NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

English I College Preparatory

June 2016

New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

__Course Overview__

English I is a full-year course offered to ninth grade students at the college preparatory and honors levels. During this course, students will read and analyze fiction, nonfiction, poetry, drama, and film. Students will explore four major themes relevant to their lives and place in society in order to appreciate how other think and feel and use language to express themselves, to make meaning, and to change or influence others.
Close reading, research, analytical, collaboration, and writing skills are taught and reinforced. All students will complete four major common assessments in order to demonstrate their proficiency in these skills.
This course is aligned to Common Core State Standards.

Pacing Guide

Unit Title	# of Weeks
Unit 1 - "Facing Conflict" Main Focus: Literary Elements & Short Stories	4
Unit 2 - "Changing Perspectives" Main Focus: Novel Common Novel: *Whirligig*	8-10
Unit 3 - "Reflections from Past to Present" Main Focus: Types of Nonfiction	8-10
Unit 4 - "Finding One's Identity" Main Focus: Shakespearean Drama Common Play: *Romeo & Juliet* or *Macbeth*	8-10

New Milford Public Schools

Committee Member(s): Ashley Gomes Andrea Norem Unit #: 1 Unit Title: "Facing Conflict" Unit Focus: Literary Elements & Short Stories	Course/Subject: English I College Prep Grade Level: 9 # of Weeks: 8-10
Identify Desired Results	
Common Core Standards	

- CCSS.ELA-LITERACY.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.

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

- CCSS.ELA-LITERACY.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.

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

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	**Essential Questions** Inquiry used to explore generalizations
- theme is developed through a variety of literary elements - complex characters and their interactions with other characters or outside forces help develop plot and theme	- How do various literary elements contribute to the theme of a story? - Is conflict a necessary part of maturing?

Expected Performances
What students should know and be able to do

Students will know the following:
- how to identify plot structure
- how a theme is developed over the course of a short story
- how figurative language, setting, point of view, and characterization methods create the tone and mood of a short story

Students will be able to do the following:
- Identify and explain plot structure in short stories (exposition, rising action, climax, falling action, resolution/denouement)
- Understand and explain why plots in short stories usually focus on a single event
- Analyze how author create the setting in a short story
- Define the concept of theme
- Identify and analyze the theme of a short story
- Identify and explain indirect and direct characterization methods used in a short story
- Identify and explain the use of figurative language in short stories
- Analyze how author's create tone in short stories
- Identify the point of view in a short story and analyze how point of view affects the reader's interpretation of a short story
- Write a coherent literary analysis essay with a clear thesis statement, three pieces of textual evidence, and coherent paragraphs

Character Attributes

- compassion
- loyalty

Technology Competencies

- Use of Google Docs to collaborate, edit, and revise
- Collaboration on Google Docs to peer edit essays
- Blogging to collaborate with peers and share thoughts and ideas

Develop Teaching and Learning Plan

Teaching Strategies:	Learning Activities:
Teaching Short Stories and Literary Elements: • Create an online blog / Google Doc / other online resource for students to share their reading, writing and thinking about a chosen story • Introduce various literary elements (i.e. figurative language, symbolism,	Understanding Elements of a Short Story: • Reading, Writing, and Thinking Journals (either on a blog or in a notebook) • Whole-class and small group discussions about the text • Visual depiction of literary themes

- plot, theme, etc.) and model how to determine their location and meaning within the text
- Read short stories aloud and model active reading by conversing with the text using higher-order critical thinking questions
- Scaffold questioning of students to determine their comprehension, interpretation, connection, and evaluation of the text
- Provide free-writing and journaling prompts related to the content of a short story
- Create small group work and jigsaw tasks to foster comprehension and critical thinking
- Organize fishbowl, Socratic Seminar, and other student-directed discussion activities
- Include Think-Pair-Share as a routine activity to foster student learning and discussions of key concepts and ideas
- Routine Do Now's and Exit Slips to check for student understanding
- Create and distribute graphic organizers to support analysis of texts
- Create inquiry-based projects for purposes of differentiation
- Offer a range of reading Lexile level texts suitable for students at all reading levels
- Introduce supplementary informational and literary texts of high interest and relevance to real world concerns of students related to the literature
- Incorporate visual, auditory, tactile and kinesthetic components for purposes of differentiation
- Provide student choices to address the essential question and allowing for scaffolding opportunities

