

<p>Theme/Unit: English 9, unit 1 “Brain Gain”</p> <p>(Developing Core Proficiencies: Reading Closely for Textual Details, Odell Education)</p> <p>Enduring Understandings: How do I read closely for details and analyze those details to develop a thorough understanding of a text? How do I use textual details to make comparisons across texts in order to develop a deeper understanding?</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading Outcomes</p>	<p style="text-align: center;">Standards-Based Essential Skills to be Targeted Throughout the Unit</p> <p>9.RI.1: Students cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9.RI.2: Students determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 9.RI.4: Students determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone. 9.RI.6: Students determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. 9.RI.9: Students analyze documents of historical and literary significance including how they address related themes and concepts. Students read, annotate, and analyze informational texts related to diverse viewpoints.</p>	<p style="text-align: center;">Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</p> <p>Teacher will model the process of reading closely using guiding questions to determine the meaning of texts. Students will practice the process in the large group setting, in small groups, and finally independently, with guidance, worksheets, and checklists. Content vocabulary is defined and copied into student notebooks, and used reviewed over and over throughout the unit plan.</p>	<p style="text-align: center;">Instructional Resources</p> <p>Odell’s unit plan: “Reading Closely for Textual Details”</p>
<p>Assessments:</p> <p>Formative – During Unit: Worksheets, question lists, annotations, vocabulary quizzes,</p> <p>Summative – End of Unit: Students show their competence by using the Reading Closely process to write a several paragraph detail-based explanation of one text in which they describe accurately the central ideas, explain observations about the author’s perspective, identify something they have learned from their reading that is clearly text-related, and reference details related to each of these writing purposes.</p> <p>Presentation: none</p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing Outcomes</p>	<p>9.W.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.</p> <p>9.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Literature Based Writing: (none, since all the literature selections are non-fiction)</p> <p>Informational Writing: Short summaries of several texts; One several paragraph document explaining one text, that describes accurately the central ideas of the text, explains what the central idea demonstrates about the author’s perspective on the topic, and what they have come to understand about the topic from the text.</p>
<p>Notes:</p> <p>Review:</p> <p>Websites:</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Language/Listening and Speaking</p>		<p>9.SL.1a: Students will come to a discussion prepared , having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>9.L.4a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. 9 L.4c. Consult general reference materials to determine or clarify a word’s precise meaning</p>	<p>At the end of the unit there will be a class discussion of three texts that students were given to choose from for the summative writing assignment.</p> <p>Vocabulary notebooks are used to record unknown words for both the academic vocabulary and the content vocabulary. For academic vocab., students use the context to determine meaning and check their definitions with the dictionary. Content vocabulary is defined, used, and practiced.</p>

Theme/Unit: English 9, Unit 2: “What is our relationship with animals? How are they like us? How do they enrich our lives? Can animals help us become better human beings?”		Standards-Based Essential Skills to be Targeted Throughout the Unit	Strategies and Practices Used to Explicitly Teach Skills and Concepts	Instructional Resources
