

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 and may also include literary terms that are grade appropriate. .

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 a technology platform (Google Docs, Quizlet, Vocabulary.com). Study of words in context will be supplemented by the English II tier 2 word list and study of word roots/prefixes/suffixes. The study of vocabulary includes literary terms deemed necessary for the units of study.

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 NJSL for 10th 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 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 the above skills into practice via short and sustained research assignments and projects across all units of study.

The **tenth grade** research curriculum requires students to regularly put the above skills into practice via short and sustained research assignments and projects across all units of study, culminating in a research paper (approximately 5 pages) that is paired with a unit 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 II 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: Early American Writing

Core Texts: Textbook Unit 1

- **Native American Writing:**
 - "The World on the Turtle's Back"
 - "The Coyote and the Buffalo"
- **Explorers and Settlers:**
 - "The General History of Virginia" - John Smith
- **Puritans**
 - "To my Dear and Loving Husband" - Anne Bradstreet
 - "Huswifery" - Edward Taylor
 - "Sinners in the Hands of an Angry God" - Jonathan Edwards
- **Revolutionary Writers:**
 - "Speech in the Virginia Convention" - Patrick Henry
 - "Autobiography of Ben Franklin" - Ben Franklin

Suggested Supplemental Texts:

- **Native American Writing:**
 - "When Grizzlies Walked Upright"
 - "The Navajo Origin Legend"
- **Explorers/Settlers/Slave Narrative:**
 - "Of The North River" - Adriaen van der Donck
 - "The Narrative of the Life of Olaudah Equiano"
 - "Of Plymouth Plantation" -William Bradford
- **Puritans:**
 - "The Author to Her Book" - Anne Bradstreet
 - ["The End of Courtship"](#) NYT

	<ul style="list-style-type: none"> ■ “On Anne Bradstreet” - Kevin Prufer <ul style="list-style-type: none"> ○ <i>The Crucible</i> - Arthur Miller ● Revolutionary Writers: <ul style="list-style-type: none"> ○ Excerpts from “Poor Richard’s Almanac” - Benjamin Franklin ○ “The Declaration of Independence” - Thomas Jefferson ○ “An Hymn to the Evening” & “To His Excellency, George Washington” -Phillis Wheatley ○ “Letter to Her Daughter from the New White House” -Abigail Adams ○ “Letters from an American Farmer” -Michel-Guillaume Jean de Crevecoeur
<p>Enduring Understandings</p> <ul style="list-style-type: none"> - The intrinsic value of hard work is a legacy of the * Puritan culture that established our country's strong work ethic - The concept of the American Dream where hard work leads to financial success - The ideals and reality of the American dream continue to be at odds - Political Writing serves as an agent for change. - The democratic ideals continue to shape our nation. 	<p>Essential Questions</p> <ul style="list-style-type: none"> - What is the American Dream? - What makes it American? - Who owns the land? - What makes an explorer? - Are people basically good? - Who has the right to rule? - How do we make sense of our world? - What is your heritage? - What does it mean to be a slave? - What does it mean to be a leader - What do you value most? - When is it time to take action? - Is perfection possible?
<p>Knowledge</p>	<p>Skills</p>

(Students will know...)

- The historical context and cultural characteristics.
- The speeches, public documents, and letters of historical significance
- Themes, author's purpose, and characters
- Diction, tone, imagery and figurative language
- The elements of an argument
- The persuasive techniques and rhetorical devices
- How to evaluate primary sources

(Students will be able to...)

- Develop strategies for reading older texts
- Develop comprehension monitoring skills
- Create a multimedia presentation
- Write an argumentative essay
- Use prepositional phrases and adverb clauses as modifiers
- Understand and use compound and compound-complex sentences
- Deliver an argumentative speech
- Analyze how media messages influence cultural values and stereotypes
- Evaluate film techniques; evaluate multiple interpretations of a play
- Determine the meaning of multiple-meaning words
- Understand and use specialized vocabulary
- Analyze how words, images, graphics, and sounds impact meaning
- Evaluate how media messages reflect cultural views
- Evaluate the interactions of different techniques used in media
- Identify characteristics of creation myth, trickster tale, folk tale, memoir, historical narrative, drama, and autobiography.