- and/or symbolism
- Plot Maps
- Characterization charts with textual evidence
- Author's Purpose charts (i.e. how Gage's purposes affect the tone of his writing and his choice of details and words in "The Teacher Who Changed my Life")
- Character Scrapbook which includes character relationships, conflicts, and plot elements
- Compare and Contrast chart analyzing character perspectives
- Complete routine Do Now's and Exit Slips to demonstrate understanding of content and/or terminology

Writing About Short Stories:
- Write a news report about the main characters in the short story including who they are, what they did, and how their actions resulted in the outcome of the story
- Retell a part of a short story from another perspective
- Write a critique analyzing the literary elements used in the short story and whether or not they are effective

Grammar:
- Select a paragraph from the short story and identify all the verbs & name the tense of each verb

Writing Portfolio:
- Student and peer reflection on major writing assignment(s) chosen for student writing portfolio

- Assess and adjust lesson content to meet the learning needs of the students

Teaching a Literary Analysis Essay:
- Review elements of a literary analysis essay including organizational techniques
- Model writing a thesis statement for a literary analysis essay
- Provide graphic organizers to support student essay writing skills
- Provide feedback on student's essay for revisions
- Check for grammar, content, and format when reviewing student work before final submission
- Provide mini-lesson instruction and/or one-on-one instruction to support student learning of writing a literary analysis essay
- Assess and adjust lesson content to meet the learning needs of the students

9th Grade English Writing Portfolio:
- In CLT choose major writing assignment(s) from this unit to include in student writing portfolio

Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	**Other Evidence** Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Create an original short story Role: Author Audience: Publishing Company Situation: You have been selected to write a short story for a new 9th grade	**COMMON ASSESSMENT:** Select a short story and write a 2-page essay that analyzes the overall theme and how it is developed throughout the story. State your thesis clearly and include at least three pieces of evidence to support the theme. Students will write multiple drafts and will be scored with the

textbook.

Product or Performance: An original short story with an overarching theme and complex characters.

Standards for Success: Proficiency as based on corresponding rubric

corresponding common literary analysis rubric. (RL.9- 10.1, W.9-10.2)

Additional Writing Assessments:
- Argument: Is Montresor (from "Cask of Amontillado") a reliable narrator? Cite at least three reasons to support your argument. Record initial discussions on a class blog site to gather thoughts and ideas. (RL.9-10.2, RL.9-10.3)

- Informative/Explanatory Writing: Select a short story and create a presentation in which you discuss the use of symbolism in it. Must have a clear thesis and include at least three pieces of evidence to support it. (W.9-10.2)

- Characterization: Write a response after reading "The Teacher Who Changed My Life," analyzing how Gage uses different methods of characterization to shape the reader's attitude toward Miss Hurd. (RL.9-10.3)

Suggested Resources

SUGGESTED SHORT STORIES:
- **"The Gift of the Magi"** (O.Henry)
- "The Overcoat" (Nikolai Gogol)
- "The Most Dangerous Game" (Richard Connell)
- "The Kitchen Boy" (Alaa Al Aswany)
- "The Secret Life of Walter Mitty" (James Thurber)
- "The Cask of Amontillado" (Edgar Allan Poe)
- "The Scarlet Ibis" (James Hurst)
- "Everyday Use" (Alice Walker)
- "Monkey's Paw" (W.W. Jacobs)
- "A&P" (John Updike)
- "Thank You Ma'am" (Langston Hughes)
- "The Lottery" (Shirley Jackson)
- "Rules of the Game" (Amy Tan)
- "American History" (Judith Ortiz Cofer)
- "The Girl Who Can" (Ama Ata Aidoo)