<p>Enduring Understandings: Practicing close reading to determine the controlling ideas or themes of texts. Using close reading to see how authors use a variety of literary devices to achieve theme (allusion, mood, suspense, point of view, tone, etc.) Using ideas presented in texts to develop research questions. Using technology to find answers to research questions. Presenting answers to research questions clearly, with a well-stated thesis and text-based evidence.</p>	Reading Outcomes	9.RL/1.1: Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9.RL/1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text. 9.RL.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. 9.RL.5: Analyze how an author’s choices concerning how to structure a text, order events, and manipulate time create effects such as mystery, tension, or surprise. 9.RI.1a: Develop factual, interpretive, and evaluative questions for further exploration of the topic.	Practice exercises from grammar binder (adjective phrases) Vocabulary worksheets from textbook; other various vocabulary activities to cover vocab. not from the textbook. Close reading of selections and discussion of key ideas and literary elements, and text-based support during class. Homework assignments to practice close reading. Homework assignments to answer questions with text based support. Homework assignments to write text-based summaries.	Literature “The Most Dangerous Game,” R. Connell, short story, p. 16, textbook “Dog Star,” A. Clarke, short story, p. 44, textbook
<p>Assessments:</p> <p>Formative – During Unit: Quizzes on the short stories, quizzes on vocabulary, one to two-paragraph objective summaries of works read. Grammar exercises and quizzes on using adjective phrases. Revising for adjective phrases. Lists of research questions (practice). Rough draft of short, one source, research paper. Students will work with rubric to revise and rewrite.</p> <p>Summative – End of Unit: Final draft of two- page, one-source research paper to answer research question generated from reading texts. Unit test to cover content.</p> <p>Presentation: Students will present their research findings to the class.</p>	Writing Outcomes	9.W.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. 9.W.9: Draw evidence from literary or informational texts to support analysis , reflection, and research.	<p>Literature Based Writing: Students will about one of the literary works, to convey an understanding of the theme and at least one literary element used by the poet or writer to express the theme</p> <p>Informational Writing: Students will write a short research paper based on a question generated from texts</p>	Poetry “The Fish,” Elizabeth Bishop http://www.poets.org/viewmedia.php/prmMID/22238 “Snake,” D. H. Lawrence http://unix.cc.wmich.edu/~cooneys/poems/dhl.snake.html
<p>Notes:</p> <p>Review:</p> <p>Websites:</p>	Language/Listening and Speaking	9.SL.4: Present information findings and supporting evidence clearly, concisely, and logically... 9.L.1b.: Demonstrate command of the conventions...use various types of phrases to add variety and interest to writing or presentations. 9.L.4b.: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	Students will give a speech to the class to present their findings about the research questions. After looking at adjective phrases in the literary resources, and after instruction and practice using adjective phrases, students will edit their own work, incorporating adjective phrases to clarify and enhance their ideas where appropriate.	Focus Vocabulary <p>Tier 2 – Academic Vocabulary: receding, disarming, prolonged, imprudent, surmounted, unruffled, invariably, diverting, impulse, protruding, balmy, intangible, awry, devious, beguile, desolating, stellar, luminous, misanthropic, terrestrial, default, labyrinthine, fissure, slack, slackness, venomous, perversity, humility, thrice, paltry, albatross, exile, expiate, pettiness, venerable, homely, barnacles, isinglass, sullen, bilge, thwarts, oarlocks, gunnels, fidelity, enema, vigil, interment, deviation, desultory, divination, listlessly, coy, ruse, revulsion, vicariously, transitory, inextricably, erysipelas, bereavement, penitence</p> <p>Tier 3 – Content Vocabulary: Review: foreshadowing, mood, suspense, conflict (internal and external), point of view (first and third person), flashback, lyric poem, imagery</p> <p>Introduce: tone, tragedy, farce, slapstick, allusion,</p>

<p>PRELIMINARY DRAFT Theme/Unit: English9.3: THE ARGUMENT</p> <p>Enduring Understandings: What is a valid argument? How can I write an argument that is not only persuasive, but also logical? What can I look for in the speech and writing of others to determine the validity of their arguments?</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading Outcomes</p>	<p style="text-align: center;">Standards-Based Essential Skills to be Targeted Throughout the Unit</p> <p>9.RI. 8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (a,b,c,d,e under this standard will also be covered.)</p>		<p>Instructional Resources</p>	
<p>Assessments:</p> <p>Formative – During Unit: Vocab. Quizzes, worksheets and assignments based on the readings, step-by-step assignments using the writing process to write arguments</p> <p>Summative – End of Unit: A well-written argument; a unit test containing reading passages and questions requiring students to evaluate the arguments</p> <p>Presentation:</p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing Outcomes</p>	<p>9.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p>	<p>Literature Based Writing:</p> <p>Informational Writing:</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literature</p>
