

English Language Arts Curricular Philosophies

Vocabulary

Vocabulary words will be identified (by students and teacher) in the context of the complex texts students will be reading. We will target [tier 2 words](#) and will utilize best practices in vocabulary instruction to ensure students' mastery of selected words ([Marzano's 6 step vocabulary process](#)). (Standards L.9-10.4, 5, 6 indicate that vocabulary acquisition should focus on inferring meaning from context, patterns, and nuances in word meanings.)

We will develop "live" word lists via Google Docs. Study of words in context will be supplemented by the English I tier 2 word list and study of word roots/prefixes/suffixes.

Grammar

Grammar will be taught in the context of the texts students are reading and materials they are writing. Grammar instruction will most often take the form of mini-lessons throughout the year, and will seek to address the skills/conventions detailed in the NJSLs for 9th graders.

The standards (L.9-10.1-2) indicate that students must demonstrate command of the conventions of English grammar and usage when writing or speaking, specifically use of parallel structure, use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing. The standards also indicate that students must demonstrate command of capitalization, punctuation (specifically, semicolon and colon usage), and spelling.

Grammar addressed in the previous year's curriculum will be revisited and refreshed as appropriate for students' needs:

The standards (L.8.1) address the explanation of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; the ability to form and use verbs in active and passive voice, as well as in the indicative, imperative, interrogative, conditional, and subjunctive mood; the ability to recognize and correct inappropriate shifts in voice and mood. The standards (L.8.2.a-c) also address students' command of conventions of capitalization, punctuation, and spelling – specifically the use of punctuation (commas, ellipsis, dash) to indicate a pause or a break and the use of an ellipsis to indicate an omission.

The standards (L.7.1) address the explanation of the function of phrases and clauses in general and their function in specific sentences; choice among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas, and the placement of phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Research Staircase

The **sixth grade** research curriculum will allow students to gather and synthesize information from several literary or informational texts in various media or text formats. Students will focus on a specific topic or question, will be able to determine credibility of sources, and will be able to accurately cite textual evidence in the form of a quoting or paraphrasing. Students will include bibliographic information and will present their findings in both formal and informal contexts throughout the year (i.e. orally, in written form, etc.).

The **seventh grade** research curriculum focuses on introducing students to inquiry and internet research, on fostering collaborative research skills with peers, on appropriately citing sources and creating “works cited” pages, and on the assessment of sources for credibility and quality.

The **eighth grade** research curriculum requires students to regularly put these skills into practice via short research assignments and projects across all units of study.

The **ninth grade** research curriculum requires students to regularly put these skills into practice via short and sustained research assignments and projects across all units of study.

General Practices

- **Writing:** Students will engage in the writing process on a daily basis. Students will write across various genres and forms in each unit of study. Students will engage in digital writing practices such as those made available through Google Apps For Education (collaborative note-taking, peer editing, etc.) as appropriate.
 - o Our practice regarding writing by hand vs. writing digitally continues to evolve with changes in technology and updates in current research. Presently, both practices (digital and traditional writing) are considered different pedagogical tools that serve different purposes. (Digital writing via Google Docs is optimized for a collaborative writing process, provides more immediate feedback, and is aligned with the demands of PARCC; likewise, traditional, handwritten essay writing provides opportunities for deeper thinking in a traditional performance-based context -- still aligned with assessments such as the SAT and AP exams.)
- **Technology:** Chromebooks and digital tools will be used to enhance and transform students’ learning. Students will be asked to write collaboratively using GoogleDocs and TurnItIn, to both analyze and create multimodal texts using appropriate and evolving technologies, and to engage in open-ended inquiry on a regular basis.
- **Independent Reading:** Students are expected to engage in independent reading outside of class throughout the course of the year. This will be supported by ELA classroom libraries and by teachers’ individual plans for encouraging/incentivizing reading. The curriculum supports [Penny Kittle’s “Book Love” philosophy](#).

- **Instructional Strategies:** The English I curriculum will be implemented via best practices and research-based instructional strategies. These strategies include, but are not limited to, small group work, Socratic circles, problem-based learning, and learner-centered pedagogy. Modeling will be leveraged to make the thinking process associated with high quality reading and writing explicit to students. The teacher will model high quality processes for his/her students, and will use collaborative classroom practices to shift the onus to students during “modeling” mini-lessons.