- "The Necklace" (Guy de Maupassant)
- "A Brief Moment in the Life of Angus Bethune" (Chris Crutcher)
- "The Teacher Who Changed My Life" (Nicolas Gage) - nonfiction

Most above texts from *Pearson Common Core Literature* Textbook, grade 9

Committee Member(s): Ashley Gomes, Andrea Norem Unit #: 2 Unit Title: "Changing Perspectives" Unit Focus: Novels	Course/Subject: English I College Prep Grade Level: 9th # of Weeks: 8-10

Identify Desired Results
Common Core Standards

- CCSS.ELA-LITERACY.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.

- CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's 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.

- CCSS.ELA-LITERACY.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.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	Essential Questions Inquiry used to explore generalizations
● In order to change our perspective of others, we must understand our differences ● When analyzing literature it is important to cite relevant and specific textual evidence to support their response	● How does understanding our differences help us change our perspective(s)? ● How is a protagonist's journey enriched by characters with different motivations and beliefs? ● How do we determine what evidence to cite when supporting our ideas?

Expected Performances
What students should know and be able to do

Students will know the following:
- How the historical context of a novel is related to the setting and character

development
- The differences between major and minor character development
- How the author decides to structure a plot relates to the author's purpose
- How the narrator's perspective helps to move the plot and develop the theme

Students will be able to do the following:
- Recognize the importance of historical context to the appreciation of setting and character
- Identify major and minor characters
- Analyze and explain characterization techniques for major and minor characters
- Explain that novels may have more than one plot and explain the use of multiple plots
- Recognize the importance of point of view in the novel
- Analyze how a story differs if it was told from a different point of view

Character Attributes
• perseverance • respect

Technology Competencies
• Google Docs to brainstorm, write, and edit written work • Online research about background of the novel

Develop Teaching and Learning Plan	
Teaching Strategies: Teaching a Novel: • Initiate discussion about various elements in the novel (i.e. historical background, setting, plot structure, etc.) • Provide film excerpts and/or visuals of the novel when possible • Create an online blog / Google Doc / other online resource for students to share their reading, writing and thinking when reading and analyzing a novel • Scaffold questioning to engage students in higher-order discussion(s) about the novel • Provide free-writing and journaling prompts related to the content of the novel • Create small group work and jigsaw tasks to foster comprehension and critical thinking skills	Learning Activities: Reading, Understanding, and Analyzing a Novel: • Research background of the novel • Reader's Notebook either on a blog or journal • Mind Maps • Body Biography • Theme analysis posters • Close-reading passage analysis • Identify the main idea of the novel and describe how the details help create this main idea • Plot elements graphic organizer • Group discussions about various aspects of the novel including themes, symbolism, content, etc. • Write a review of the novel discussing its strengths and

- Organize fishbowl, Socratic Seminar, and other student-directed discussion activities
- Implement Literature Circles
- Include Think-Pair-Share as a routine activity to foster student understanding
- Routine Do Nows and Exit Slips to check for student understanding
- Create and distribute graphic organizers to support analysis of texts
- Create inquiry-based projects for purposes of differentiation
- Offer a range of reading lexile level texts suitable for students at all reading levels
- Introduce supplementary informational and literary texts of high interest and relevance to real world concerns of students related to the literature
- Incorporate visual, auditory, tactile and kinesthetic components for purposes of differentiation
- Provide student choices to address the essential question and allowing for scaffolding opportunities
- Assess and adjust lesson content to meet the learning needs of the students

Teaching a Literary-based Argumentative Essay
- Introduce argument format (claim, counterclaim, evidence)
- Provide model claims for students
- Provide opportunities for students to work with group members to discuss elements of an argumentative essay using various model essays and claims
- Provide graphic organizers to assist students in understanding the format of an argumentative essay
- Guide students through the process of

weaknesses

Grammar:
- Select an informational text about the novel and highlight all the commas that are used in the series or for subordinate clauses.
- Select three paragraphs from a novel. In one paragraph, highlight each verb and describe what type of verb it is. In the next paragraph, highlight each adjective and identify what type of adjective it is. In the third paragraph, highlight each adverb and identify what type it is.

