

BCCS

English 9

(Revised 6-08-09)

Unit: 9.1 Introduction to High School Reading

Q1

Title:

English I Curriculum Map 9.1: Intro. to High School Reading

Standards:

CE 1.1.1-Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.

CE 1.1.2-Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).

CE 1.1.3-Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

CE 1.1.4-Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.

CE 1.1.5-Revise drafts to more fully and/or precisely convey meaning-drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text- deleting and/or reorganizing ideas, and addressing potential readers' questions.

CE 1.1.6-Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.

CE 1.1.7-Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.

CE 1.1.8-Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.

CE 1.2.1-Write, speak, and use images and graphs to understand and discover complex ideas.

CE 1.2.2-Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).

CE 1.3.2-Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.

CE 1.3.3-Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.

CE 1.3.4-Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).

CE 1.3.6-Use speaking, writing, and visual presentations to appeal to audiences of different

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social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).

CE 1.3.7-Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)-fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.

CE 1.4.2-Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.

CE 1.4.4-Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.

CE 1.4.5-Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.

CE 1.5.1-Use writing, speaking, and visual expression to develop powerful, creative and critical messages.

CE 1.5.2-Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.

CE 1.5.3-Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

CE 2.1.1-Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.

CE 2.1.2-Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.

CE 2.1.3-Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

CE 2.1.4-Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.

CE 2.1.5-Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).

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CE 2.1.7-Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

CE 2.3.5-Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.

CE 2.3.6-Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.

CE 2.3.7-Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).

CE 3.1.1-Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.

CE 3.1.2-Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.

CE 3.1.3-Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.

CE 3.1.4-Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.

CE 3.1.5-Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.

CE 3.2.1-Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.

CE 3.2.5-Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.

CE 3.4.1-Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.

CE 4.1.1-Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.

CE 4.1.2-Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).

CE 4.1.5-Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

CE 4.2.2-Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).

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Essential Questions:

Teachers' guiding questions for understanding:

- What do I need to learn in high school to be prepared for college or work?
- How do I read to gain skills, knowledge, & wisdom?
- What have I discovered about my own reading skills?
- How do I learn best?
- What connections can I make between the story & my own life?
- How do my emotions & wants/needs make me vulnerable?
- What common lessons does each main character learn?
- What relationships exist among these stories?

Big Ideas/Concepts:

BIG IDEAS: What students need to understand (enduring ideas)

- Survival, chance rules, chasing after status & wealth, sacrifice, true wisdom, value of material possessions, status for sale.
- Learning from texts
- 7 human emotions: flattery, fear, greed, anger, guilt, exclusivity, & salvation

CONCEPTS: What students need to know (nouns)

- 7 human emotions
- Character development
- Theme(s)
- Author's purpose
- Setting
- Conflict (internal/external)
- Plot- exposition, conflict, rising action, climax, falling action, resolution
- Propaganda
- Mood, Tone, Style
- Literary Devices (e.g. irony, foreshadowing, symbolism, point of view, figurative language)
- Basic parts of speech
- Abstract vs. Concrete nouns
- Sentence structure
- Punctuation for dialogue

Skills:

SKILLS: What students need to be able to do (verbs)

- Preview/Read/Analyze text

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- Identify primary focus, logical arguments, structure, style, & organization
- Make annotations
- Summarize information
- Evaluate/Discuss focus questions in groups
- Connect to self
- Identify propaganda
- Identify/Exhibit 7 human emotions
- Compare/Contrast
- Process writing

Lessons/Assessments/Resources:

LESSONS: Activities

- “The Necklace” video
- Reading Strategies:
 - o Inferencing
 - o Metacognition
 - o Predicting
 - o Connecting
 - o Visualizing
 - o Questioning
 - o Clarifying
 - o Restating
 - o Evaluating
- “Ever Since” copy-change
- Plot map
- Crime Scene Investigation Project
- Story critique
- Compare/Contrast connection essay
- Writing prompts in journal
- Organized paragraph writing-topic sentences, specific examples, in-text citation MLA.

