success.

- AA2 (9-12): I can assess my past successes and mistakes to change my approach.
- AA4 (9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

*9-12 VOL attributes not yet completed for CCE, DE, P

Understandings: Students will understand that...

- Love is complex and has many meanings.
- Love influences us to think, feel, and act in new ways.
- Love empowers us to be more ourselves.
- Romeo and Juliet are trapped in tragedy.
- Shakespeare's masterful use of figurative language including allusion, metaphor, simile and others creates nuance and depth to his dialogue, character development, conflict and themes.
- We see parts of ourselves in the characters in Shakespeare and gain access to a window into the lives of others.

Essential Questions:

- What does literature show us about true love and tragic love?
- According to literature, how does love shape our identities?
- As we examine literature, what are we shown about how do our experiences with love help us transition into maturity?
- What causes teenagers to do things to extremes?
- What language strategies does Shakespeare use to make his plays powerful?
- How does art help us to understand our own lives?

Students will know...

- All art has a history (e.g., Ovid's *Pyramus and Thisbe*, Arthur Brooke's *The Tragical History of Romeus and Juliet*).
- Shakespeare wrote in a variety of genres, including 37 plays meant to be public (comedies, tragedies, histories), as well as 154 sonnets meant to be private.
- Strategies help when struggling with a Shakespearean text (e.g., reread, read on, substitute a word that makes sense, use part of the word known, make a connection).
- Language works on many levels of meaning (e.g., figurative vs. literal).
- Shakespeare addresses the problem of words (e.g., Why use one word instead of another? What's the difference? What's in a name?).

Students will be able to...

- Identify how Shakespeare draws on the literary sources of *Romeo and Juliet*.
- Make connections between William Shakespeare's life and times and his art.
- Apply a variety of strategies to understand new words and construct meaning.
- Use book features including introductions, footnotes, glossaries, pictures, translations to aid in comprehension (including the SQ3R reading method - Survey, Question, Read, Respond, Review).
- Interpret how William Shakespeare's language expresses themes in his sonnets and throughout the play *Romeo and Juliet*.

<ul style="list-style-type: none"> • We cannot escape the meanings of words (e.g., fate of family names). • Words are linked to our identity. • The Shakespearean sonnet has specific features. • The sonnets speak to Shakespeare's reflections on true love, infatuation, power, age, beauty.... • What characters say reveals their values, social position, internal/external emotional states, their growth). • Aristotle's definition of tragic hero includes certain characteristics (e.g. protagonist of noble birth has a fatal flaw (e.g., pride), suffers a reversal of fortune, begins in ignorance but ends in knowledge.) • Shakespeare creates a tragic hero/a tragic woman in Juliet. 	<ul style="list-style-type: none"> • Scan iambic pentameter. • Identify the rhyme scheme of a Shakespearean sonnet. • Write a sonnet implementing iambic pentameter and rhyme scheme. • Examine Shakespeare's definition of love as depicted in his sonnets (e.g., Sonnet 116: "Let me not to the marriage of true minds.") • Explain how Shakespeare's characters develop and grow over the course of the play. • Apply Aristotle's definition of tragic hero to Romeo and Juliet. • Identify key themes, characters and conflicts that make Romeo and Juliet a timeless work of art. • Compare and contrast the written text to a film adaptation. • Write about literature in the present tense. • Differentiate between formal and informal writing. • Craft a thesis statement, identify appropriate evidence to support the thesis, devise a conclusion. • Apply the writing process (planning, writing, revising, editing, rewriting, or trying a new approach). • Set goals for independent reading and monitor their progress. • Make connections between mentor text and choice text.
<p>Key Vocabulary: exposition, rising action, climax, falling action, resolution, prologue, sonnet, dialogue, stage directions, blank verse, iambic pentameter, scansion, aside, verbal irony, dramatic Irony, situational irony, foreshadowing, protagonist, antagonist, foil characters, soliloquy, monologue, tragic hero, tragic flaw, allusion, figurative language (see Unit 1), theme, argument/counterargument, MLA citation for Shakespearean plays</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks: <i>Summative Assessments:</i></p> <ul style="list-style-type: none"> • Argument Essay (e.g., Who is most to blame for the deaths of Romeo and Juliet?) • Creative Choice Project: Options include but are not limited to Letters between Characters, Modernizing the Story, Writing a Deleted Scene, Character Journal Entries, Matching Songs to Scenes and Explaining How the Lyrics Reflect the Scenes, 	<p>Other Evidence: <i>Formative Assessments:</i> K-W-L; Quick Writes; Predictions; Venn Diagram; Doodle (draw your understanding); 2 Roses and a Thorn (2 things you liked, 1 that confused you or you didn't like); 3 Summaries (10 words, 50 words, 100 words); Jigsaw; Answer the Essential Question; Check for Transfer (Identify conflict, theme, character's emotions, text's lessons); Text Rendering (in a sentence, phrase, word); Theme in 3 Words</p>