<p>Notes:</p> <p>Review:</p> <p>Websites:</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Language/Listening and Speaking</p>				<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Poetry</p>
					<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Informational</p>
				<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Focus Vocabulary</p>	<p>Tier 2 – Academic Vocabulary:</p> <p style="text-align: center;">TBD</p>
					<p>Tier 3 – Content Vocabulary: Argument, logical appeals, claim, warrant, backing, qualifications, counter argument, rebuttal, arguments of fact, judgment and policy, rhetoric,</p>

<p>Theme/Unit: English 9, Unit 4 --</p> <p>Enduring Understandings: How do authors use the elements of their craft (point of view, tone, voice, irony, characterization, symbols, and imagery) to create meaning?</p> <p>How can I synthesize information from several sources to explain different perspectives of a controversy?</p> <p>How can I use text-based details to support an analysis of literature?</p>	Reading Outcomes	<p style="text-align: center;">Standards-Based Essential Skills to be Targeted Throughout the Unit</p> <p>9.RI/RL.1: Students cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>9.RI/RL.2: Students determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>9.RI/RL.4: Students determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>9/RL.11: Students interpret, analyze, and evaluate narratives, poetry, by making connections to other texts and ideas</p>	<p style="text-align: center;">Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</p> <p>Students will read the short stories both in and outside of class for homework and prepare for class discussion by reading closely to determine text-based questions and ideas for discussion. Students will have guiding questions to help them read, and will form questions for discussion on their own as they read. There will be daily class discussion of the meaning of the texts to analyze the authors' points of view, writing style, methods of characterization, use of symbols, and the use of voice, tone, and irony to create meaning. There will be homework assignments in which students will use the text to answer questions about the stories' characters, conflicts, symbols, and themes. Students will take notes in class after completing homework and participating in class and small group discussions to help them remember the important concepts, themes and literary elements in the stories.</p> <p>Students will read the poems in class, discussing the meaning and structure of the poems, and discussing how the poets achieve meaning through tone, voice, irony, and imagery.</p>	<p style="text-align: center;">Instructional Resources</p> <p>The short stories and informational text in this unit comes from <i>Elements of Literature, Third Course</i> (Holt)</p> <p style="text-align: center;">Literature</p> <p>"The Cask of Amontillado" by Edgar Allan Poe "The Necklace" by Guy de Maupassant "The Gift of the Magi" by O. Henry "The Scarlet Ibis" by James Hurst</p>
<p>Assessments:</p> <p>Formative – During Unit: vocabulary quizzes, vocabulary homework activities, homework and classwork questions and activities based on the passages, graphic organizers or planning pages and rough drafts of both essays</p> <p>Summative – End of Unit: Unit test to cover content; skills test to measure skills while using new material; literary analysis essay based on one selection; synthesis essay on the Poe articles</p> <p>Presentation:</p>	Writing Outcomes	<p>9.W.2: Students 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. (a-f)</p> <p>9.W.4: Students produce clear and coherent writing...</p> <p>9.W.5: Students develop and strengthen writing as needed...</p>	<p>Literature Based Writing: Students will write one literary analysis essay explaining the meaning or theme of the piece and telling how the author achieved that meaning through the use of one or more of the literary elements or techniques studied in this unit.</p> <p>Informational Writing: Students will write one synthesis essay, combining the ideas presented in the articles about the controversy surrounding Poe's death, using quotations and paraphrases correctly.</p>	<p style="text-align: center;">Poetry</p> <p>"Love Song" by Dorothy Parker "Day Dreams" by Dorothy Parker "One Perfect Rose" by Dorothy Parker "The Raven" by Edgar Allan Poe "Ozymandias" by Percy Bysshe Shelley "Sonnet 130" Wm. Shakespeare "Sonnet 18" Wm. Shakespeare (Poems from poetryfoundation.org)</p> <p style="text-align: center;">Informational</p> <p>"Poe's Final Days" by Kenneth Silverman (biography excerpt) "Poe's Death is Rewritten..." New York Times article "If Only Poe Had Succeeded..." New York Times editorial "Rabies Death Theory" New York Times editorial</p> <p>"Elements of Narrator and Voice" John Leggett (textbook, p. 170) "Elements of Literature: Character" John Leggett (textbook, p. 96) "Elements of Literature: Irony and Ambiguity" John Leggett (334) "Elements of Literature: Symbolism and Allegory" Leggett (402)</p>