ASSESSMENTS:

- Discussion
- Journal checks
- Short Story Quizzes

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- Plot Maps/Diagrams
- In-class writing prompts
- In-class reading strategy exercises (individual & group)
- Crime Scene Investigation Project
- “Ever Since” copy-change poem
- MLA process worksheets
- Compare/Contrast Essay Critique
- Final Test over key short stories

RESOURCES: Materials

- Anchor Texts- The Language of Literature McDougal Littell

- o “The Necklace” pg. 26
- o “The Most Dangerous Game” pg. 38
- o “The Osage Orange Tree” pg. 104
- o “The Gift of the Magi” pg. 151
- o “Full Circle” pg. 742
- o “Trifles” pg. 770
- o “The Utterly Perfect Murder” pg. 799

- Linking Texts-

- o 5 Minute Mysteries
- o “Games People Probably Shouldn’t Play” pg. 61
- o “I Like a Look of Agony” pg. 70
- o “The Perfect Storm” pg. 112
- o “The Wreck of Hesperus” pg. 124
- o “Luxury” pg. 158
- o “Incident in a Rose Garden” pg. 146

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Unit: 9.2 Introduction to High School Writing

Title:

English I Curriculum Map 9.2: Intro. to High School Writing

Standards:

CE 1.1.1-Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.

CE 1.1.2-Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).

CE 1.1.3-Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

CE 1.1.4-Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.

CE 1.1.5-Revise drafts to more fully and/or precisely convey meaning-drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text- deleting and/or reorganizing ideas, and addressing potential readers' questions.

CE 1.1.6-Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.

CE 1.1.7-Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.

CE 1.1.8-Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.

CE 1.2.1-Write, speak, and use images and graphs to understand and discover complex ideas.

CE 1.2.2-Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).

CE 1.2.3-Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).

CE 1.2.4-Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.

CE 1.3.1-Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).

CE 1.3.2-Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes:

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essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.

CE 1.3.3-Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.

CE 1.3.4-Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).

CE 1.3.5-From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.

CE 1.3.6-Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).

CE 1.3.7-Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)-fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.

CE 1.3.9-Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.

CE 1.4.1-Identify, explore, and refine topics and questions appropriate for research.

CE 1.4.2-Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.

CE 1.4.3-Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).

CE 1.4.5-Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.

CE 1.5.1-Use writing, speaking, and visual expression to develop powerful, creative and critical messages.

CE 1.5.3-Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

CE 2.1.2-Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or

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mislead audiences.

CE 2.1.4-Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.

CE 2.1.6-Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.

CE 2.1.7-Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

CE 2.1.11-Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.

CE 2.2.1-Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).

CE 2.2.2-Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.

CE 2.3.3-Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).

CE 3.1.1-Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.

CE 3.1.4-Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.

CE 3.1.5-Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.

CE 3.4.2-Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.

CE 3.4.3-Understand the ways people use media in their personal and public lives.

CE 4.1.1-Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.

CE 4.1.3-Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).

CE 4.1.4-Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.

CE 4.1.5-Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

CE 4.2.1-Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech

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communities (e.g., ethnic communities, social groups, professional organizations).
CE 4.2.2-Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).

Essential Questions:

ESSENTIAL QUESTIONS: Teachers' guiding questions for understanding

- What are the basic characteristics of good writing?
- What techniques does a good writer use?
- How do I effectively tell a story?
- How do I revise and edit to publish a piece of writing?
- How can writing help people understand what they are thinking?
- What purposes does writing serve in the real world?
- What are my strengths and weaknesses as a writer?