<p>“Dear Abby,” Alternate Endings, Mash-up between a Character from <i>Romeo and Juliet</i> and Another Book (This may be an individual, collaborative, or individual project.)</p>	<p><i>Interim Assessments:</i> Original Sonnet; Original True Love/Tragic Love Dialogues; Collaborative Analysis of Love’s Depiction in Sonnet 116; Theme Analysis Across Multiple Scenes; Vocabulary Quizzes; Collaborative Comparison of Romeo’s Description of Rosaline (1.1) to His Description of Juliet (1.5; 2.2); Collaborative Comparison of Romeo’s Speech to Friar Lawrence (3.3) to Juliet’s Speech (4.1); Reenactment of Key Scenes; Analysis of How Sound Devices Create Character (1.5); Collaborative Analysis of Romeo and Juliet’s Search for Identify; Collaborative Comparison of Movie and Play Versions of <i>Romeo and Juliet</i> ; Small Group Theme Debates (Love/Lust; Fate/Free Will; Romance/Tragedy; Juliet: Feminist/Victim; Language of Love Reflection</p>
<p>Learning Plan</p>	
<p>THINK CRITICALLY AND CREATIVELY</p> <ul style="list-style-type: none"> • TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions. Original Sonnet; Depiction of Love in Sonnet 116; Multiple Scene Theme Analysis; Performance Tasks: Argument Essay, Creative Choice Project • TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. Collaborative Comparison of Romeo’s Description of Rosaline and Juliet; Collaborative Comparison of Romeo’s Speech to Juliet’s Speech to Friar Lawrence; Movie/Text Comparison; Performance Tasks: Argument Essay, Creative Choice Project • TCC3(9-12): I can integrate relevant information to produce multiple valid solutions. Collaborative Comparisons and Analyses; Theme Debates; Performance Tasks: Argument Essay, Creative Choice Project • TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life. Language and Love Reflection <p>COLLABORATE AND COMMUNICATE EFFECTIVELY</p> <ul style="list-style-type: none"> • CCE1: Engage others in meaningful conversations while respecting multiple perspectives. True Love/Tragic Love Dialogues; Theme Debates; Collaborative Comparisons and Analyses; Performance Tasks: Argument Essay, Creative Choice Project 	

- CCE2: Seek, accept, and apply actionable feedback.

True Love/Tragic Love Dialogues; Theme Debates; Collaborative Comparisons; Collaborative Analyses; Reenactment of Key Scenes; Performance Tasks: Argument Essay, Creative Choice Project

- CCE3: Lead group progress through active listening, questioning, and giving advice.

True Love/Tragic Love Dialogues; Theme Debates; Collaborative Comparisons and Analyses; Reenactment of Key Scenes

- CCE4: Express ideas in a variety of ways, according to context, purpose, and audience.

Summaries; Quick Writes; Original Sonnet; True Love/Tragic Love Dialogues; Theme Debates; Collaborative Analyses; Reenactment of Key Scenes; Language of Love Reflection; Performance Tasks: Argument Essay, Creative Choice Project

DEMONSTRATE EMPATHY

- DE1: Seek, listen to, and understand multiple perspectives.

True Love/Tragic Love Dialogues; Theme Debates; Collaborative Comparisons and Analyses; Reenactment of Key Scenes; Performance Tasks: Argument Essay, Creative Choice Project

- DE2: Recognize and respect their own feelings and those of others.

True Love/Tragic Love Dialogues; Theme Debates; Collaborative Comparisons and Analyses; Reenactment of Key Scenes; Performance Tasks: Argument Essay, Creative Choice Project

- DE4: Are inclusive and help others in need.

True Love/Tragic Love Dialogues; Theme Debates; Collaborative Comparisons and Analyses; Reenactment of Key Scenes; Performance Task: Creative Choice Project

TAKE INITIATIVE

- TI1 (9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.

True Love/Tragic Love Dialogues; Reenactment of Key Scenes; Performance Tasks: Argument Essay, Creative Project; Independent Reading

- TI2 (9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.