Unit Name: Short Story	
<p>Core Fiction Texts:</p> <ul style="list-style-type: none"> ● “The Lady or the Tiger” ● “The Lottery” ● “The Sniper” ● “The Interlopers” ● “The Necklace” ● “The Scarlet Ibis” ● “The Gift of the Magi” ● “The Most Dangerous Game” ● Cask of Amontillado ● The Possibility of Evil - Shirley Jackson (TEXTBOOK) 	<p>Suggested Supplemental Non-Fic:</p> <ul style="list-style-type: none"> ● Excerpts from Thomas C. Foster’s <i>How to Read Literature like a Professor</i> <p>The Scarlet Ibis - Birth Order: https://drive.google.com/a/roxbury.org/file/d/0B-kQrrnT_f0Sdzd5N2hYdTk2NzQ/view?usp=sharing</p>
<p>Enduring Understandings</p> <ul style="list-style-type: none"> - Short stories are a shorter version of fiction - Short stories convey elements of fiction - The elements of fiction are plot, characters, conflict, setting, & point of view - Literature can help a person learn about him or herself 	<p>Essential Questions</p> <ul style="list-style-type: none"> - What is literature? - What is the short story? - What are the elements of fiction? - How do short stories convey elements of fiction? - How does literature teach people about themselves?
<p style="text-align: center;">Knowledge (Students will know...)</p> <ul style="list-style-type: none"> - Elements of fiction: Plot, characters, conflict, setting, point of view, & theme - Literary Terms: Simile, metaphor, personification, hyperbole, irony (verbal, situational, and dramatic), characterization, symbols, diction, allusions, flashback, foreshadowing - Definition of literature 	<p style="text-align: center;">Skills (Students will be able to...)</p> <ul style="list-style-type: none"> - Identify, define & evaluate the elements of fiction - Define, categorize, identify, analyze, and create various literary devices and figurative language - Create personal definitions of literature - Read, annotate, analyze, and discuss - Read, analyze, annotate, discuss, and interpret various short stories - Create presentations to demonstrate knowledge and skills regarding short stories

<p>Argumentative <u>CCSS.ELA-LITERACY.W.9-10.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> - Use textual evidence to identify and support or refute the theme of selected works -- i.e. a literary criticism written with the principles of argument in mind. <p>Example: “Compose a literary criticism, a minimum of three pages in length, in which you argue for the presence of a <i>prevailing theme</i> in one of the short stories we’ve read during this unit. For instance, you may choose to argue that the prevailing theme in ‘Gift of the Magi’ is <i>sacrifice</i> -- but you must use textual evidence to support this claim, and you must refute counterarguments that suggest that other themes, such as <i>love</i> or <i>value</i>, are the most prominent.”</p>
<p>Analytical/Expository <u>CCSS.ELA-LITERACY.W.9-10.2</u> 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>	<ul style="list-style-type: none"> - Using “The Lady or the Tiger,” write an essay explaining what came out of the door using textual evidence - Work with a group to define, identify, and analyze elements of a short story using textual evidence and analysis. - The Scarlet Ibis: https://drive.google.com/a/roxbury.org/file/d/0B-kQrrnT_f0SMTIJQnZvbUFQeWM/view?usp=sharing
<p>Narrative <u>CCSS.ELA-LITERACY.W.9-10.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> - Write your own short story using elements of fiction and literary devices that you have identified in a selected work <ul style="list-style-type: none"> o (OR) Write a short story in the style of one of the texts we’ve read as part of this unit. Include a one-page reflection in which you describe the literary techniques that you’ve identified and imitated in your own writing. - Rewrite the ending to a short story - Summarize events in the story from one character’s perspective - Create a character to add to a short story
<p>Research <u>CCSS.ELA-LITERACY.W.9-10.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;</p>	<ul style="list-style-type: none"> - Research the setting of a short story in regards to time period and location and analyze how setting influences the story/characters - Research author background/biography <ul style="list-style-type: none"> o Create an annotated bibliography with the entire class using a shared Google Doc. All students (or groups of students) will be