Big Ideas/Concepts:

BIG IDEAS: What students need to understand (enduring ideas)

- Effective communication
- Characteristics of effective writing-
 - o Engaging, clear, and focused
 - o Ideas and content are developed, supported by examples
 - o Organization and transitions seem natural and flow.
 - o Voice and tone are authentic and compelling
 - o Language use and mastery of conventions contribute to the overall effect of the presentation

CONCEPTS: What students need to know (nouns)

- Reiterate literary elements (i.e. theme, mood, tone, style, author's purpose)
- Basic writing elements:
 - o Subject
 - o Thesis
 - o Main ideas
 - o Strong verbs
 - o Adjectives
 - o Voice
 - o Diction
 - o Appropriate language
 - o Formal/informal language
 - o Structure
 - o Paragraphs
 - o Transitions
- Narrative Text: Descriptive Essay, Personal Narrative, & Autobiography
- Informative Text: Persuasive Essay, Reflective Essay

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Skills:

SKILLS: What students need to be able to do (verbs)

- Analyze poetry for descriptive language
- Decipher the purpose of texts: Narrative or Informational
- Write to provoke the senses
- Use literary devices
- Demonstrate appropriate tone and mood in writing
- Develop appropriate style, voice
- Take a position/thesis
- Employ word choice and sentence structure that support mood
- Develop main idea in writing
- Support underlying point
- Use examples and details to support ideas and create understanding

Lessons/Assessments/Resources:

LESSONS: Activities

- Fantasia video
- In-class writing prompts
- Small group critiques using rubrics
- Using the writing process
- Experiment with multiple genres
- Analyze sentence structures
- Descriptive object writing activity (e.g. Apple Writing Activity)
- Double-entry journals
- Practice pre-writing strategies
- Analyze poetry for descriptive language
- Discussion
- Conference with peers
- Slam Poetry
- Descriptive essay of a special place
- Critique of piece identifying characteristics of effective writing
- Personal experience narrative
- Reflective essay in response to newspaper or magazine article(s)
- Write a two voice poem
- Write a persuasive essay arguing a point on a controversial issue

ASSESSMENTS:

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- Discussion
- Journal checks
- Short Story Quizzes
- In-class writing prompts
- Grammar sentence structure worksheets
- Slam Poetry presentations
- Personal experience essay
- Reflective essay
- Persuasive essay
- Two voice poem
- MLA process worksheets
- Small group critique rubrics

RESOURCES: Materials

- Anchor Texts- The Language of Literature McDougal Littell
 - o “A Very Old Man with Enormous Wings” pg. 863
 - o “In the Family” pg. 856
 - o “On Being 17, Bright- and Unable to Read” pg. 573
 - o “Games People Probably Shouldn’t Play” pg. 61
 - o “Through the Tunnel” pg. 373

- Linking Texts-
 - o Pilgram at Tinker Creek by Annie Dillard
 - o “The Polyphemous Moth” Ch. 4, 61-64
 - o “Homeless” by Anna Quindlen
 - o Current Events (newspaper)

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Unit: 9.3 Contemporary Realistic Fiction, Novel

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Title:

English I Curriculum Map 9.3: Contemporary Realistic Fiction, Novel

Standards:

CE 1.1.1-Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.

CE 1.1.2-Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).

CE 1.1.3-Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

CE 1.1.4-Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.

CE 1.1.5-Revise drafts to more fully and/or precisely convey meaning-drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text- deleting and/or reorganizing ideas, and addressing potential readers' questions.

CE 1.1.6-Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.

CE 1.1.7-Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.

CE 1.1.8-Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.

CE 1.2.1-Write, speak, and use images and graphs to understand and discover complex ideas.

CE 1.2.2-Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).

CE 1.2.4-Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.

CE 1.3.3-Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.

CE 1.3.6-Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).

CE 1.3.7-Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)-fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas

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and contributions of others to answer questions or to solve problems, and offering dissent courteously.

CE 1.3.8-Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).

CE 1.4.1-Identify, explore, and refine topics and questions appropriate for research.

CE 1.4.2-Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.

CE 1.4.3-Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).

CE 1.4.4-Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.

CE 1.4.6-Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).

CE 1.4.7-Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).

CE 1.5.1-Use writing, speaking, and visual expression to develop powerful, creative and critical messages.