<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">● Look back at Unit One texts. Write an argument that persuades readers to agree with your claim about how immigration changed America and the lives of those who settled here.● Synthesize Anne Bradstreet’s “To My Dear and Loving Husband” with additional texts to construct an argument regarding the notion of love, has love changed, or does love remain the same?
<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">● Compare and contrast John Smith’s version of the New World to Adriaen van der Donck’s.● Compare and contrast Jonathan Edward and Patrick Henry’s use of ethos, pathos, and logos.● You and your group will be assigned one paragraph from the “Speech in the Virginia Convention”. Your job, is to analyze the paragraph for Patrick Henry’s style, craft, and use of persuasion and literary devices.● In the beginning of the year, we answered the question, “Why is it important to read and continue to read American Literature?”. Consider the readings that we have read throughout this unit. How did these works help to establish the genre of American Literature? What values and ideas are established and demonstrated through this literature that are explicitly American?
<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 a story in the third person subjective voice modeled after John Smith’s “The General History of Virginia.” The short narrative should discuss an eventful moment in your life with the appropriate bias and subjective writing style that John Smith uses to describe himself and his encounter with the Native Americans.● Imagine that you are a member of Jonathan Edwards’ congregation and you just listened to his sermon

	<p>“Sinners in the Hands of an Angry God”. Write a one paragraph response to this sermon explaining how you (a Puritan in this time period) feel. This should be in the style of a “Dear Diary/Journal” entry.</p>
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<p style="text-align: center;">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 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>	<ul style="list-style-type: none">● You are curators at the National Museum of the American Indian.<ul style="list-style-type: none">○ Problem: You all specialize in the Native American exhibit. Recently, there has been a large decline in museum guests. As a result, the owner wants to completely renovate all sections of the museum. He believes that the section in which you work (the Native American section) is not appealing to guests and is filled with objects that convey no significant story. Although you are a knowledgeable curator of many Native American tribes, the owner believes that there needs to be different ways to attract guests in order to get them interested in the Native American cultures.○ https://docs.google.com/document/d/1kraqrUutrHg_61XuaYFwlHH7J3j0jKocfRCm8OhK0CY/edit
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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">● www.TurnItIn.com (peer editing, writing process)● Google Docs/slides (collaborative notes, peer-editing)● EasyBib Add-On (collective references list)● Google Operators (site:.edu to refine search results)● Google Classroom● Vocabulary.com● Kahoot.it● NewsELA● 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-
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	<ul style="list-style-type: none"> ● illustrated-book-bad-arguments/ ● Google Earth ● You Tube
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<p>Interdisciplinary <u>CCSS.ELA-LITERACY.RL.9-10</u> <u>CCSS.ELA-LITERACY.RH.9-10</u> <u>CCSS.ELA-LITERACY.RST.9-10</u> DANIELSON'S FFT: 1A The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher cites intra- and interdisciplinary content relationships.</p>	Unit One aligns with the US History I Curriculum. Students may use texts from Unit One to define “American Exceptionalism”
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Unit Name: American Romanticism	
<p style="text-align: center;">Core Texts: Textbook Unit 2</p> <ul style="list-style-type: none"> ● Early Romantics: <ul style="list-style-type: none"> ○ Washington Irving “Rip Van Winkle” or “Devil in Tom Walker” ○ “Thanatopsis” - William Cullen Bryant ● Fireside Poets: <ul style="list-style-type: none"> ○ “Excelsior” - Henry Wadsworth Longfellow ○ “The Tide Rises the Tide Falls” -Henry Wadsworth Longfellow ○ “The Village Blacksmith” - Henry Wadsworth Longfellow ● Transcendentalists: <ul style="list-style-type: none"> ○ “Self-Reliance” and “Nature” - Ralph Waldo Emerson 	<p style="text-align: center;">Suggested Supplemental Texts:</p> <ul style="list-style-type: none"> ● Fireside Poets: -“A Psalm of Life” - Henry Wadsworth Longfellow ● Transcendentalists <ul style="list-style-type: none"> ○ <i>Into the Wild</i> ○ “Can we Improve” NYT: ● Piers J. Sellers’ “Cancer and Climate Change” ● John Muir’s “Mount Ritter” ● James Prosek’s “Trout Fishing, a Taut Line to Our Past” ● Paul Salopek’s “Exploring the World on Foot” ● Darkside/Gothic Romantics: -Herman Melville- Excerpts from <i>Moby Dick</i>