9th Grade English Writing Portfolio:
- Student and peer reflection on major writing assignment(s) chosen for student writing portfolio

choosing relevant and specific evidence
- Provide feedback on student's essay for revisions
- Check for proper grammar, content, and format prior to student submission of final essay
- Provide mini-lesson instruction and/or one-on-one instruction to support student learning of writing a literary analysis essay
- Assess and adjust lesson content to meet the learning needs of the students

9th Grade English Writing Portfolio:
- In CLT choose major writing assignment(s) from this unit to include in student writing portfolio

Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	**Other Evidence** Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: To conduct a Q & A Role: News Reporter Audience: online readers Situation: Conduct an interview with a character in a novel for an online news source. As the interviewer, you have been asked to gain information about the character's change in attitude and perspective due to the conflict(s) that take place in the book. Product or Performance: Write 5 questions to ask the character based	**COMMON ASSESSMENT:** Literary-based Argumentative Essay: Create an evidence based claim in which you write a well-developed essay that answers the following prompt after reading the core text for English I College Prep *Whirligig*: Does Mrs. Zamora have the right to take Brent's future into her own hands? Should one person have the authority to influence another person's perspective? Give evidence from the text to support your thinking, and be sure to take into account what people who disagree might say. Essay must be at least two pages in length and will be scored with NMHS argumentative writing rubric.

on the information that you learned about the character and their conflicts. Then, from the perspective of the character, answer the questions using at least one piece of textual evidence per response. Each response must be one paragraph long. Standards for Success: Common NMHS writing rubric	Additional Assessments: ● Informative/Explanatory Writing: Select a quotation from a novel and write a response that explains how that quotation reveals the theme of the novel and/or how the character moves the plot and theme along. Must have a clear thesis and include at least three pieces of textual evidence to support it. (RL.9-10.1, RL.9-10.2, RL.9-10.3) ● Presentation: Create a presentation that compares the primary source accounts of the Scottsboro Boys trials with Scout's account of the trial in *To Kill a Mockingbird*. Include how novels can reveal dimensions of history even though they are fictional. Must have a clear thesis and specific evidence. ● Argumentative: Determine if the narrator is a reliable narrator or not. Must include textual evidence and a clear thesis statement.

Suggested Resources
COMMON NOVEL FOR HONORS *To Kill a Mockingbird* (Harper Lee) Refer to English 9th Grade Current Inventory for additional novels Sample Titles: ● *The Bully* (Eric Kahn Gale) ● *Stuck in Neutral* (Terry Trueman) ● *Tell the Wolves I'm Home* (Carol Rifka Brunt) ● *The Absolutely True Diary of a Part-Time Indian* (Sherman Alexie) ● *The House on Mango Street* (Sandra Cisneros) ● *Lord of the Flies* (William Golding) ● *Frankenstein* (Mary Shelley) ● *Whirligig* (Paul Fleischman) ● *The Killer Angels* (Michael Shaara) ● *Walkabout* (James Vance Marshall)

- *The Alchemist* (Paulo Coelho)
- *The Red Kayak* (Priscilla Cummings)
- *Of Mice and Men* (John Steinbeck)
- *Old Man and the Sea* (Ernest Hemingway)

Additional Resources:
- Film: *To Kill a Mockingbird* (1962)
- *To Kill a Mockingbird*, Screenplay
- First Inaugural Speech, March 4, 1933 (Franklin Delano Roosevelt)
- "America from the Great Depression to World War II: Photographs from the FSA-OWI, 1935-1645 (Library of Congress)
- "A Time for Justice" (documentary, *Teaching Tolerance*)
- "Children's Rhymes" & "I, Too, Sing America" (Langston Hughes)

Committee Member(s): Ashley Gomes, Andrea Norem Unit #: 3 Unit Title: Reflections from Past to Present Main Focus: Types of Nonfiction	Course/Subject: English I College Prep Grade Level: 9 # of Weeks: 8-10
Identify Desired Results	
Common Core Standards	

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

- CCSS.ELA-LITERACY.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.