True Love/Tragic Love Dialogues; Reenactment of Key Scenes; Performance Tasks: Argument Essay, Creative Project; Independent Reading

- TI4 (9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

Formative Assessments; Language of Love Reflection

PERSEVERE

- P2: Believe that individuals can strengthen weaknesses through purposeful strategies, practice, and effort.

Application of Reading Strategies; Application of Writing Process

ADAPT AND ADJUST

- AA1 (9-12): I can evaluate different approaches and justify the best pathway to success.

Application of Reading Strategies; Application of Writing Process

- AA2 (9-12): I can assess my past successes and mistakes to change my approach.

Language of Love Self-Reflection

- AA4 (9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Language of Love Self-Reflection

Teacher Resources include, but are not limited to:

- Mentor texts: *Romeo and Juliet*, Shakespeare's Sonnets
- Compose Your Own Sonnet Rubric
- John Green: *Romeo and Juliet Parts 1 and 2: Crash Course English Literature*
- Various film versions of *Romeo and Juliet*
- *Romeo Is Bleeding* 2017 Documentary
- Choice novels for independent reading from LMC
- Teacher and student selected materials
- Digital resources



Unit 4 - Words That Make a Difference

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: [Common Core State Standards \(CCSS\)](#): RL.9-10.1-7,10; RI.9-10.4-6; W.9-10.1-5; SL.9-10.1, L.9-10.1-4

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

THINK CRITICALLY AND CREATIVELY

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
- TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

COLLABORATE AND COMMUNICATE EFFECTIVELY

- CCE1: Engage others in meaningful conversations while respecting multiple perspectives.
- CCE2: Seek, accept, and apply actionable feedback
- CCE3: Lead group progress through active listening, questioning, and giving advice
- CCE4: Express ideas in a variety of ways, according to context, purpose, and audience.

DEMONSTRATE EMPATHY

- DE1: Seek, listen to, and understand multiple perspectives.
- DE2: Recognize and respect their own feelings and those of others.
- DE4: Are inclusive and help others in need.

TAKE INITIATIVE

- TI1 (9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
- TI2 (9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
- TI3 (9-12): I can formulate and investigate probing questions to further my learning.

PERSEVERE

- P2: Believe that individuals can strengthen weaknesses through purposeful strategies, practice, and effort.

ADAPT AND ADJUST

- AA1 (9-12): I can evaluate different approaches and justify the best pathway to success.
- AA2 (9-12): I can assess my past successes and mistakes to change my approach.



- AA4 (9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

*9-12 VOL attributes not yet completed for CCE, DE, P

Understandings: Students will understand that...

- Memoirs build bridges of understanding and empathy to others' histories.
- Language is of enormous life changing, world changing importance in the face of horror.
- Details of World War II impact the meaning of our text, our understanding of the world today, and our concept of how to shape the future.
- We cannot abandon the meanings of words/our names.
- Words transform our understanding of the past.
- Words reveal truths of the human condition.

Essential Questions:

- Why read a memoir?
- Why does an author write about the Holocaust?
- How does the historical context of a work inform our understanding of current cultural phenomena and possible future issues?
- What's in a name? How do our names create identity?
- What is the importance of memory and remembrance?
- What role does chance, choice, or fate play in our lives?

Students will know...

- Background knowledge of the Holocaust is key to understanding the past and preventing future genocides.
- The term genocide was created after WWII as a result of the Holocaust.
- Theme conveys the author's message.
- Writers write for a variety of purposes.
- Figurative language and rhetorical appeals create nuance and depth to dialogue, character development, conflict and theme.
- Components/concept of the rhetorical situation is key to rhetorical analysis.
- Rhetorical analysis examines how an author argues.
- Genocides have continued to occur since the Holocaust.
- Elie Wiesel believed *Night* was a prison but words could break the prison.

Students will be able to...

- Identify key events leading up to the Holocaust.
- Define holocaust, Holocaust, genocide.
- Trace and analyze themes in scenes from *Night* (faith, silence, indifference, inhumanity, abuse of power, adversity, resilience, perseverance).
- Explore possible purposes for Elie Wiesel writing *Night* (keep his sanity; bear witness to the horror; leave a legacy of words; preserve a record; give meaning to his experience; prevent history from repeating itself; preserve Jewish identity; protect future generations from a similar fate...)
- Identify and interpret examples of figurative language and rhetorical appeals throughout *Night*.
- Identify the rhetorical situation in *Night*.
- Craft a thesis statement, identify appropriate evidence to support the thesis, devise a conclusion.
- Apply the writing process in composing rhetorical analysis (planning, writing, revising, editing, rewriting, or trying a new approach).
- Utilize digital resources in the research process (databases, ebooks, videos).
- Investigate a genocide that has occurred since the Holocaust.