<p>Notes:</p> <p>Review:</p> <p>Websites:</p>	Language/Listening and Speaking	<p>9.SL.1: Students initiate and participate effectively in a range of collaborative discussions with diverse partners on grade 9 texts, building on others' ideas and expressing their own clearly and persuasively. (a, c, d.)</p> <p>9.SL.6: Adapt speech to a variety of contexts and tasks.</p> <p>9.L.1: Students demonstrate command of the conventions of stan. Eng. gram. and usage when writing or speaking. Students use parallel structure and various types of phrases.</p>	<p>Students will be involved in class discussion daily, in a variety of groups.</p> <p>Grammar instruction will review adjective phrases and introduce participial phrases, prepositional phrases and absolute phrases. The uses of the colon will be introduced. Students will work with models, and practice exercises and will edit their own work to include a variety of phrases and correct use of colons.</p>	<p style="text-align: center;">Focus Vocabulary</p> <p>Tier 2 – Academic Vocabulary: Precluded, impunity, retribution, immolation, connoisseurship, impose, recoiling, endeavored, obstinate, succession, insensible, imposing, stupor, spectral, expired, maligned, belligerent, conspicuous, ascribe, chronic, transmitted, incessantly, disconsolate, vexation pauper, adulation, aghast, privations, exorbitant, instigates, agile, depreciate, cascade, ransacking, discreet, scrutiny, nimble, coveted, singed, sullenly, imminent, iridescent, serene, infallibility, blighted, doggedness, reiterated, precariously, mar</p> <p>Tier 3 – Content Vocabulary: Review: foreshadowing, tone, allusion, imagery, theme</p> <p>Introduce: Persona, voice, unreliable narrator, first person narrator, third person limited narrator, third person omniscient narrator, dramatic irony, situational irony, verbal irony, sonnet, rhyme scheme, meter, internal rhyme</p>

<p>Theme/Unit: English 9, Unit 5</p> <p>“Friends and Enemies”</p> <p>Enduring Understandings: What causes conflict between individuals, peoples, groups, or nations? Are conflicts inevitable? How can we avoid or resolve conflicts?</p> <p>How can I trace and compare a common or universal theme across diverse cultures and mediums?</p>	Reading Outcomes	<p style="text-align: center;">Standards-Based Essential Skills to be Targeted Throughout the Unit</p> <p>9.RI/RL.1: Cite strong and thorough textual evidence to support analysis 9.RI/RL.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 9.RL.3: Analyze how complex characters with conflicting motivations develop a theme. 9.RI.3: Analyze how an author unfolds an analysis or series of ideas. 9.RI/RL.4: Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone. 9.RI.5: Analyze in detail how an author’s ideas are developed by particular sentences... 9.RL.6: Analyze a particular point of view or cultural experience reflected in a work outside the U.S. 9.RI.9: Analyze seminal U.S. documents of historical and literary significance (Einstein’s letter to Roosevelt) 9/RL.11: Interpret, analyze, and evaluate narratives, poetry, by making connections to other texts and ideas</p>	<p style="text-align: center;">Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</p> <p>Students will read the short stories and articles both in and outside of class for homework and prepare for class discussion by reading closely to determine text-based questions and ideas for discussion. Students will have guiding questions to help them read, and will form questions for discussion on their own as they read. There will be daily class discussion of the meaning of the texts to analyze the authors’ points of view, writing style, themes, character motivations, irony, surprise ending, allegory, etc. There will be homework assignments and class activities in which students will use the text to answer questions and form ideas for discussion. Students will take notes in class after completing homework and participating in class and small group discussions to help them remember the important concepts, themes and literary elements in the stories and articles.</p>	<p>Instructional Resources</p> <p>The short stories and most of the informational text in this unit come from <i>Elements of Literature, Third Course</i> (Holt)</p>	