<p>synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.8</u> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>assigned a single short story, or a single author. Each student (or group of students) will be responsible for contributing two to three credible sources to the class's shared document, and for annotating those sources with significant and interest facts about the author and/or the story.</p> <ul style="list-style-type: none"> - Research the definition of literature
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<p style="text-align: center;">Technology</p> <p><u>CCSS.ELA-LITERACY.W.9-10.6</u> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none"> - Integration of a digital classroom platform -- such as Google Classroom. - Google Docs (collaborative notes, peer-editing) - Additional Google Apps For Education - Renaissance STAR Reading (computer adapted assessment to measure student growth re: reading comprehension) - Digital news sources where appropriate -- i.e. NewsELA, The New York Times - Presentational tools such as appropriate, such as Prezi and BlendSpace.
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Unit Name: The Novel	
<p>Core Fiction Texts:</p> <ul style="list-style-type: none"> ● <i>Fahrenheit 451</i> - censorship articles; rise of technology and limited attention spans ● <i>Lord of the Flies</i> - Bulger article; elephants run amok article 	<p>Suggested Supplemental Non-Fic:</p> <ul style="list-style-type: none"> ● <i>How to Read Literature Like a Professor</i> ● Author biographies ● Background information - social, historical

<ul style="list-style-type: none"> ● Secret Life of Bees - Martin Luther King primary source ● Flowers for Algernon - Allegory of the Cave ● Bless the Beasts and Children 	<ul style="list-style-type: none"> ● Satire - https://drive.google.com/a/roxbury.org/file/d/0B-kQrrnT_f0SMGdDcmdvZkd2MXc/view?usp=sharing
<p>Enduring Understandings</p> <ul style="list-style-type: none"> - A novel is a long form text which focuses on a particular theme and appeals to different audiences based on personal reading preferences. - Most authors use their life experiences to inform their fiction. - Many authors use writing to work out challenging circumstances or questions they have about the world. - Most novels are structured from exposition, to rising action, to climax, falling action, and resolution/denouement 	<p>Essential Questions</p> <ul style="list-style-type: none"> - What is a novel? - How does an author's life impact his/her writing? - How do the elements of fiction come together within a novel?
<p>Knowledge (Students will know...)</p> <ul style="list-style-type: none"> - setting influences theme and characters - the author's life impacts his/her writing - the structure of the novel form - novels come in a variety of genres from utopian to dystopian, to young adult... 	<p>Skills (Students will be able to...)</p> <ul style="list-style-type: none"> - SWBAT trace the development of a theme throughout a longer more sustained text - SWBAT trace the development of characters throughout a longer text. - SWBAT identify the way in which the author's life experiences impacted his/her writing - SWBAT identify the importance of setting to theme/conflict throughout a longer text - SWBAT identify an author's style and its impact on the text

<p>Argumentative <u>CCSS.ELA-LITERACY.W.9-10.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> - Use textual evidence to support or refute theme (i.e., Golding suggests all humans are inherently violent). - Use textual evidence to take a stance on a social issue introduced in the novel. - Use textual evidence to support or refute the climax of the novel.
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	<ul style="list-style-type: none"> - Use a novel and non-fiction sources to argue whether the conditions in the novel are similar or dissimilar to contemporary life/society - <i>Lord of the Flies</i> - persuasive speech - ethos/logos/pathos: https://drive.google.com/a/roxbury.org/file/d/0B-kQrrnT_f0Sa0ZLSkxzZnZFbXc/view?usp=sharing <i>Fabrenheit</i> - Characterization - Found Poems: https://drive.google.com/a/roxbury.org/file/d/0B-kQrrnT_f0SY0QzM0k4bVoxbGc/view?usp=sharing <i>Fabrenheit</i> - Socratic Circle: https://drive.google.com/a/roxbury.org/file/d/0B-kQrrnT_f0SeG9qUEVSZGIKM2s/view?usp=sharing
<p>Analytical/Expository</p> <p><u>CCSS.ELA-LITERACY.W.9-10.2</u> 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>	<ul style="list-style-type: none"> - Research and explain a historical or social event that influenced the events in a novel. - Explain the development of a character throughout a novel, using the six means of characterization as a starting point. - <i>Secret Life of Bees</i>: Foster/SLOB analysis https://docs.google.com/document/d/1iTCl3-f97xgBQCzFzaXAvzHkg1zJAZCj4cC-DjCt0E/edit - <i>Bless the Beasts and Children</i>: Growing Healthy Children: https://docs.google.com/a/roxbury.org/document/d/1AIGDOS1dqAWiVy_5C1U0VQSSs0KMjNZd6YHDuhmNHFpY/edit?usp=sharing - <i>Lord of the Flies</i> - in-class essay: https://docs.google.com/a/roxbury.org/document/d/1MluZKPi3uiMd6Aqwl6fzyw-YZ1jwotjRysOywRow64/edit?usp=sharing - <i>Lord of the Flies</i>: How do boys represent society? <ul style="list-style-type: none"> o https://docs.google.com/document/d/1INFGAVLoMVu4qWErL--86W55ViMYUP_EbTcDhWuE35q8/edit?usp=sharing o https://www.youtube.com/watch?v=vYnfSV27vLY
<p>Narrative</p> <p><u>CCSS.ELA-LITERACY.W.9-10.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> - Create an alternative ending - Take on the perspective of a character - Rewrite a story using a different time period or other aspect of setting - Rewrite a story using a different level of diction or dialogue