	<ul style="list-style-type: none"> ● Examine the historical context of a genocide and make connections to current concerns. ● Choose a means of expressing findings of genocide investigation. ● Reflect on ways to prevent genocide. ● Set goals for independent reading and monitor their progress. ● Make connections between mentor text and choice text.
Key Vocabulary: memoir, Holocaust, anti-semitism, anaphora, allusion, conflict (internal/external), foreshadowing, imagery, irony, metaphor, mood, motif, narrator, rhetorical question, setting, simile, symbol, theme, tone, rhetorical analysis, rhetorical situation (writer, subject, audience, exigence, purpose, genre)	
Assessment Evidence	
Performance Tasks: <i>Summative Assessments:</i> <ul style="list-style-type: none"> ● Rhetorical Analysis of <i>Night</i> ● Creative Project of Student's Design Relating to <i>Night</i> 	Other Evidence: <i>Formative Assessment:</i> K-W-L; Journal Entries; Summarize; Make a Connection; Track the Character's Feelings; Identify Cause/Effect for an Important Text Event; Stop...Think...Paraphrase; Draw a Conclusion; Question; Retell; Answer: Who? What? Why?; Create a Sociogram (Identify Character Relationships) <i>Interim Assessments:</i> Character Journal Entry; Holocaust Survivor Journal; Reading Comprehension/Vocabulary Quizzes; Collaborative Tracing of Theme Throughout Text; Original Poetry; Collaborative Comparison of Themes in Art and Text; Collaborative Genocide Research Activity; Choice Book Reflection: How Does a Character from Choice Book Make the World a Better Place?; Unit Self-Reflection
Learning Plan	
THINK CRITICALLY AND CREATIVELY <ul style="list-style-type: none"> ● TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions. Collaborative Tracing of Theme Throughout Text; Collaborative Comparison of Themes in Art and Text; Original Poetry; Collaborative Genocide Research Activity; Performance Tasks: Rhetorical Analysis of <i>Night</i> , Creative <i>Night</i> Project <ul style="list-style-type: none"> ● TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. 	

Holocaust Survivor Journal; Collaborative Tracing of Theme Throughout Text; Collaborative Comparison of Themes in Art and Text; Original Poetry; Collaborative Genocide Research Activity; Performance Tasks: Rhetorical Analysis of *Night*, Creative *Night* Project

- TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

Genocide Research Activity, Performance Tasks: Rhetorical Analysis of *Night*, Creative *Night* Project

- TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

Independent Reading Reflection; Unit Self-Reflection

COLLABORATE AND COMMUNICATE EFFECTIVELY

- CCE1: Engage others in meaningful conversations while respecting multiple perspectives.

Collaborative Tracing Theme Throughout Text; Collaborative Comparison of Themes in Art and Text; Genocide Research Activity

- CCE2: Seek, accept, and apply actionable feedback

Collaborative Tracing of Theme Throughout Text; Collaborative Comparison of Themes in Art and Text; Original Poetry; Collaborative Genocide Research Activity; Performance Tasks: Rhetorical Analysis of *Night*, Creative *Night* Project

- CCE3: Lead group progress through active listening, questioning, and giving advice

Collaborative Tracing Theme Throughout Text; Collaborative Comparison of Themes in Art and Text ; Collaborative Genocide Research Activity

- CCE4: Express ideas in a variety of ways, according to context, purpose, and audience.

Holocaust Survivor Journal; Collaborative Genocide Research Activity; Original Poetry; Performance Tasks: Rhetorical Analysis of *Night*, Creative *Night* Project; Unit Reflection

DEMONSTRATE EMPATHY

- DE1: Seek, listen to, and understand multiple perspectives.

Collaborative Tracing of Theme Throughout Text; Collaborative Comparison of Themes in Art and Text; Holocaust Survivor Journal; Collaborative Genocide Research Activity

- DE2: Recognize and respect their own feelings and those of others.

Collaborative Tracing Theme Throughout Text; Collaborative Comparison of Themes in Art and Text ; Holocaust Survivor Journal; Original Poetry; Genocide Research Activity

- DE4: Are inclusive and help others in need.

Holocaust Survivor Journal; Collaborative Genocide Research Activity; Performance Tasks: Rhetorical Analysis of *Night*, Creative *Night* Project

TAKE INITIATIVE

- TI1: Organize time to set goals and devise plans.

Holocaust Survivor Journal; Collaborative Tracing of Theme Throughout Text; Collaborative Genocide Research Activity; Performance Tasks: Rhetorical Analysis of *Night*, Creative *Night* Project

- TI2: Find and apply resources to identify solutions and manage projects.