CE 2.1.1-Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.

CE 2.1.2-Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.

CE 2.1.7-Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

CE 2.1.8-Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.

CE 2.1.10-Listen to and view speeches, presentations, and multimedia works to identify

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and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.

CE 2.1.11-Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.

CE 2.1.12-Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).

CE 2.2.2-Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.

CE 2.2.3-Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.

CE 2.3.4-Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).

CE 2.3.6-Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.

CE 2.3.7-Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).

CE 2.3.8-Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.

CE 3.1.2-Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.

CE 3.1.3-Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.

CE 3.1.5-Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.

CE 3.1.6-Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.

CE 3.1.7-Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.

CE 3.1.8-Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.

CE 3.1.9-Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.

CE 3.1.10-Demonstrate an understanding of the connections between literary and

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expository works, themes, and historical and contemporary contexts.

CE 3.2.3-Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.

CE 3.2.4-Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).

CE 3.2.5-Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.

CE 3.3.4-Demonstrate knowledge of American minority literature and the contributions of minority writers.

CE 3.4.1-Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.

CE 4.1.1-Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.

CE 4.1.5-Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

CE 4.2.1-Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).

CE 4.2.2-Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).

CE 4.2.3-Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.

CE 4.2.4-Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).

CE 4.2.5-Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.

Essential Questions:

ESSENTIAL QUESTIONS: Teachers' guiding questions for understanding

- Who am I and how do I find my place in the world?
- How do I relate to my family and community?
- What stereotypes exist in our world?
- How do stereotypes influence relationships and decisions?
- What is equality? How can we work to achieve it?
- Is it possible for one person to make a difference?

Big Ideas/Concepts:

BIG IDEAS: What students need to understand (enduring ideas)

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- Integrity, truth, courage
- The role of relationships, the ways in which we interact in society
- Our individual responsibilities within relationships and as a member of society
- The importance of equality
- Finding the truth through knowledge and experience
- Education is key to overcoming prejudice

CONCEPTS: What students need to know (nouns)

- **Literary Elements:**
 - o Plot, setting, conflict (internal/external), theme
 - o Character development
 - o Mood, tone, style
 - o Author's purpose, audience
- **Literary Devices:**
 - o Narration/point of view
 - o Figurative language, imagery, symbolism
 - o Allusions
 - o Foreshadowing
 - o Implied meanings
- **Historical/Cultural:**
 - o Overview of the civil rights movement
 - o Racial/gender equality
 - o Segregation & Stereotyping (definitions)
 - o Geographical/Cultural elements
- **Expository Elements:**
 - o Thesis
 - o Supporting ideas
 - o Statistical evidence
 - o Chronology
- **Grammar:**
 - o Subject & predicate
 - o Phrase vs. clause
 - o Independent clauses/complete sentences

Skills:

SKILLS: What students need to be able to do (verbs)

- Use reading comprehension strategies
- Distinguish characteristics of novel/screenplay/editorial/poetry/lyrics
- Identify themes; find examples in the text
- Recognize levels of symbolism
- Build vocabulary knowledge
- Identify and interpret the use of literary devices in texts

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- Establish and support a persuasive piece of writing
- Summarize a piece of writing from the perspective of a character other than the protagonist
- Compare/contrast stereotypes & rights prior to the civil rights movement

Lessons/Assessments/Resources:

LESSONS: Activities

- A Raisin in the Sun video
 - “Where I’m From” Poem
 - Body Biography Project
 - Introduction to MLA works cited
 - Persuasive paragraph with in text citation
 - Research 1950’s racial atmosphere
 - Video Excerpts from A Class Divided – Jane Elliott’s Blue Eyes vs. Brown Eyes
- Exercise
- Expressive oral reading in small & whole groups
 - Write a mock letter to the editor- take a position on a local example of prejudice
 - Writing prompts in journal
 - Mock trial (Brown vs. Board of Education)

ASSESSMENTS:

- Discussion
- Journal checks
- Reading Quizzes
- “Where I’m From” poem
- Submitted Body Biography worksheet
- Mock letter to the editor
- Character compare/contrast essay
- In-class writing prompts
- MLA process worksheets
- Final Test over A Raisin in the Sun

RESOURCES: Materials

- Anchor Texts-
 - o A Raisin in the Sun- Lorraine Hansberry
 - o “Harlem: A Dream Deferred”- Langston Hughes

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- Linking Texts- The Language of Literature McDougal Littell
 - o “I Have a Dream” pg. 439
 - o “My Papa’s Waltz” pg. 613
 - o “The Courage That My Mother Had” pg. 608
 - o “My Father’s Song” pg. 642
 - o “I Know Why the Caged Bird Sings” pg. 481
 - o “Caged Bird” pg. 488
 - o “Encounter with Martin Luther King Jr.” pg. 501
 - o Brown vs. Board of Education articles
 - o “Freedom”- Langston Hughes

Unit: 9.4 Epic Poetry

Q3

Title:
English I Curriculum Map 9.4: Epic Poetry

Standards:

- CE 1.1.1-Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
- CE 1.1.2-Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
- CE 1.1.3-Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
- CE 1.1.4-Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
- CE 1.1.5-Revise drafts to more fully and/or precisely convey meaning-drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text- deleting and/or reorganizing ideas, and addressing potential readers' questions.
- CE 1.1.6-Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
- CE 1.1.7-Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
- CE 1.1.8-Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.

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CE 1.2.1-Write, speak, and use images and graphs to understand and discover complex ideas.

CE 1.2.2-Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).

CE 1.2.3-Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).

CE 1.3.1-Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).

CE 1.3.2-Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.

CE 1.3.3-Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.

CE 1.3.4-Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).

CE 1.3.7-Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)-fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.

CE 1.4.5-Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.

CE 1.5.1-Use writing, speaking, and visual expression to develop powerful, creative and critical messages.

CE 1.5.2-Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.

CE 1.5.3-Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

CE 1.5.5-Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).

CE 2.1.1-Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a

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particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.

CE 2.1.2-Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.

CE 2.1.3-Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

CE 2.1.5-Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).

CE 2.1.7-Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

CE 2.1.9-Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.

CE 2.1.11-Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.

CE 2.1.12-Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).

CE 2.2.3-Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.

CE 2.3.2-Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.

CE 2.3.5-Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.

CE 2.3.6-Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.

CE 2.3.7-Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).

CE 2.3.8-Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.

CE 3.1.1-Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.

CE 3.1.2-Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action,

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and moral dilemmas that characters encounter by describing their function in specific works.

CE 3.1.3-Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.

CE 3.1.6-Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.

CE 3.1.9-Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.

CE 3.2.1-Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.

CE 3.2.2-Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.

CE 3.2.3-Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.

CE 3.2.4-Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).

CE 3.2.5-Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.

CE 4.1.1-Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.

CE 4.1.2-Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).

CE 4.1.5-Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

CE 4.2.1-Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).

Essential Questions:

ESSENTIAL QUESTIONS: Teachers' guiding questions for understanding

- What is a myth?
- What is an epic poem?
- What is the difference between a hero and an epic hero?
- How does your personal journey (life experiences) relate to The Odyssey?
- What makes a relationship successful?
- How do relationships endure over time?
- What obstacles stand in the way of enduring relationships?

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- How do families cope with separation because of war?
- Does Odysseus deserve a “happy ending”?