	<ul style="list-style-type: none"> - <i>Fahrenheit</i> - be an author challenging censorship: https://drive.google.com/a/roxbury.org/file/d/0B-kQrrnT_f0Sb3BMWm81SVJBMU0/view?usp=sharing <p>with https://drive.google.com/a/roxbury.org/file/d/0B-kQrrnT_f0ScU1uMk9FdDcxZ00/view?usp=sharing</p> <p><i>Lord of the Flies</i> Narrative/Creative Options: https://drive.google.com/a/roxbury.org/file/d/0B-kQrrnT_f0STFBud21OUm82am8/view?usp=sharing</p>
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<p style="text-align: center;">Research</p> <p><u>CCSS.ELA-LITERACY.W.9-10.7</u> 7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.8</u> 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.9</u> 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> - Research an author and find articles related to and written by an author to discover the impact of the author's life on his/her writing - Develop a thematic or background-based question about a novel, search to find the answer, and create a database of sources used in the investigation - <i>Secret Life of Bees</i> : Newspaper article: https://docs.google.com/document/d/17EoT9FqSSukoz7KIHbAOtMgWcFwKRMgiwToEX2Upwqk/edit - Secret Life of Bees: Background/Historical Context/Setting: https://drive.google.com/a/roxbury.org/file/d/0B-kQrrnT_f0SNUlpSI9heThhSUK/view?usp=sharing
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<p style="text-align: center;">Technology</p> <p><u>CCSS.ELA-LITERACY.W.9-10.6</u> 6</p>	<ul style="list-style-type: none"> - www.TurnItIn.com (peer editing, writing process)
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<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none">- Google Docs (collaborative notes, peer-editing)- EasyBib Add-On (collective references list)- Google Operators (site:.edu to refine search results)- Noodle Tools (note cards, citing sources)- www.instagram.com (visual research tool)- http://www.visualnews.com/2013/09/18/logical-fallacies-explained-fun-animal-illustrations-illustrated-book-bad-arguments/- Google Earth
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Unit Name: Memoir	
<p>Core Fiction Texts:</p> <ul style="list-style-type: none"> ● <i>Night</i> ● <i>The House on Mango Street</i> ● <i>Into Thin Air</i> - textbook selection ● <i>On Being Bright, 17, and Unable to Read</i> - textbook selection ● <i>Angela's Ashes</i> - textbook selection ● <i>I Know Why the Caged Bird Sings</i> - textbook ● <i>Black Boy</i> - Richard Wright - textbook ● <i>Only Daughter</i> - Sandra Cisneros - textbook 	<p>Suggested Supplemental Non-Fic:</p> <ul style="list-style-type: none"> ● Elie's Wiesel Nobel Prize Acceptance Speech ● Model Narratives
<p>Enduring Understandings</p> <ul style="list-style-type: none"> - Memoirs reveal an important insight into an author's life distinct from that of a biography, an autobiography, and a narrative. - Authors use a variety of stylistic techniques to express insight 	<p>Essential Questions</p> <ul style="list-style-type: none"> - Why does someone write a memoir? - How does a memoir differ from a biography, autobiography, and narrative?
<p style="text-align: center;">Knowledge (Students will know...)</p> <ul style="list-style-type: none"> - Memoirs focus on a specific defining incident in an author's life - There is a specific reason for writing in 1st person vs. 3rd person - Memoirs contain many of the same elements as a novel or a short story 	<p style="text-align: center;">Skills (Students will be able to...)</p> <ul style="list-style-type: none"> - SWBAT identify the difference between memoir, biography, and autobiography - SWBAT identify the elements of a memoir and apply them to write mini-memoirs - SWBAT differentiate between 1st and 3rd person writing