Holocaust Survivor Journal; Collaborative Tracing of Theme Throughout Text; Collaborative Genocide Research Activity; Performance Tasks: Rhetorical Analysis of *Night*, Creative *Night* Project

- TI4: Reflect to understand oneself, anticipate challenges, and drive self-improvement.

Choice Book Reflection; Unit Self-Reflection

PERSEVERE

- P2: Believe that individuals can strengthen weaknesses through purposeful strategies, practice, and effort.

Application of Reading Strategies; Application of Writing Process

ADAPT AND ADJUST

- AA1 (9-12): I can evaluate different approaches and justify the best pathway to success.

Application of Reading Strategies; Application of Writing Process

- AA2 (9-12): I can assess my past successes and mistakes to change my approach.

Application of Reading Strategies; Application of Writing Process; Choice Book Reflection; Unit Self-Reflection

- AA4 (9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Application of Reading Strategies; Application of Writing Process; Self-Reflection

Teacher Resources include, but are not limited to:

Mentor Texts: *Night* by Elie Wiesel, "Acceptance Speech for Nobel Peace Prize" by Elie Wiesel

"This I Believe: A God Who Remembers" Elie Wiesel for NPR News

"How Do You Define Genocide?" BBC News (bbc.com)

"We May Use Words to Break the Prison" Elie Wiesel on Writing *Night* (facinghistory.org)

"Oprah Interviews Elie Wiesel at Auschwitz" Documentary

Selected poems/narratives written by Holocaust survivors

Genocide Research Articles

Choice novels for independent reading from LMC

Teacher and student selected materials

Digital resources

Unit 5 - Language Shining a Light on Global Issues

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

[Common Core State Standards \(CCSS\)](#): RL.9-10.1-10.10; W.9-10.1a-101e; W.9-10.4-10.10; SL.9-10.1-10.6

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

THINK CRITICALLY AND CREATIVELY

- TCC1 (9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- TCC2 (9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- TCC3 (9-12): I can integrate relevant information to produce multiple valid solutions.
- TCC4 (9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

COLLABORATE AND COMMUNICATE EFFECTIVELY

- CCE1: Engage others in meaningful conversations while respecting multiple perspectives.
- CCE2: Seek, accept, and apply actionable feedback
- CCE3: Lead group progress through active listening, questioning, and giving advice
- CCE4: Express ideas in a variety of ways, according to context, purpose, and audience.

DEMONSTRATE EMPATHY

- DE1: Seek, listen to, and understand multiple perspectives.
- DE2: Recognize and respect their own feelings and those of others.
- DE4: Are inclusive and help others in need.

TAKE INITIATIVE

- TI1 (9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
- TI2 (9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
- TI3 (9-12): I can formulate and investigate probing questions to further my learning.

PERSEVERE

- P2: Believe that individuals can strengthen weaknesses through purposeful strategies, practice, and effort.

ADAPT AND ADJUST

- AA1 (9-12): I can evaluate different approaches and justify the best pathway to success.

- AA2 (9-12): I can assess my past successes and mistakes to change my approach.
- AA4 (9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

*9-12 VOL attributes not yet completed for CCE, DE, P

Understandings: Students will understand that...

- Each of us has a responsibility towards others in addressing world issues.
- Global issues are interconnected and our awareness of them contributes to our ability to address issues in the future.
- Research shows the most effective solutions to global issues include: collaboration, innovation, partnerships, flexibility, trust, and perseverance in the face of obstacles.

Essential Questions:

- What are the responsibilities of the individual to address the world's problems?
- What are the consequences of being unconcerned with global issues?
- Which strategies are most effective in addressing world problems?

Students will know...

- Topics for global issues are searchable in several ways in our LMC databases.
- The UN (United Nations), NATO (North Atlantic Treaty Organization), WHO (World Health Organization), EU (European Union), WTO (World Trade Organization), G20 (Group of 20), ICC (International Criminal Court) are intergovernmental agencies that identify and deal with global concerns.
- Research questions need to be researchable, relevant, reasonable, focused, specific, complex and require data collection.
- The CRAAP Test (currency, relevance, authority, accuracy, and purpose) is key to identifying credible sources.
- Critical reading skills for close-text-analysis include: understanding words, summarizing, inferring, making connections, synthesizing and predicting, interpreting author's craft, identifying purpose, identifying text structure, annotating.
- Quoting, paraphrasing, and summarizing are strategies to avoid plagiarism.
- MLA citation has specific formatting and features.