- CCSS.ELA-LITERACY.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.

- CCSS.ELA-LITERACY.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.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	**Essential Questions** Inquiry used to explore generalizations
- People reflect on their past in order to present information to future readers - Nonfiction texts have different purposes and structures to convey the author's purpose - Nonfiction writers use a variety of different strategies to persuade his or her audience - Research requires analyzing a variety of sources to assess for bias and relevance	- Why is it important to read about past events from history that others have lived through? - How does an author create meaning in a literary nonfiction or informational text? - How does an author of literary nonfiction or an informational text nonfiction use logic, evidence, and rhetorical devices to persuade his or her audience? - What are ways to determine the validity of a source and its relevance to a

	research question?

Expected Performances
What students should know and be able to do

Students will know the following:
- Various elements of literary nonfiction
- How an author develops ideas and claims throughout a text
- How to develop a thorough research question
- How to interpret various resources to synthesize information when completing online research
- Elements of an engaging oral presentation
- How to use an online presentation maker (i.e. Google Slides, Prezi, emaze)

Students will be able to do the following:
- Understand the historical context of a text and its role in the overall meaning of the work
- Identify and explain elements of literary nonfiction
- Identify and explain the effect of stylistic devices used in memoirs
- Identify and explain the characteristics of various types of essays (e.g. literary and narrative)
- Identify and analyze effect of rhetorical strategies in speeches such as alliteration, repetition and extended metaphors
- Create critical thinking questions in order to engage in meaningful research
- Write arguments to support claims with clear reasons and relevant evidence
- Create an interactive presentation to present argument and research to the class

Character Attributes

- Compassion
- Courage

Technology Competencies

- Digital Presentation using Google Slides or another online presentation maker.
- Access to Digital Data Bases (iConn, Gale, etc)
- Collaboration with Library Learning Commons
- Authentic learning through various research components (i.e. first hand accounts, reliable online sources)

Develop Teaching and Learning Plan

Teaching Strategies:	Learning Activities:
Teaching Nonfiction: • Create an online blog / Google Doc / other online resource for students to share their reading, writing and thinking about a chosen story • Instruct students about the differences between fiction and nonfiction and	Reading, Understanding and Analyzing Literary Nonfiction: • Record thoughts, ideas, research about concepts that are read on an online forum (blog, etc) • Create a chart analyzing the differences between fiction and

elements of nonfiction
- Continue to model close reading and annotating a passage from a text
- Provide notes on major rhetorical strategies an author uses (ethos/ethics, logos/evidence and logic, pathos/emotional appeals, figurative language, dialogue, hyperbole, etc.)
- Provide guided practice to determine where the author uses rhetorical strategies
- Model and supervise guided practice for all aspects of rhetorical analysis of informational texts (i.e. SOAPSTone, Rhetorical Triangle of Appeals- ethos, logos, pathos)
- Generate group discussions scaffolding questions to guide student discussions toward higher-level thinking
- Provide free-writing and journaling prompts related to the content of the novel
- Create small group work and jigsaw tasks to foster comprehension and critical thinking skills
- Organize fishbowl, Socratic Seminar, or other student-directed discussion activities to foster student critical thinking and discussion skills
- Implement Literature Circles as needed
- Include Think-Pair-Share as a routine activity to foster student understanding
- Routine Do Now's and Exit Slips to check for student understanding
- Create and distribute graphic organizers to support analysis of texts
- Create inquiry-based projects for purposes of differentiation
- Offer a range of reading Lexile level texts suitable for students at all reading levels
- Introduce supplementary informational

nonfiction
- Notes/graphic organizer for elements of literary nonfiction and informational texts
- Timeline of major events in a character's story/life
- Create a visual depiction of a character's journey throughout the text
- Trace an author's argument and its structure
- Class debate on topic from the text
- Graphic organizer to differentiate between fact and opinion
- Graphic organizer detailing instances of various rhetorical devices in a text
- Close read and /or view a speech in order to analyze the various elements the author uses in order to get their message across
- Complete routine Do Now's and Exit Slips to demonstrate understanding