<ul style="list-style-type: none"> ○ Excerpts from <i>Walden</i> and “On Civil Disobedience” - Henry David Thoreau ● Darkside/Gothic Romantics: <ul style="list-style-type: none"> ○ “The Tell Tale Heart” or “The Fall of the House of Usher” & “The Raven” - Edgar Allan Poe ○ “The Minister’s Black Veil” - Nathaniel Hawthorne ● Ground Breaking Poets: <ul style="list-style-type: none"> ○ Selected poems of Walt Whitman ○ Selected poems of Emily Dickinson 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> - Protest and civil disobedience is an essential part of American citizenship. - People continue to be fascinated with the dark side of humanity. - The romantic hero has inspired a modern array of vivid characters. 	<p>Essential Questions</p> <ul style="list-style-type: none"> - Is the price for progress ever too high? - Is it patriotic to protest one's government? - Does everyone have a dark side? - Where do people look for truth? - What gives life purpose? - What can nature teach us? - What are the ideals and attitudes that shape your personal creed? - What does society expect of us? - Where does Terror begin? - How do people handle loss? - Is safety an illusion? - Do poems have to follow rules?
<p>Knowledge (Students will know...)</p> <ul style="list-style-type: none"> - Romanticism as a literary movement - The elements of transcendentalism - Stanza, rhyme scheme, and meter - The elements used to create mood; analyze theme - How to Interpret symbol and allegory - How to determine an author’s point of view or purpose, style and content 	<p>Skills (Students will be able to...)</p> <ul style="list-style-type: none"> - Paraphrase main ideas; summarize information; make inferences - Clarify meanings; examine complex sentences - Use rhetorical questions - Identify and use parallelism and adjective clauses - Use knowledge of word roots and affixes to determine word meaning - Research word origins

	<ul style="list-style-type: none"> - Evaluate how meaning is conveyed in visual media - Identify and analyze blank verse - Identify and analyze sound devices and imagery - Identify and analyze satire and unity of effect
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<p style="text-align: center;">Argumentative</p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.W.9-10.1</u></p> <p>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"> ● Write a personal reflection to this article. Do you think it is possible for people to morally improve? Who are you more likely to connect with, Emerson, Poe, or Twain on these ideas? Be sure to use evidence from the article to support your response. ● Using evidence from Edgar Allan Poe’s “The Raven” argue one of the following: <ul style="list-style-type: none"> ○ Can poetic language express something that prose cannot? What makes a work of literature stand the test of time?
<p style="text-align: center;">Analytical/Expository</p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.W.9-10.2</u></p> <p>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>Select one aspect/value/idea of American Romanticism. Then, create a thesis that explores that Romantic ideal in at least three literary works that we studied so far this unit. Create an outline to plan your essay. You MUST use <i>Into the Wild</i> as a source in your paper.</p> <p>One of the major themes of American literature explores man’s relationship with the natural world. American Transcendentalists, Emerson and Thoreau, establish a context with which to understand this relationship. John Muir, a famous conservationist and National Parks advocate, was inspired by the Transcendental spirit of Thoreau and Emerson. Sellers, Prosek, and Salopek have each recently published an article in <i>The New York Times</i> relating personal experience with a perception of the natural world. In a well organized essay, synthesize an understanding of man’s relationship with the natural world.</p>
<p style="text-align: center;">Narrative</p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.W.9-10.3</u></p> <p>Write narratives to develop real or imagined experiences or events using effective</p>	

technique, well-chosen details, and well-structured event sequences.

- The texts in this unit focus on the individual and how individuals fit into the larger schemes of nature and society. Consider the following quotation:
 - “Trust thyself: every heart vibrates to that iron string” (Ralph Waldo Emerson, from “Self-Reliance”)
- What does this quote mean and how does it connect to the texts in this unit? Synthesize your ideas about the role of an individual in society by writing a personal, nonfiction, or fictional narrative.
- You will be provided with excerpted poems from Walt Whitman and Emily Dickinson. Continue writing the excerpted poem in the style of the poet. Continue the logical train of thought present in the poem. To do this you want to include the author’s favorite topics and themes.