Students will be able to...

- Explore various topics considered to be global issues.
- Identify intergovernmental agencies that deal with global issues.
- Explain the global issues they have investigated.
- Define the characteristics of viable research questions.
- Collaboratively select a global issue and develop a research question after presenting their exploration of several topics.
- Collaboratively and individually set goals for completing the researching, reading, writing necessary for the Global Issue Problem/Solution Research Paper.
- Locate a variety of resources (LMC databases, Google Scholar, JSTOR, Statista, ebooks, ERIC, print sources).
- Generate relevant search terms and conduct advanced searches.
- Use the CRAAP Test to evaluate the currency, relevance, authority, accuracy and purpose of the resources.
- Apply strategies for close-text analysis, including making predictions, asking questions, re-reading, annotating, and free-writing.
- Synthesize information from multiple appropriate sources (both print and digital) to answer the research question.
- Use strategies to avoid plagiarism.
- Implement proper MLA citation.

	<ul style="list-style-type: none"> • Apply the writing process in composing a research paper. (planning, revising, editing, rewriting, or trying a new approach). • Generate ways to connect the major sections of the paper to create cohesion. • Manage time and tasks to collaboratively complete the global issue paper. • Present and evaluate research findings. • Evaluate contributions to the group process.
Key Vocabulary: self-generated questions, research questions, relevant search terms, advanced searches, quote, paraphrase, summarize, MLA citation, plagiarism, valid reasoning, relevant evidence	
Assessment Evidence	
Performance Tasks: <i>Summative Assessment:</i> <ul style="list-style-type: none"> • Collaborative Global Issue Problem/Solution Research Paper • Collaborative Global Issue Problem/Solution Presentation 	Other Evidence: <i>Formative Assessments:</i> Library Activities (CRAAP Test, Use of Database Resources, Topic Selection; Use of Citation Generators) <i>Interim Assessments:</i> MLA Format Quizzes; Drafts of Sections of the Issue Paper; Self-Reflection on Research Process; Self-Reflection on Group Presentation
Learning Plan	
<p>THINK CRITICALLY AND CREATIVELY</p> <ul style="list-style-type: none"> • TCC1 (9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions. Selection of Topic; Identification of Problem; Generation of Research Question; Selection of Accurate and Credible Resources; Synthesis of Information from Relevant Sources; Exploration of Solutions to Global Issue • TCC2 (9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions. Selection and Analysis of Accurate and Credible Resources; Synthesis of Information from Relevant Sources; Exploration of Solutions to Global Issue • TCC3 (9-12): I can integrate relevant information to produce multiple valid solutions. Synthesis of Information from Relevant Sources; Exploration of Solutions to Global Issue; Performance Tasks: Collaborative Global Issue Problem/Solution Research Paper, Collaborative Global Issue Problem/Solution Presentation 	

- TCC4 (9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

Reflection on Individual and Group Process

COLLABORATE AND COMMUNICATE EFFECTIVELY

- CCE1: Engage others in meaningful conversations while respecting multiple perspectives.

Selection of Topic; Identification of Problem; Generation of Research Question; Selection of Accurate and Credible Resources; Synthesis of Information from Relevant Sources; Application of Writing Process; Performance Tasks: Collaborative Global Issue Problem/Solution Research Paper, Collaborative Global Issue Problem/Solution Presentation

- CCE2: Seek, accept, and apply actionable feedback

Selection of Topic; Identification of Problem; Generation of Research Question; Selection of Accurate and Credible Resources; Synthesis of Information from Relevant Sources; Application of Writing Process; Performance Tasks: Collaborative Global Issue Problem/Solution Research Paper, Collaborative Global Issue Problem/Solution Presentation

- CCE3: Lead group progress through active listening, questioning, and giving advice.

Selection of Topic; Identification of Problem; Generation of Research Question; Selection of Accurate and Credible Resources; Synthesis of Information from Relevant Sources; Application of Writing Process; Performance Tasks: Collaborative Global Issue Problem/Solution Research Paper, Collaborative Global Issue Problem/Solution Presentation

- CCE4: Express ideas in a variety of ways, according to context, purpose, and audience.

Selection of Topic; Identification of Problem; Generation of Research Question; Selection of Accurate and Credible Resources; Synthesis of Information from Relevant Sources; Application of Writing Process; Performance Tasks: Collaborative Global Issue Problem/Solution Research Paper, Collaborative Global Issue Problem/Solution Presentation

DEVELOP EMPATHY

- DE1: Seek, listen to, and understand multiple perspectives.