Writing to Understand and Analyze Nonfiction:
- Write an objective summary of the text
- Journal Entries to analyze the elements of nonfiction and/or the concepts in the text
- Rebuttal letter to an author about a specific topic from the text

9th Grade English Writing Portfolio:
- Student and peer reflection on major writing assignment(s) chosen for student writing portfolio

and literary texts of high interest and relevance to real world concerns of students related to the literature
- Incorporate visual, auditory, tactile and kinesthetic components for purposes of differentiation
- Provide student choices to address the essential question and allowing for scaffolding opportunities
- Assess and adjust lesson content to meet the learning needs of the students

Teaching Informational Texts and Speeches
- Provide guided practice to determine where the author uses rhetorical strategies are in the speech or informational text
- Provide various graphic organizers to supplement student understanding of the speech or informational text
- Generate group discussions scaffolding questions to gear student discussion
- Model analyzing an author's argument for intended audience, purpose and how that is conveyed
- Provide feedback and commentary on student presentation to encourage in-depth thinking and ensure student writing standards
- Provide mini-lesson instruction and/or one-on-one instruction to support student learning of writing a literary analysis essay
- Assess and adjust lesson content to meet the learning needs of the students

9th Grade English Writing Portfolio:
- In CLT choose major writing assignment(s) from this unit to include in student writing portfolio

Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	**Other Evidence** Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Write a persuasive speech about a chosen topic Role: Orator Audience: Classmates Situation: Persuade classmates to take your position on your chosen topic using at least two rhetorical strategies. Product or Performance: Research Presentation Standards for Success: NMHS Common Oral Presentation Rubric	**COMMON ASSESSMENT:** Research a historical topic from a chosen literary nonfiction text and create a guiding research question. Based on this question, develop a logical argument and design a research presentation. The presentation must be at least 10 slides and include an additional works cited page. This presentation must be presented to the class and will be scored using the NMHS Communication rubric. Additional Writing Assessment: Rhetorical Analysis: Select a speech and in a 1-2 page essay analyze the rhetorical devices, emotional appeals, and evidence the author employs in order to convey his or her overall purpose for writing.

Suggested Resources
Refer to English 9th Grade Current Inventory for other nonfiction texts Sample Titles: ● *Circus Fire: A True Story of an American Tragedy* (Stewart O'Nan) ● *Big Top Burning* (Laura Woollett) ● *The Hartford Circus Fire* (Michael Skindell) ● *Warriors Don't Cry* (Melba Pattillo Beals) ● *A Long Way Gone* (Ishmael Beah) ● *Zeitoun* (Dave Eggers) ● *Immortal Life of Henrietta Lacks* (Rebecca Slooks) ● *The Other Wes Moore* (Wes Moore) ● *Night* (Elie Wiesel) ● *Titanic, First Accounts* ● *October Sky* (Homer Hickam)

Sample Titles from 9th Grade textbook:
- "I Am an American Day" (Learned Hand)
- "Blue Nines and Red Worlds" from *Born on a Blue Day* (Daniel Tammet)
- "The Geeks Shall Inherit the Earth" (Alexandra Robbins)
- "My English" (Julia Alvarez)
- "The Girl Who Can" (Ama Ata Aidoo)
- "Checkouts" (Cynthia Rylant)
- "Before Hip Hop was Hip Hop" (Rebecca Walker)
- "On Summer" (Lorraine Hansberry)
- "The News" (Neil Postman)
- "Libraries Face Sad Chapter" (Pete Hamill)
- "I Have a Dream" (Dr. Martin Luther King)
- "First Inaugural Address" (Franklin Delano Roosevelt)
- "From Americans in the Great Depression" (Eric Rauchway)

Committee Member(s): Ashley Gomes, Andrea Norem Unit #: 4 Unit Title: Finding One's Self Unit Focus: Drama	Course/Subject: English I College Prep Grade Level: 9 # of Weeks: 8-10

Identify Desired Results

Common Core Standards

- CCSS.ELA-LITERACY.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.