Research

CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.8

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.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Susan Cain Vs. Thoreau Synthesis:
 - Imagine that Thoreau is a member of Susan Cain’s Ted Talk (link below). After reading and understanding Thoreau’s claims from the excerpts of “Walden,” how do you think he would respond to Susan Cain?
 - Write an essay that synthesizes Susan Cain’s claims and Thoreau’s claims about introverts and individualism. Your paper should show an in-depth and individual understanding of both the Tedtalk and Thoreau’s “Walden.”
Sources:
 - 1. “The Power of Introverts” Ted Talk: http://www.ted.com/talks/susan_cain_the_power_of_introverts#t-373756
 - 2. from “Walden” Henry David Thoreau (pg. 403-411 in text)

<p style="text-align: center;">Technology</p> <p style="text-align: center;"><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"> ● www.TurnItIn.com (peer editing, writing process) ● Google Docs/slides (collaborative notes, peer-editing) ● EasyBib Add-On (collective references list) ● Google Operators (site:.edu to refine search results) ● Google Classroom ● Vocabulary.com ● Kahoot.it ● NewsELA ● 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/ ● Google Earth ● You Tube
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<p style="text-align: center;">Interdisciplinary</p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.RI.9-10</u> <u>CCSS.ELA-LITERACY.RH.9-10</u> <u>CCSS.ELA-LITERACY.RST.9-10</u></p> <p style="text-align: center;">DANIELSON'S FFT: 1A</p> <p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher cites intra- and interdisciplinary content relationships.</p>	<p>Unit Two aligns with the US History I Curriculum. Students may use texts from Unit Two to explore American Romanticism in a historical context.</p>
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Unit Name: From Realism to Regionalism	
<p>Core Texts: Textbook Unit 3 & 4</p> <ul style="list-style-type: none"> ● Excerpts from <i>Narrative of the Life of Frederick Douglass</i> - Frederick Douglass ● Abraham Lincoln- "The Gettysburg Address" ● Ambrose Bierce: "An Occurrence at Owl Creek Bridge" ● Mark Twain: "The Notorious Jumping Frog of Calaveras County" ● "The Story of an Hour" - Kate Chopin 	<p>Suggested Supplemental Tests:</p> <ul style="list-style-type: none"> ● Excerpts from <i>Adventures of Huckleberry Finn</i> ● "Richard Cory"- Edward Arlington Robinson ● "Desiree's Baby"- Kate Chopin ● "An Episode of War"- Stephen Crane

<ul style="list-style-type: none"> ● Charlotte Perkins Gilman: “The Yellow Wallpaper” 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> - The horrors of the battlefield and the lasting and unexpected consequences of war are omnipresent in American culture. - Artistic innovations broadens American's tastes and imaginations. - African American influences are evident in all spheres of American life. 	<p>Essential Questions</p> <ul style="list-style-type: none"> - What divides a nation? - Is anything worth dying for? - Why do people break rules? - Is it important to face reality? - What does America look like? - What are life's essential truths? - Can you set yourself free? - What is the price of freedom? - What makes a great legacy? - Can we escape the inevitable?
<p>Knowledge <i>(Students will know...)</i></p> <ul style="list-style-type: none"> - The historical and cultural contexts of romanticism and realism - Realism as a literary movement - The literary elements of tone and free verse - The elements of style, including tone, sentence structure, figurative language, and dialogue - The styles of Whitman and Dickinson - The narrative elements, including theme, structure, conflict, and characterization - How to recognize primary sources - How to evaluate the structure and reasoning used in a work 	<p>Skills <i>(Students will be able to...)</i></p> <ul style="list-style-type: none"> - Take notes; synthesize information - Make effective word choices; use vivid verbs - Use language that conveys tone - Compare and contrast print and film versions of a work - Analyze the author's purpose - Contrast romanticism and realism