Big Ideas/Concepts:

BIG IDEAS: What students need to understand (enduring ideas)

- Effects of war
- Relationships & faithfulness
- Courage & survival
- Time passage
- Elements of the Epic Hero Cycle
- Characteristics of Epic Poetry

CONCEPTS: What students need to know (nouns)

- Characteristics of epic narrative poetry
- Elements of the epic hero cycle
- Literary Elements:
 - o Indirect & direct characterization
 - o Epic hero
 - o Character flaws
 - o Dialogue
 - o Time Passage
- Literary Devices:
 - o Narration/point of view
 - o Figurative language
 - o Imagery
 - o Extended metaphor
 - o Allusion
 - o Simile
 - o Foreshadowing
 - o Implied Meanings
 - o Symbolism
 - o Personification
 - o Irony
- Background knowledge of the Trojan War
- Part of Speech
- Commas, semicolons
- Elements of dialogue

Skills:

SKILLS: What students need to be able to do (verbs)

- Outline major ideas of The Odyssey

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- Understand the concept of a journey/odyssey and be able to mark personal growth by relating his/her experiences
- Identify and understand the elements of epic poetry
- Identify an epic hero and critique the heroic tradition in epic poetry
- Discuss the concept of loyalty and reflect on the role of honesty in relationships
- Analyze the effects of war
- Gain background knowledge of the Trojan War
- Recognize literary elements and devices
- Compose a local myth

Lessons/Assessments/Resources:

LESSONS: Activities

- “Where I’m From” Idea Chart & Poem
- In-class discussions
- Journal writing prompts
- Lost in Translation (translation activity- e.g. the telephone game)
- The Epic Hero Cycle
- The Odyssey Book IX Comic Strip Project
- The Odyssey Book X Clue Card Activity
- The Odyssey Book IX & X Letters to Ithaca
- Loyalty/Honesty Lesson (self quizzes)
- The Odyssey Final Project Map
- “Who Wants to Be a Millionaire?” Review Game

ASSESSMENTS:

- Discussion
- Journal checks
- Reading Quizzes
- In-class writing prompts
- Epic Pre-test
- “Where I’m From” Poem
- Comic book summary
- Graphic organizers
- Clue card paragraph predictions
- Letters to Ithaca
- Pass-it-on Lost In Translation Activity
- Journey Map Project & Presentations
- Compare/Contrast Final Writing Assessment
- The Odyssey Test Study Guide
- “Who Wants to Be a Millionaire” Review Game
- The Odyssey Final Test

RESOURCES: Materials

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	<ul style="list-style-type: none"> • Anchor Texts- The Language of Literature McDougal Littell <ul style="list-style-type: none"> o The Odyssey- Homer pg. 886 • Linking Texts- The Language of Literature McDougal Littell <ul style="list-style-type: none"> o “Siren Song” pg. 938 o “Penelope” pg. 970 o “Ithaka” pg. 971
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Unit: 9.5 Shakespearean Tragedy

Q4	
<p>4/6/2008 Days:</p>	<p>Title: English I Curriculum Map 9.5: Shakespearean Tragedy</p> <p>Standards: CE 1.1.1-Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts. CE 1.1.2-Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing). CE 1.1.3-Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story). CE 1.1.4-Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre. CE 1.1.5-Revise drafts to more fully and/or precisely convey meaning-drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text- deleting and/or reorganizing ideas, and addressing potential readers' questions. CE 1.1.6-Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow. CE 1.1.7-Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience. CE 1.1.8-Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience. CE 1.2.2-Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment). CE 1.2.3-Write, speak, and create artistic representations to express personal experience</p>

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and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).

CE 1.2.4-Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.

CE 1.3.1-Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).

CE 1.3.2-Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.

CE 1.3.3-Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.

CE 1.3.4-Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).

CE 1.3.6-Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).

CE 1.3.7-Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)-fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.

CE 1.3.8-Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).

CE 1.4.1-Identify, explore, and refine topics and questions appropriate for research.

CE 1.4.2-Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.

CE 1.4.3-Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).

CE 1.4.4-Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions

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and implications.

CE 1.4.5-Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.

CE 1.4.6-Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).

CE 1.4.7-Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).

CE 1.5.2-Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.

CE 1.5.3-Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

CE 1.5.4-Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

CE 1.5.5-Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).

CE 2.1.3-Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

CE 2.1.7-Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

CE 2.1.10-Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.

CE 2.1.12-Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).