Selection of Topic; Identification of Problem; Generation of Research Question; Selection of Accurate and Credible Resources; Synthesis of Information from Relevant Sources; Application of Writing Process; Performance Tasks: Collaborative Global Issue Problem/Solution Research Paper, Collaborative Global Issue Problem/Solution Presentation

- DE2: Recognize and respect their own feelings and those of others.

Selection of Topic; Identification of Problem; Generation of Research Question; Selection of Accurate and Credible Resources; Synthesis of Information from Relevant Sources; Application of Writing Process; Performance Tasks: Collaborative Global Issue Problem/Solution Research Paper, Collaborative Global Issue Problem/Solution Presentation

- DE4: Are inclusive and help others in need.

Global Issue Problem/Solution Research Paper, Collaborative Global Issue Problem/Solution Presentation

TAKE INITIATIVE

- TI1 (9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.

Individual and Group Management of Time and Tasks; Establishment of Individual and Group Goals

- TI2 (9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.

Individual and Group Goal Setting; Group Reflection; Self-Reflection

- TI3 (9-12): I can formulate and investigate probing questions to further my learning.

Generation of Research Question; Selection of Accurate and Credible Resources; Synthesis of Information from Relevant Sources

PERSEVERE

- P2: Believe that individuals can strengthen weaknesses through purposeful strategies, practice, and effort.

Implementation of Reading Strategies; Implementation of Strategies to Avoid Plagiarism

ADAPT AND ADJUST

- AA1 (9-12): I can evaluate different approaches and justify the best pathway to success.

Reflection on Individual and Group Process

- AA2 (9-12): I can assess my past successes and mistakes to change my approach.

Reflection on Individual and Group Process

- AA4 (9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Reflection on Individual and Group Process

Teacher Resources:

Library Media Center

Library Media Specialist

LMC Resources: Databases, ebooks, print sources, citation generators



Unit 6 - The Beauty of Language

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: [Common Core State Standards \(CCSS\)](#): RL.9-10.1-4; W.9-10.1-3; L.9-10.1-6; SL.9-10.3,6

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

THINK CRITICALLY AND CREATIVELY

- TCC1 (9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- TCC2 (9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- TCC3 (9-12): I can integrate relevant information to produce multiple valid solutions.
- TCC4 (9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

COLLABORATE AND COMMUNICATE EFFECTIVELY

- CCE1: Engage others in meaningful conversations while respecting multiple perspectives.
- CCE2: Seek, accept, and apply actionable feedback
- CCE3: Lead group progress through active listening, questioning, and giving advice
- CCE4: Express ideas in a variety of ways, according to context, purpose, and audience.

DEMONSTRATE EMPATHY

- DE1: Seek, listen to, and understand multiple perspectives.
- DE2: Recognize and respect their own feelings and those of others.
- DE4: Are inclusive and help others in need.

TAKE INITIATIVE

- TI1 (9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
- TI2 (9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
- TI3 (9-12): I can formulate and investigate probing questions to further my learning.

PERSEVERE

- P2: Believe that individuals can strengthen weaknesses through purposeful strategies, practice, and effort.

ADAPT AND ADJUST

- AA1 (9-12): I can evaluate different approaches and justify the best pathway to success.
- AA2 (9-12): I can assess my past successes and mistakes to change my approach.

- AA4 (9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

*9-12 VOL attributes not yet completed for CCE, DE, P

Understandings: Students will understand that...

- Poetry is a language all its own.
- Poems are open to different interpretations that reflect different life experiences.
- It's ok to come back to your poems/writing and make changes.
- Poetry is all around you.
- Exploring poetry is a lifelong journey.

Essential Questions:

- What does poetry bring to our lives?
- How do our life experiences influence what we take from poems?
- How does word choice change or build meaning in poetry?
- Where do we find inspiration for writing poetry?

Students will know...

- The definitions of poetic devices and understand their role in poetry.
- Writers' lives impact poetic and stylistic choices in their works.
- How to make choices about what to keep and what to cut in their own writing and why.

Students will be able to...

- Set writing and revision goals for their own creative poetry.
- Implement a variety of poetic devices in their own poetry.
- Make their own poetic and stylistic choices in their poetry compositions.
- Identify and emulate different types of poems (e.g., villanelle, cinquain, haiku)
- Work collaboratively to create a poetry presentation for their peers.
- Identify and explain the effect of poetic devices in songs as well as classic poetry.
- Self-reflect on their own poetry.