<p>Assessments: Formative – During Unit: vocabulary quizzes, vocabulary homework activities, homework and classwork questions and activities based on the reading passages, graphic organizers or planning pages and rough drafts of essays Summative – End of Unit: Unit test to cover content; skills test to measure skills while using new material; literary analysis essay based on the two short stories; synthesis essay; and world conflict essay. Presentation: Students will prepare an informative speech about the world conflict they have researched.</p>	Writing Outcomes	<p>9.W.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. (a-f) 9.W.4: Produce clear and coherent writing... 9.W.5: Develop and strengthen writing as needed... 9.W.6: Use technology to produce publish and update writing products. 9.W.7: Conduct short research projects to answer a question...synthesize multiple sources on the subject... 9.W.7a.: Explore topics dealing with different cultures and world viewpoints 9.W. 8: Gather relevant information from multiple sources....avoid plagiarism and follow a standard format for citation.</p>	<p>Literature Based Writing: Students will compare and contrast two stories in this unit, “Cranes” and “The Sniper” showing how the authors the characters’ conflicts and motivations to reveal theme.</p> <p>Informational Writing: Students will use the skills used in the last unit to write a synthesis of the ideas presented in the four textbook articles about Ireland’s civil war or the ideas presented by Einstein in his articles.</p> <p>Students will write an informative essay about another world conflict, using both primary and secondary sources found either in tangible resources in the library or online on news websites or databases. Students will use MLA style to cite sources.</p>	Poetry	<p>(We will discuss some of the poetic elements used by Seuss in <u>The Butter Battle Book</u>.)</p>
<p>Notes:</p> <p>Review:</p> <p>Websites:</p>	Language/Listening and Speaking	<p>9.SL.1: Students initiate and participate effectively in a range of collaborative discussions with diverse partners on grade 9 texts, building on others’ ideas and expressing their own clearly and persuasively. (a, c, d, e) 9.SL.4: Present information clearly, concisely, and logically. 9.SL.6: Adapt speech to a variety of contexts and tasks. 9.L.1: Students demonstrate control of the conventions and use parallel structure and various types of phrases and clauses 9.L.2: Students demonstrate control of the conventions and can use semicolons and colons correctly. 9.L.3a: Students write and edit work so that it conforms to the guidelines of a style manual 9.L.4: Students determine or clarify the meaning of words based on grades 9-10 reading and content, choosing flexibly from a range of strategies. 9.L.5: Students interpret figures of speech in context.</p>	<ul style="list-style-type: none"> - Students will be involved in class discussion daily, in a variety of groups. - Students will build their knowledge of vocabulary by keeping a vocabulary notebook, and by participating in vocabulary building exercises and activities, such as semantic webs and word walls and possible sentences. - Grammar instruction will review adjective, participial, prepositional, and absolute phrases and introduce independent and dependent clauses. The uses of the semi-colon and the conjunctive adverb will be introduced also. Students will work with models, do practice exercises, and will edit their own work to include a variety of phrases, compound and complex sentences, and correct use of colons. - (Lang. and vocab. Lessons include textbook p. 196 context clues, p. 293 word families, p. 445 word ancestors, and p. 269 dangling participial phrases) 	Informational	<p>“A Country Divided” by Patricia McMahon, p. 282 “Lives in the Crossfire” by Laurel Holliday, p. 286 “Internment” by Margaret McCrory, p. 288 “Peace Isn’t Possible” by George Mitchell, p. 290 “Weapons of the Spirit” by Albert Einstein, p. 447 “Letter to President Roosevelt” Einstein, p. 448 “On the Abolition of the Threat of War” Einstein, p. 450 “The Arms Race” Einstein p. 451</p> <p>Students will research another world (not U.S.) conflict, such as the civil war in Syria or the uprising in Egypt, or the past conflicts in Bosnia or Afghanistan to discover both primary and secondary sources related to the universal theme of the unit.</p>