CE 2.2.2-Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.

CE 2.2.3-Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.

CE 2.3.1-Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.

CE 2.3.5-Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing

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and conveying meaning.

CE 2.3.6-Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.

CE 2.3.7-Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).

CE 3.1.1-Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.

CE 3.1.2-Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.

CE 3.1.3-Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.

CE 3.1.9-Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.

CE 3.2.2-Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.

CE 3.2.3-Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.

CE 3.2.4-Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).

CE 3.2.5-Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.

CE 3.3.2-Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.

CE 4.1.1-Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.

CE 4.1.2-Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).

CE 4.1.5-Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

CE 4.2.1-Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).

CE 4.2.2-Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).

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Essential Questions:

ESSENTIAL QUESTIONS: Teachers' guiding questions for understanding

- What was life like during the Elizabethan Period: Theater life? Culture? Family Life? Gender Roles? How do these things compare to our world today?
- What was London like, Geographically, in the late 1500s, early 1600s?
- What was and is the history behind the Globe Theater?
- Why is Shakespeare's language different and where did it come from?
- Who was William Shakespeare?
- What types of works did William Shakespeare create?
- Why is he famous?
- How do Shakespeare's themes fit into our lives universally, crossing time, space, technology and other generational changes?

Big Ideas/Concepts:

BIG IDEAS: What students need to understand (enduring ideas)

- Assuming responsibility for one's actions
- Gender roles in society
- Conflict resolution
- Decisions can have long-term effects

CONCEPTS: What students need to know (nouns)

- Elements & Structure of Shakespearean drama, Elizabethan syntax
- Literary Elements:
 - o Monologue, soliloquy, aside
 - o Dialogue between characters, comic relief
 - o Tragedy
 - o Plot, structural pyramid
 - o Character analysis
 - o Syntax, style, form
 - o Iambic pentameter, Blank verse
- Literary Devices:
 - o Foreshadowing, Symbolism, Figurative language, Imagery, Metaphor, Simile, Allusion, Oxymoron, Dramatic irony
- Historical/Cultural:
 - o Influence of language
- Grammar:
 - o Identifying parts of speech
 - o Shakespearean vocabulary
 - o Phrase vs. clause
 - o Correcting run-ons and fragments
 - o How dialogue and internal monologue look in a play

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Skills:

SKILLS: What students need to be able to do (verbs)

- Understand what/when the Elizabethan Period was
- Identify and use different research techniques and sources with proper citation of those sources
- Continue to understand their own learning style as well as their partner's within group dynamics
- Display patience with Old English in order to read with fluency and understanding a difficult dialect
- Answer essay questions using complete sentences, including the question in the answer, and referencing the text in their answer
- Use writing process

Lessons/Assessments/Resources:

LESSONS: Activities

- Taming of the Shrew video
- Summarizing
- 'Translating' Shakespearean vocabulary
- Music from Elizabethan period
- Review MLA works cited
- Opinion paragraph/essay
- Journal Writing prompts
- Reflective essay connecting personal relationships/actions with those in the play
- Re-enactment
- Research time period
- Note taking & appropriate citation of sources

ASSESSMENTS:

- Discussion
- Journal checks
- Reading Quizzes
- In-class writing prompts
- MLA process worksheets

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- Opinion paragraph/essay
- Reflective essay on personal relationships/actions
- Film review comparing and contrasting the play and the film
- Research essay & Presentations (e.g. Powerpoint presentation, lecture, poster, editorial, television editorial, interview, puppet show, three-dimensional topography map, clay sculptures, reenactment, rap song, etc.)
- Final Test

RESOURCES: Materials

- Anchor Texts-
 - o Taming of the Shrew- Shakespeare
- Linking Texts- The Language of Literature McDougal Littell
 - o “The Princess and the Tin Box” pg. 192
 - o “Two Kinds” pg. 88
 - o “Plains- woman”
 - o “Clothing: Men/ Clothing: Women”