<p style="text-align: center;">Argumentative</p> <p><u>CCSS.ELA-LITERACY.W.9-10.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>- Craft an argumentative essay as part of a short research project pertaining to one of the works read as part of this unit.</p> <p>Example: “After researching, write an essay taking a stance on whether data from the Nazi medical experiments should be used by health researchers today. Be certain to support all of your claims with textual evidence from your research process <i>and</i> from <i>Night</i>. Don’t forget to include (and refute) a counterargument!”</p>
<p style="text-align: center;">Analytical/Expository</p> <p><u>CCSS.ELA-LITERACY.W.9-10.2</u> 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>	<ul style="list-style-type: none"> - Night - Dehumanization: https://drive.google.com/a/roxbury.org/file/d/0B-kQrrnT_f0ST0NBXy1XaWM3eVU/view?usp=sharing - <i>Secret Life of Bees</i>: Influence of Setting https://docs.google.com/document/d/1sazYNohNC3dKgAy1IuFo79sSEcidxRIAwEcZAHYc3S8/edit - Stages of Genocide in Night Analytical Reading - https://docs.google.com/a/roxbury.org/document/d/1J_AQH4VHEH9yu62_91C_FXnsz8vXckEQn9R0bijCkG8A/edit?usp=sharing - Compare and Contrast Black Boy and Only Daughter - https://drive.google.com/a/roxbury.org/file/d/0B-kQrrnT_f0SOTRpM0dPZkN2QmM/view?usp=sharing - House on Mango Street - MY NAME: https://drive.google.com/a/roxbury.org/file/d/0B-kQrrnT_f0SQVIXNi1KSUF3Mmc/view?usp=sharing
<p style="text-align: center;">Narrative</p> <p><u>CCSS.ELA-LITERACY.W.9-10.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> - Write diary entries from a character’s perspective, i.e. “become Elie” - Create an alternative character and engage with the course of a plotline in a different person’s shoes. Imitative voice and style while considering subtle (or vast) differences in plot trajectory.

<p style="text-align: center;">Research</p> <p><u>CCSS.ELA-LITERACY.W.9-10.7</u></p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.8</u></p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.9</u></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> - Utilizing the NOVA website, research the Nazi medical experiments and determine whether the results of those experiments should be used in medical/professional research today. http://www.pbs.org/wgbh/nova/holocaust/ <p>AND</p> <p>https://drive.google.com/a/roxbury.org/file/d/0B-kQrrnT_f0SYVVHLWJQYkFZMlk/view?usp=sharing</p> <p>AND/OR</p> <p>https://drive.google.com/a/roxbury.org/file/d/0B-kQrrnT_f0SOTZvNURpcEkzVFU/view?usp=sharing</p> <ul style="list-style-type: none"> - Research conditions to discover genocides around the world and to compare and contrast them to the Holocaust <p>https://drive.google.com/a/roxbury.org/file/d/0B-kQrrnT_f0SbUx4MG4xYXktYTg/view?usp=sharing</p>
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<p style="text-align: center;">Technology</p> <p><u>CCSS.ELA-LITERACY.W.9-10.6</u></p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none"> - Google Earth - www.TurnItIn.com (peer editing, writing process) - Google Docs (collaborative notes, peer-editing) - EasyBib Add-On (collective references list) - Google Operators (site:.edu to refine search results) - Noodle Tools (note cards, citing sources) - www.instagrok.com (visual research tool) - http://www.visualnews.com/2013/09/18/logical-fallacies-explained-fun-animal-illustrations-illustrated-book-bad-arguments/
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<p>Core Fiction Texts:</p> <ul style="list-style-type: none"> ● Song of the Open Road ● The Road Less Traveled ● The Ballad of Birmingham ● The Seven Ages of Man ● Sonnet 18 - Shall I Compare Thee? ● A Dream Deferred ● The Wreck of the Hesperus ● Oh, What is that Sound? ● My Papa's Waltz ● The Courage that My Mother Had ● Lineage ● Audio recordings of authors reading their poems aloud 	<p>Suggested Supplemental Non-Fic:</p> <ul style="list-style-type: none"> ● Author notes ● Historical/Background Context ● Audio of Authors Reading Their Poems ● Interviews with poets
<p>Enduring Understandings</p> <ul style="list-style-type: none"> - Figurative language and sound effects enhance a poem's theme - Poetry comes from a place deep in a poet's heart and is their response to the way they see the world. 	<p>Essential Questions</p> <ul style="list-style-type: none"> - How are themes developed in poetry? - How are poetic devices used to enhance meaning and style in poetry? - What are the characteristics of the sonnet and how do they contribute to the development of theme?
<p>Knowledge (Students will know...)</p> <ul style="list-style-type: none"> - The function of various literary devices in poetry. - The characteristics of specific forms of poetry like the sonnet. - Strategies that can be used to better understand abstract ideas, and strategies that can be used to understand how theme is developed in poetry (summarizing, scanning for rhyme scheme, restating, etc.). 	<p>Skills (Students will be able to...)</p> <ul style="list-style-type: none"> - SWBAT trace the development of a theme throughout a poem. - SWBAT identify and discuss the ways in which common poetic devices (simile, metaphor, rhythm, meter, form, alliteration, etc.) contribute to making meaning in poetry. - SWBAT identify and analyze specific forms of poetry, particularly the sonnet. - SWBAT write their own poems mimicking a particular form such as the sonnet.