Key Vocabulary: simile, metaphor, allusion, personification, hyperbole, symbolism, rhyme scheme, meter, villanelle, cinquain, shape poem, acrostic poem, sonnet, ode, found poem, free verse, stanza, imagery, couplet, narrative poem, elegy, blank verse, ballad, apostrophe, haiku

Assessment Evidence

Performance Tasks:

Summative: Poetry Collection

Other Evidence:

Formative Assessments: Poetry Show and Tell, Compose your own poems, Imagery exercise - read a poem and draw what you see, Favorite Poem Chat

Learning Plan

THINK CRITICALLY AND CREATIVELY

- TCC1 (9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.

Original Poetry Collection, Partner Poetry Presentation to Peers, Song Show and Tell Analysis

- TCC2 (9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

Interpretation of Poetry from a diverse selection of poets, classic and contemporary. Collaborative poetry activity.

- TCC3 (9-12): I can integrate relevant information to produce multiple valid solutions.

Apply the features of poetry to their own writing and to interpretation of new poems.

- TCC4 (9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

Students' reflection on their own writing and the critical thinking skills that it requires.

COLLABORATE AND COMMUNICATE EFFECTIVELY

- CCE1: Engage others in meaningful conversations while respecting multiple perspectives.

Original Poetry Collection, Partner Poetry Presentation to Peers, Song Show and Tell Analysis, Favorite Poem Chat, Small Group Discussion of Selected Poets and their Poetry

- CCE2: Seek, accept, and apply actionable feedback

Original Poetry Collection, Partner Poetry Presentation to Peers, Song Show and Tell Analysis

- CCE3: Lead group progress through active listening, questioning, and giving advice

Original Poetry Collection, Partner Poetry Presentation to Peers, Song Show and Tell Analysis, Small Group Discussion of Selected Poets and their Poetry

- CCE4: Express ideas in a variety of ways, according to context, purpose, and audience.

Original Poetry Collection, Partner Poetry Presentation to Peers, Song Show and Tell Analysis, Imagery Activity, Favorite Poem Chat, Small Group Discussion of Selected Poets and their Poetry

DEVELOP EMPATHY

- DE1: Seek, listen to, and understand multiple perspectives.

Students will develop empathy through their Small Group Discussions of Selected Poets and their Poetry, Reading and Interpreting Poetry from a Diverse Selection of Poets including, but not limited to: Langston Hughes, Walt Whitman, Emily Dickinson, Joy Harjo and Amanda Gorman.

- DE2: Recognize and respect their own feelings and those of others.

Original Poetry Collection, Partner Poetry Presentation to Peers, Song Show and Tell Analysis, Small Group Discussion of Selected Poets and their Poetry

- DE4: Are inclusive and help others in need.

Partner Poetry Presentation to Peers, Song Show and Tell Analysis, Small Group Discussion of Selected Poets and their Poetry

TAKE INITIATIVE

- TI1 (9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.

Original Poetry Collection, Partner Poetry Presentation to Peers, Song Show and Tell Analysis, Small Group Discussion of Selected Poets and their Poetry

- TI2 (9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.

Goal Setting for Original Poetry Collection, Presentations and Discussions, Assessing Rubrics and Posing Questions before Getting Started on Assignments

- TI3 (9-12): I can formulate and investigate probing questions to further my learning.

Goal Setting for Original Poetry Collection, Presentations and Discussions, Assessing Rubrics and Posing Questions before Getting Started on Assignments

PERSEVERE

- P2: Believe that individuals can strengthen weaknesses through purposeful strategies, practice, and effort.

Reading Strategies (e.g., reading aloud, annotation, rereading, think-pair-share, reflection) Writing Process, Rewriting, Editing and Revising

ADAPT AND ADJUST:

- AA1 (9-12): I can evaluate different approaches and justify the best pathway to success.

Original Poetry Collection, Partner Poetry Presentation to Peers, Song Show and Tell Analysis

- AA2 (9-12): I can assess my past successes and mistakes to change my approach.

Goal Setting for Original Poetry Collection, Presentations and Discussions, Assessing Rubrics and Posing Questions before Getting Started on Assignments

- AA4 (9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Original Poetry Collection, Partner Poetry Presentation to Peers, Song Show and Tell Analysis, Small Group Discussion of Selected Poets and their Poetry

Teacher Resources include, but are not limited to: “Introduction to Poetry,” by Billy Collins, various poems from: Maya Angelou, Robert Frost, Emily Dickinson, Langston Hughes, Countee Cullen, Walt Whitman, E.E.Cummings, Seamus Heaney, Joy Harjo, Amanda Gorman, Romantic Poetry, Harlem Renaissance