	Focus Vocabulary			Poetry	<p>Tier 2 – Academic Vocabulary: Precipitous, acquiesced, marauders, exasperation, pious, retorted, condolences, languor, reconciliation, succor, beleaguered, ascetic, fanatic, ruse, silhouetted, remorse, averted, obstruction, constitutes, mainstay, refuge, intolerance, negotiations, designate, absorb, reunification, divergent, coerced, abhor, optimist, condone, omens, lurked, portents, acclaimed, pandemonium, spurn, eclipse, sustain, monotony, enduring, eradicate, phenomenon, conceivable, abolish, radical, conviction, invincible, vanquished, renunciation</p> <p>Tier 3 – Content Vocabulary: Review: symbol, irony of situation, flashback, third person omniscient and limited narrators, primary and secondary sources, rhyme scheme, personification Introduce: character motivation, surprise ending, alliteration, allegory, word derivation,</p>

<p>Theme/Unit: English 9, Unit 6</p> <p>Romeo and Juliet</p> <p>Enduring Understandings: What skills can help me decode archaic and complex text, like that used in Shakespeare’s plays? How can plays and stories written almost 500 years ago be relevant today? What are themes common through all cultures and all times?</p>	<p>Reading Outcomes</p>	<p>Standards-Based Essential Skills to be Targeted Throughout the Unit</p>	<p>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</p>	<p>Instructional Resources</p>	
<p>Assessments:</p> <p>Formative – During Unit: Vocabulary quizzes and vocabulary homework and class activities, reading comprehension and text analysis questions for homework, quizzes on background information, plot and character and literary elements after each act of the play; short essays on characters and Shakespeare’s use of language; modern translations of some speeches</p> <p>Summative – End of Unit: Unit test on covered concepts and material. Skills test on reading a piece of an unfamiliar Shakespeare play.</p> <p>Presentation:</p>		<p>Writing Outcomes</p>	<p>9.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>9.W.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. (a-f)</p> <p>9.W.4: Produce clear and coherent writing...</p> <p>9.W.5: Develop and strengthen writing as needed...</p> <p>9.W.6: Use technology to produce publish and update writing products.</p>	<p>Literature Based Writing: Students will write a short story containing a Romeo and Juliet type tragedy but transported to a different setting (time and place)</p> <p>Students will choose one long speech (monologue or soliloquy) and write it in modern standard English, trying to keep the beauty of the figurative language alive.</p> <p>Informational Writing: Students will write an expository essay explaining how the play is a tragedy.</p>	<p>Literature</p>
<p>Notes:</p> <p>Review:</p> <p>Websites:</p>	<p>Language/Listening and Speaking</p>		<p>9.SL.1: Initiate and participate effectively in a range of collaborative discussions...</p> <p>9.SL.4: Present information clearly, concisely and logically.</p> <p>9.L.1: Demonstrate command of conventions of grammar and usage, using parallel structure, and various phrases to convey meanings.</p> <p>9.L.2: Demonstrate command of conventions of capitalization, spelling, and punctuation, using semicolons and colons effectively.</p> <p>9.L.4: Use a range of strategies to clarify the meanings of unknown and multiple meaning words.</p> <p>9.L.5: Demonstrate understanding of figurative language.</p> <p>9.L.6: Acquire and use accurately general academic and domain specific words</p>	<p>Students will be involved in class discussion daily, in a variety of groups.</p> <p>Students will build their knowledge of vocabulary by keeping a vocabulary notebook, and by participating in vocabulary building exercises and activities, such as semantic webs and word walls and possible sentences. Students will study the changing nature of language, as it relates to archaic language and the ways meanings change over time.</p>	<p>Poetry</p>
					<p>Informational</p>

<p>Theme/Unit: English 9, Unit 7</p> <p><i>Warriors Don't Cry</i></p>		<p>Standards-Based Essential Skills to be Targeted Throughout the Unit</p>	<p>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</p>	<p>Instructional Resources</p>
<p>Enduring Understandings:</p> <p>How can we learn about important historical events from literature? Why is it important to view events from different perspectives?</p> <p>Themes: A small group can make a large difference. It takes a lot of courage to change the way things are. A difficult experience can change a person. We are all connected; the attempt to segregate one group harms us all.</p>	<p>Reading Outcomes</p>	<p>9.RL. 1/9.RI.1 : Cite strong and thorough textual evidence.</p> <p>9.RL/RI. 2 : Determine a theme or central idea and analyze in detail.</p> <p>9. RL. 4: Determine the meanings of words as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>9.RL.9: Analyze how a writer draws on and transforms source material. (poems)</p> <p>9.RL.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>9.RL.10: Read and comprehend literature at the high end of the text complexity band proficiently, and perhaps independently.