<p>Argumentative</p> <p><u>CCSS.ELA-LITERACY.W.9-10.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> - Craft a literary criticism in which you argue for some facet of a selected poem -- i.e. its theme, the author's purpose for writing it, etc. - Read two pieces on a similar topic (i.e. Shakespeare's <i>Sonnet 18</i> and an excerpt from "Gift of the Magi"). Then, write an argumentative essay in which you analyze both works and argue for which piece is most effective (i.e. "which is most effective in conveying the power of love?").
<p>Analytical/Expository</p> <p><u>CCSS.ELA-LITERACY.W.9-10.2</u> 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>	<ul style="list-style-type: none"> - Compare and contrast the ways in which two or more poems address the same subject or theme. - Choose a poem and create a Google slide show that analyzes the structure, use of poetic devices, and meaning in the poem.
<p>Narrative</p> <p><u>CCSS.ELA-LITERACY.W.9-10.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> - Write a poem in selected forms, i.e. a narrative ballad. - Write a poem in which you imitate the form, style, and voice of a work studied in class. - Rewrite one of the works we've read earlier in the year (i.e. a short story or a novel) as a poem. - Reimagine one of the poems we've read as part of this unit as a short story.
<p>Research</p> <p><u>CCSS.ELA-LITERACY.W.9-10.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.8</u> Gather relevant information from multiple authoritative print and</p>	<ul style="list-style-type: none"> - Why do we study poetry? Why should we write poetry? Why have humans engaged in this art for as long as they have? Conduct research to find answers to these questions and: <ul style="list-style-type: none"> o Craft a presentation to share with the class o Compose an argument for or against the study of poetry o Be prepared to debate with your peers o Be prepared to put "poetry" on trial o Write an Op/Ed piece in which you detail your position - Choose a poet and develop a presentation outlining his or her life, work, and contributions to the field of poetry.

<p>digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.2</u></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
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<p>Technology</p> <p><u>CCSS.ELA-LITERACY.W.9-10.6</u></p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none">- Google earth- www.TurnItIn.com (peer editing, writing process)- Google Docs (collaborative notes, peer-editing)- EasyBib Add-On (collective references list)- Google Operators (site:.edu to refine search results)- Google Apps (slides, sheets, etc.)
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<p style="text-align: center;">Core Fiction Texts:</p> <ul style="list-style-type: none"> • <i>A Midsummer Night's Dream</i> 	<p style="text-align: center;">Suggested Supplemental Non-Fic:</p> <ul style="list-style-type: none"> • Article on Dreams http://news.nationalgeographic.com/news/2011/11/111129-sleep-dreaming-rem-brain-emotions-science-health/ • Article on Love https://www.psychologytoday.com/blog/love-doc/201104/the-magic-love-reality-or-fantasy • Article on Perceptions of Reality http://www.psychologytoday.com/blog/the-athletes-way/201306/imagination-can-change-perceptions-reality • Shakespeare Video https://drive.google.com/a/roxbury.org/file/d/0BxoDO6Vgb1ZRQlFaUmNxV3VfbzQ/view
<p style="text-align: center;">Enduring Understandings</p> <ul style="list-style-type: none"> - Shakespeare's plays are always relatable because of universal themes. - Modern teenagers can still relate to a Shakespeare play. 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> - How is a play different from a novel, short story, or other work of fiction? - Why/how have Shakespeare's plays been able to stand the test of time? - Why do people still study Shakespeare today? - How can a modern teenager or reader relate to this play?
<p style="text-align: center;">Knowledge <i>(Students will know...)</i></p> <ul style="list-style-type: none"> - Shakespeare, his life and his work - Background information on Shakespeare, his works, the Elizabethan Era, customs, and time period - Themes within the play <i>A Midsummer Night's Dream</i> - Shakespearean language - Dramatic/poetic Terms: iambic pentameter, verse, and prose, blank 	<p style="text-align: center;">Skills <i>(Students will be able to...)</i></p> <ul style="list-style-type: none"> - Demonstrate knowledge of Shakespeare, his life and his work through various assessments - Research background information on Shakespeare, his works, the Elizabethan Era, customs, and time - Express and examine themes from <i>A Midsummer Night's Theme</i> - <i>Master Shakespearean Language</i> - <i>Define, analyze, and identify</i>