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

- CCSS.ELA-LITERACY.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.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that …)	Essential Questions Inquiry used to explore generalizations
● Shakespeare has an enduring influence on our language and popular culture. ● Shakespeare's themes continue to be relevant and transcendent in today's society. ● A persuasive speech must include relevant information specific to the overall purpose and task.	● How has Shakespeare's work influenced modern society? ● How do Shakespeare's works define what it is to be human? ● How does one present a persuasive speech to an audience using relevant information?

Expected Performances
What students should know and be able to do

Students will know the following:
- the elements of drama in general
- the structure of the plot and the dramatic techniques the playwright uses to advance it
- how characterization advances the plot or theme
- how a playwright uses key literary elements such as irony, themes, motifs and symbolism to advance the plot or theme

- the elements of theatre
- how to write and present a persuasive speech for a particular audience and occasion

Students will be able to do the following:
- Identify and explain the elements of drama in general
- Explain the structure of the plot and describe the dramatic techniques the playwright uses to advance them
- Trace the development of major and minor characters and explain how characterization advances the plot or theme
- Understand the definition of Tragedy and how it is represented in the play
- Analyze the playwright's' use of Irony, themes, motifs and symbolism
- Identify the elements of theatre in the play and explain their effect
- Write and present a persuasive speech for a particular audience and occasion

Character Attributes
- Cooperation
- Loyalty

Technology Competencies
- Collaboration on Google Docs with teacher and peers
- Research using valid and reliable online sources

Develop Teaching and Learning Plan

Teaching Strategies:

Teaching Shakespeare:
- Provide notes on terminology related to drama (aside, monologue, soliloquy, comedic relief, irony)
- Provide background research on Shakespeare's time and the time period within the play
- Model annotating a soliloquy and monologue for understanding of content and its meaning
- Provide opportunities for students to analyze elements of a play including themes, motifs, and symbolism
- Provide a selection of sonnets for students to analyze Shakespeare's language
- Utilize clips of film, video and theatrical productions/adaptations to engage students in the staging and directorial choices pertinent to drama and film as texts

Learning Activities:

Reading, Understanding, and Analyzing a Shakespearean Play:
- Historical background research of Shakespeare, including the time period represented in the chosen literary work
- Write a journal entry/letter from the stance of a person in the play
- Timeline of major events in a character's story/life
- Write an objective summary of the play
- Create a visual depiction of a character's journey throughout the text
- Portrayal of a character by acting out a key scene of the script
- Create a symbolism chart using key terms and/or motifs
- Demonstrate understanding of terminology: aside, monologue, soliloquy, comedic relief, irony, Iambic pentameter, couplet rhyme scheme

- Provide free-writing and journaling prompts related to the content of the play
- Create small group work and jigsaw tasks to foster comprehension and critical thinking skills
- Organize fishbowl, Socratic Seminar, and/or other student-directed discussion activities to foster student critical thinking and discussion skills
- Include Think-Pair-Share as a routine activity to foster student understanding of content and terminology
- Routine Do Now's and Exit Slips to check for student understanding
- Create and distribute graphic organizers to support analysis of texts
- Create inquiry-based projects for purposes of differentiation
- Offer a range of reading Lexile level texts suitable for students at all reading levels
- Introduce supplementary informational and literary texts of high interest and relevance to real world concerns of students related to the literature
- Incorporate visual, auditory, tactile and kinesthetic components for purposes of differentiation
- Provide student choices to address the essential question and allowing for scaffolding opportunities
- Assess and adjust lesson content to meet the learning needs of the students