<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">● Do works of realism actually capture an accurate picture of America?● Does art imitate life? Argue whether or not a select work from the unit imitates reality.● The important historical texts that begin this unit focus on the continuing work of bringing freedom and justice to all members of American society. Look back at this first texts from this unit. What messages about freedom - its meaning and its costs - do the texts convey? Synthesize your ideas by preparing a persuasive speech about a kind of freedom you would like to see expanded in today's world.
<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">● Identify and analyze elements of Realism and Regionalism in various works.● Compare and contrast an author's use of elements of Realism and Regionalism in various works.● Ambrose Bierce uses the plot structure including the exposition, rising action, climax, and falling action to build suspense for the reader. The short story also incorporates flashback in section 2 of the text and imagery through the narrator's description of the setting to develop suspense for the reader. Students will analyze how the author uses the plot structure to build the rising action and suspense of the short story. Their analysis should identify the climax and falling action of the story and evaluate how the structure that Bierce uses develops the story's focus on the complex relationship between the reality of time and Peyton's illusions.● Several texts in this unit focus on the concept of reality. Consider the following quotation: "Reality is that which, when you stop believing in it, doesn't go away." What particular themes or central ideas does each writer want readers to recognize about reality, and why? What specific choices does each author make to reveal a specific

	<p>version of reality? Synthesize your ideas by writing an analytical essay.</p>
<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 a narrative that uses local color and dialect: <ul style="list-style-type: none"> ○ "An Occurrence at Owl Creek Bridge" and "The Notorious Jumping Frog of Calaveras County" is representative of the Realism literary movement. The short stories incorporate characters who are plain, everyday folks whose experiences and challenges are told through local color and dialect. Students can choose a major or minor character from either story and create a narrative in the style of the local color and dialect of that region. The narrative should expand upon their character's perspective in the 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; 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></p>	<ul style="list-style-type: none"> ● Students will research an element of Realism and Regionalism that interests them and apply it to the readings of the unit. ● Mark Twain is considered one of America's greatest satirists. Satire is defined as "a literary technique in which foolish ideas or customs are ridiculed for the purpose of improving society." Is Twain's "Jumping Frog" story an example of satire? If so, how? Using this knowledge, research one satirical story from today's society. Analyze, compare, and contrast, how Mark Twain's use of satire is evident in this contemporary piece of satire.
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Draw evidence from literary or informational texts to support analysis, reflection, and research.

Technology

CCSS.ELA-LITERACY.W.9-10.6

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.

- www.TurnItIn.com (peer editing, writing process)
- Google Docs/slides (collaborative notes, peer-editing)
- EasyBib Add-On (collective references list)
- Google Operators (site:.edu to refine search results)
- Google Classroom
- Vocabulary.com
- Kahoot.it
- NewsELA
- 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/>
- Google Earth
-
- You Tube

Unit Name: Modernism & Contemporary Novel	
<p>Core Fiction Texts: (Select from)</p> <ul style="list-style-type: none"> ● <i>The Catcher in the Rye</i> ● <i>The Great Gatsby</i> ● <i>Of Mice and Men</i> ● <i>To Kill a Mockingbird</i> 	<p>Suggested Supplemental Texts:</p> <ul style="list-style-type: none"> ● <i>Breathing Underwater</i> ● <i>In Cold Blood</i> ● Selected Modernist poems by Langston Hughes, T.S. Elliot, e.e. Cummings, William Carlos Williams, Robert Frost, et. al ● Selected Modernist short stories by Ernest Hemingway, F. Scott Fitzgerald, William Faulkner, Katherine Anne Porter
<p style="text-align: center;">Enduring Understanding</p> <ul style="list-style-type: none"> ● People are both negatively and positively impacted by mass culture and technology. ● The changing face of journalism requires readers to be more critical of the information highway. ● The American Dream changes and evolves to reflect the current generation. ● Technology affects both the form and content of the literary world. <hr/> <ul style="list-style-type: none"> ● Literature reflects and influences the time period in which it was written. ● Comparing and contrasting themes from various pieces of literature increases understanding. ● Understanding the various literary devices and genres and their characteristics enhances meaning. ● The ideals and realities of the American Dream are reflected in our literary tradition. 	<p style="text-align: center;">Essential Questions</p> <ul style="list-style-type: none"> ● What is modern? ● Can ideals survive catastrophe? ● How can people honor their heritage? ● What drives human behavior? ● What makes you you? ● Can culture be captured in words? ● What makes for a full life? ● Would you rather live in the country or city? ● What does it mean to be alone? ● How do you capture a moment? ● Do poems have to follow rules? <hr/> <ul style="list-style-type: none"> ● How does thinking about the author's purpose and message deepen understanding? ● How does the reader's perspective alter interpretation of theme? ● What does it mean to be a man or woman? ● How important is money? ● Does truth change? ● What is love? ● Do I have free will or am I controlled by fate? ● Is a person basically alone or is he or she an integral member of society? ● What is a hero? ● What does it mean to be an adult?
<p style="text-align: center;">Knowledge <i>(Students will know...)</i></p> <ul style="list-style-type: none"> ● Descriptive language, including imagery, figurative language, ● Repetition, and diction 	<p style="text-align: center;">Skills <i>(Students will be able to...)</i></p> <ul style="list-style-type: none"> ● Make inferences and draw conclusions about characters ● Write an analytical essay ● Use passive and active voice effectively