<p>verse, rhymed verse, aside, iambic pentameter, couplets, and soliloquies</p> <ul style="list-style-type: none">- Mood- conflicts between characters and their causes	<ul style="list-style-type: none">- Dramatic Terms: iambic pentameter, verse, and prose, blank verse, rhymed verse, aside, iambic pentameter, couplets, and soliloquies- Paraphrase parts of the play- Read Shakespearean language aloud without hesitation- Write cohesively about the play- Analyze, describe, and identify the mood of a scene- Analyze conflicts between characters and their causes- Write a character analysis
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<p>Argumentative</p> <p><u>CCSS.ELA-LITERACY.W.9-10.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none">- Argue whether true love exists based on the events of the play- Create an argument about what Shakespeare is trying to convey about love to the audience using textual support
<p>Analytical/Expository</p> <p><u>CCSS.ELA-LITERACY.W.9-10.2</u> 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>	<ul style="list-style-type: none">- Use textual evidence to identify the mood of a scene and explain the mood of the scene- Why do you think Shakespeare used a "dream" as the premise of this story? Read the following article titled "Why do we Dream". Then write an essay in which you integrate information from the article to support your response to the prompt above.- Create a theme statement that connects to the play about love and use that as your thesis statement for your essay. Read the following article titled, "The Magic of Love: Reality or Fantasy". Then write an essay in which you integrate information from the article to support your thesis (theme statement).- Read the following article on perceptions of reality. Then, write an essay in which you trace the development of the theme, perception of reality, throughout the play and use information from the article to support your ideas.
<p>Narrative</p> <p><u>CCSS.ELA-LITERACY.W.9-10.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<ul style="list-style-type: none">- Summarize events from the play from 1 character's point of view- Create a fictional weather report and scene based on the arguing fairies from <i>MSND</i>- Write a letter to Egeus stating whether or not he has the right to choose who his daughter will marry.- Imagine you are Puck. Explain the training a young fairy would need to go through to become a prankster and servant like you.

<p>Research</p> <p><u>CCSS.ELA-LITERACY.W.9-10.7</u></p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.8</u></p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.9</u></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none">- Research information about Shakespeare’s life<ul style="list-style-type: none">o NOTE: Students have been doing this since the seventh grade. If this research task is assigned, it should be given a novel twist and/or ask students to take a closer look at a <i>specific aspect</i> of Shakespeare’s life.o Example: “Research Shakespeare’s life and compose an essay in which you compare and contrast Shakespeare’s life and work with that of <u>(another author)</u>.”- Research information about the Elizabethan time period- Research wedding customs of the Elizabethan time period- Research characters that Shakespeare borrows from Greek mythology such as Theseus and Hippolyta
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<p>Technology</p> <p><u>CCSS.ELA-LITERACY.W.9-10.6</u></p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none">- Google earth- www.TurnItIn.com (peer editing, writing process)- Google Docs (collaborative notes, peer-editing)- EasyBib Add-On (collective references list)- Google Operators (site:.edu to refine search results)- Google Apps (slides, sheets, etc.)- YouTube
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Unit Name: The Greek Epic/ <i>The Odyssey</i>	
Core Fiction Texts: <ul style="list-style-type: none">• <i>The Odyssey</i> - textbook	Suggested Supplemental Non-Fic: <ul style="list-style-type: none">• Pairings from ReadWriteThink• NYT Articles:<ul style="list-style-type: none">○ “Back From War, but Not Really Home” (Article about the sense of dislocation that has been shared by veterans returning from war since Homer conjured Odysseus’ inauspicious return some 2,800 years ago.)○ “Homecoming of Odysseus May Have Been in Eclipse” (Science article about a scientific theory that astronomical references in the epic correlate with real historical events.)○ “A Long, Strange Trip” (A British classics professor traces the lengthy shadow Homer’s “Odyssey” casts across Western culture.)○ “Across America, Deadly Echoes of Foreign Battles” (Article from the War Torn series that places “the troubles and exploits of the returning war veteran” into a larger context, including making a connection to Homer.)○ “The Zeus Trip” (Travel article on a family trip to Greece.)○ “Odysseus Unplugged” (Article on a radio play version of “The Odyssey” by a fiction writer.)○ More relevant NYT articles here.