</p> <p>9.RL.11: Interpret and analyze narratives and poetry by making connections to other texts, ideas, cultural perspectives, and eras.</p>	<p>Both oral reading in class and independent reading of the texts for homework. Students will have guiding questions to help them read, and will form questions for discussion independently as they read. There will be small group and class discussion of the meanings of the texts as a whole (themes) and pieces of text, including discussion of the way words are used, how the texts are organized, and the effect of the text on the reader, including tone. Additionally, students will discuss the historical significance of the time period covered by the texts, and the different perspectives presented by the texts.</p> <p>Students will take notes in class after homework and class discussions to help them remember the important concepts, themes and literary elements in the texts.</p> <p>Students will view and discuss news photographs of the events depicted in the memoir, article and poems. Students will view photographs of the sculpture "Testaments" to analyze a subject in two different artistic mediums.</p>	<p><i>Warriors Don't Cry</i> by Melba Patillo Beals</p>
<p>Assessments:</p> <p>Formative – During Unit: vocabulary homework assignments, homework questions on the reading, quizzes on academic vocabulary, quizzes on the readings. Objective summaries of the informational pieces. Rough drafts and planning pages of the essays</p> <p>Summative – End of Unit: Unit test that covers both content and skills. Critical analysis essay about one theme as it is presented in two works.</p> <p>Presentation:</p>	<p>Writing Outcomes</p>	<p>9.W.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. (a-f)</p> <p>9.W.4: Produce clear and coherent writing...</p> <p>9.W.5: Develop and strengthen writing as needed...</p> <p>(if time allows)</p> <p>9.W.6: Use technology to produce publish and update writing products.</p> <p>9.W.7: Conduct short research projects</p>	<p>Literature Based Writing: Students will choose one theme and explain how that theme is brought out in two of the studied works. (poem and article, memoir and poem, article and memoir, etc.) A comparison of the sculpture depicting the Little Rock Nine and the photographs of the time.</p> <p>Informational Writing: If time allows, students may write a 2-3 page research paper or make an internet presentation about a topic related to the Civil Rights Movement.</p>	<p>Poetry</p> <p>"The Ballad of Birmingham" by Dudley Randall, textbook p. 540 "Women" by Alice Walker, textbook, p. 524</p>
<p>Notes:</p> <p>Review:</p> <p>Websites:</p>	<p>Language/Listening and Speaking</p>	<p>9. SL. 1, 4, 6: Initiate and participate in class discussions, present information, findings and evidence clearly, adapt speech to a variety of contexts.</p> <p>9. SL.2: Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source. (I am looking for media presentations of the events.)</p> <p>9.L. 1 and 2: Demonstrate command of conventions</p> <p>9.L. 4: Determine or clarify the meaning of unknown words.</p> <p>9.L. 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>9.L.6: Acquire and use accurately general academic and domain specific words and phrases.</p>	<p>Students will prepare for class discussions by reading the memoir and other works, and writing comments and questions for discussion.</p> <p>Students will discuss the perspectives presented in the various genres and media.</p> <p>Students will revise and rewrite their essays to eliminate errors in conventions, and to sure their writing is clear and concise.</p> <p>Students will do homework assignments and class activities to assist in their acquisition of academic and content vocabulary.</p>	<p>Informational</p> <p>"The History Behind the Ballad" by Taylor Branch, textbook p. 542 "Blindsided by History" by Gary Smith, <i>Sports Illustrated</i>, April 9, 2007</p> <p>Other: news photographs of events depicted in the texts and photographs of "Testaments", a memorial sculpture that consists of statues of the Little Rock Nine on the North side of the Arkansas State Capitol (Standard 9.RL.7)</p> <p>If time permits, students will research a topic related to the Civil Rights Movement to learn more about how people made a difference for future generations.</p> <p>Focus Vocabulary</p> <p>Tier 2 – Academic Vocabulary: There are four lists of vocabulary words from Beals' memoir.</p> <p>Tier 3 – Content Vocabulary: Review: free verse, rhythm, rhyme scheme, dialogue, setting, first person point of view, primary and secondary source, tone, connotation, rhetorical devices</p> <p>Introduce: refrain, memoir, folk ballad, literary ballad, historical context, implied metaphor</p>