Teaching a Persuasive Speech:
- Generate group discussions scaffolding questions to gear student discussion about content and elements of a persuasive speech

- Have students rewrite a scene, using modern day language (i.e. translating original script)
- Analyze a sonnet in order to understanding Shakespeare's language
- Write a modern-day sonnet to demonstrate understanding of Shakespeare's language
- Complete routine Do Now's and Exit Slips to demonstrate understanding

Grammar:
- Practice understanding and knowledge of parallelism: Choose a sentence from the play that contains parallelism and/or write sentences about the play using parallelism correctly.

9th Grade English Writing Portfolio:
- Student and peer reflection on major writing assignment(s) chosen for student writing portfolio

● Teach and model parallelism for use within speech for clarity and stylistic effect
● Provide students with time to research information in regards to the common assessment requirements
● Allow students to work with group members to generate discussions about the relevance of teaching and presenting a Shakespearean play today
● Review what makes a source valid and reliable
● Review how to find supporting evidence from a literary text (in this case a Shakespearean play) to support your argument
● Provide feedback and commentary on student Google Doc to encourage in-depth thinking and analysis
● Check for proper grammar, content, and format prior to student submission of final essay
● Provide mini-lesson instruction and/or one-on-one instruction to support student learning of writing a literary analysis essay
● Assess and adjust lesson content to meet the learning needs of the students

9th Grade English Writing Portfolio:
- In CLT choose major writing assignment(s) from this unit to include in student writing portfolio

Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	**Other Evidence** Application that is functional in a classroom context to evaluate student achievement of desired results
COMMON ASSESSMENT: Goal: Persuade NMHS Administration	Additional Writing Assessments: Argument for *The Tragedy of Romeo & Juliet*: Imagine that you are the editor of a

to perform a chosen Shakespearean play

Role: Student Leader

Audience: NMHS Administration

Situation: NMHS is putting on a school play and the students are responsible for deciding which play to perform. Write a persuasive speech to your fellow students urging them to select either *The Tragedy of Romeo and Juliet* or *Macbeth*. (Based on which play you read in class.)

Product or Performance:

- Draft five reasons why you think the student body should choose this play to present to the student body.

- Provide convincing support. All evidence should be relevant and sufficient to support your claims. You must use at least three sources including the play and two outside sources from additional research.

- Revise your speech to address readers' concerns, create parallelism, and incorporate powerful language.

- Present your finished speech to the class. Use proper eye contact, body language, and gestures to

newspaper in Verona at the time of the play. Write an editorial expressing the Prince's response to the deaths of Tybalt and Mercutio. Support your response with details from Act III, scenes i-iii.

Presentation: Select a scene from a play and plan a staged performance with a group of classmates. Choose a scene with at least three characters. Then, plan and rehearse the scene and present your adaptation to the class.

Argument: Choose a character from either *The Tragedy of Romeo and Juliet* or *Macbeth* to place on trial. Acting as a lawyer for one of the characters, write opening and closing statements for the trial. Be sure to use emotional appeals, logic, and evidence in your arguments.

maintain your audience's interest. Standards for Success: Proficiency on common Oral Presentation Rubric	

Suggested Resources

Choose one of the following common plays for 9th grade:
The Tragedy of Romeo and Juliet (William Shakespeare)
Macbeth (William Shakespeare)

Additional Resources:
- "The Visual Artistry of *Romeo and Juliet*" (James Black)
- Shakespeare's *Romeo and Juliet*: "You Kiss by the Book" (National Endowment for the Humanities)
- Pablo Picasso, *The Tragedy* (1903)
- Film: *Romeo and Juliet* (1996)
- Film: *Macbeth* (1978), (1998)
- 9th Grade Textbook *Pearson Common Core Literature, Grade 9*
- *Antigone* (Sophocles)