<p>Enduring Understanding</p> <ul style="list-style-type: none">- Epics have specific characteristics and structure that contribute to the development of themes.- Epic heroes are archetypal characters that transcend time.- Epics teach enduring life lessons that transcend time.	<p>Essential Questions</p> <ul style="list-style-type: none">- What are the characteristics of the epic form?- What are the characteristics of an epic hero and the epic journey?- What is the function of literary devices such as the epic simile, epithets, etc.?- What is the relevance of this text today?
<p>Knowledge (Students will know...)</p> <ul style="list-style-type: none">- The characteristics of the epic genre and the epic hero.- The definition and function of epic similes, epithets, setting, and conflicts.	<p>Skills (Students will be able to...)</p> <ul style="list-style-type: none">- SWBAT identify and discuss the characteristics of an epic and an epic hero.- SWBAT identify and analyze the use of epic similes, epithets, setting, and conflict, both internal and external.- SWBAT analyze and discuss the development of theme in an epic poem.

<p>Argumentative</p> <p><u>CCSS.ELA-LITERACY.W.9-10.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>- Did Odysseus “cheat” on his wife while he was away? Give examples from the text to support your response.</p> <p>-Penelope, Odysseus’ wife, has suitors at her home trying to marry her and take over her husband’s kingdom. A suitor is a man who pursues a relationship with a particular woman, with a view to marriage. Do you think Penelope was faithful to Odysseus all this time even with all these suitors around her? Provide reasons for your response.</p> <p>- The Epic Hero: https://drive.google.com/a/roxbury.org/file/d/0B-kQrrnT_f0SV0t5MEV0NDBkZk0/view?usp=sharing</p> <p>- https://drive.google.com/a/roxbury.org/file/d/0B-kQrrnT_f0SYjVUbg2NjFaNGM/view?usp=sharing</p>
<p>Analytical/Expository</p> <p><u>CCSS.ELA-LITERACY.W.9-10.2</u> 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>- Using examples from the text, compare and contrast Odysseus with a modern day real or fictional hero.</p> <p>The Odyssey - A Musical: https://drive.google.com/a/roxbury.org/file/d/0B-kQrrnT_f0ScndFcGxtb0FRbXc/view?usp=sharing</p> <p>The Odyssey - B level - Project Options:https://drive.google.com/a/roxbury.org/file/d/0B-kQrrnT_f0SR3g0eUwwYIRLdFE/view?usp=sharing</p>
<p>Narrative</p> <p><u>CCSS.ELA-LITERACY.W.9-10.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>- Create an excerpt for The Odyssey which is told from an alternative perspective: Penelope, Telemachus, one of the gods/goddesses</p> <p>Journal entries - Create a character - A and B level options: https://drive.google.com/a/roxbury.org/file/d/0B-kQrrnT_f0SUGdpSVJHNVJBdjA/view?usp=sharing</p>
<p>Research</p> <p><u>CCSS.ELA-LITERACY.W.9-10.7</u></p>	<p>- Create a presentation in which you research and explain various aspects of Greek society (government, politics, philosophy, social class, etc.).</p>

<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.8</u></p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><u>CCSS.ELA-LITERACY.W.9-10.2</u></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
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<p>Technology</p> <p><u>CCSS.ELA-LITERACY.W.9-10.6</u></p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none">- Google earth- www.TurnItIn.com (peer editing, writing process)- Google Docs (collaborative notes, peer-editing)- EasyBib Add-On (collective references list)- Google Operators (site:.edu to refine search results)- Google Apps (slides, sheets, etc.)- YouTube
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