<ul style="list-style-type: none">● The regionalism and naturalism as literary movements● Rhetorical techniques in literature● Literary elements, including setting, plot, conflict,● Theme, tone, and character development● Irony, hyperbole, and understatement● Author's perspective● Primary sources● How an author's choice of genre or text structure affects the expression of a theme or topic● How to make inferences about theme, genre, structure, and elements of drama in different cultural and historical contexts <hr/> <ul style="list-style-type: none">● About the lifestyles and cultures of various authors● The literary elements: frame story, tragedy, tragic hero, foreshadowing, flashback, symbolism, imagery, style, tone, motif, mood, theme, catharsis, internal and external conflict, setting, irony● How to participate in literary discussions (generating pertinent and high quality questions, thinking deeply about literature, engaging in conversation / dialogue about rich concepts, interesting themes, and complex ideas)	<ul style="list-style-type: none">● Use knowledge of Latin and Greek roots to understand word meanings● Discriminate between connotative and denotative meanings of words● Use context clues to determine shades of meanings● Interpret and evaluate messages in photography and fine art● Create a visual representation● Identify and evaluate main ideas and supporting details● Analyze inductive and deductive reasoning● Use word choice, sentence structure, and tone to establish voice● Use word choice, imagery, and tone to create mood <hr/> <ul style="list-style-type: none">● Plot events in a story line● Identify and explain theme● Use context clues and other resources to identify unknown words● Using details provided to visualize characters and predict actions● Note how the cause-and-effect relationships affect conflict.● Visualize the images and comparisons in writing● Connect with literature by asking what is the message the author is trying to send● Identify patterns of organization in text.● Identify the difference between fiction and nonfiction
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Argumentative

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

To Kill a Mockingbird:

1. (**Argumentative, Research & Analytical**) Students are reporting to the mayor of Maycomb Country about the town's morality and justice:

https://docs.google.com/a/roxbury.org/document/d/1c1auueSs7JyTiOkErIHm1KL5Sbo0kfw0RJPk5_mI6pk/edit?usp=sharing

	<ul style="list-style-type: none">• Students will place George Milton on trial for the murder of Lennie Small. Students will have to argue George’s innocence or guilt. This culminating activity will be completed in the form of a mock trial complete. The class will be divided into the prosecution, defense, witnesses, and a jury. <p><i>The Great Gatsby:</i></p> <ul style="list-style-type: none">• In addition to being a love story between Daisy and Gatsby, <i>The Great Gatsby</i> has also been called the greatest social commentary of the 1920s. Social commentary is defined as the act of using rhetorical means to provide commentary on issues in a society.<ul style="list-style-type: none">○ Directions: You will be assigned 1 social topic from the 1920s. You may use your 1920s presentations from the beginning of the unit to help you. Then, do a close reading of the appropriate pages where this social idea is mentioned. Analyze and explain how <i>The Great Gatsby</i> is more than just a love story, but is also a social commentary. In other words, argue what was the author, F. Scott Fitzgerald trying to prove about these various elements of society? <p><i>Catcher in the Rye:</i></p> <ol style="list-style-type: none">1. Is <i>The Catcher in the Rye</i> a novel worth teaching and reading today? Is Holden Caulfield a character that today's teenagers can relate to?
<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>	<p><i>Of Mice and Men:</i></p> <ul style="list-style-type: none">• Which character is the loneliest? Use evidence from character descriptions and conversations to justify your response as well as your own insight as a reader.• Because of Lennie’s disability, he often cannot pick up on social cues and does not see the blatant racism expressed towards Crooks. Explain how Lennie helps “bridge the gap” between Crooks and the other characters and helps to eliminate the racial tension on the ranch.• Friendship is an obvious theme in this novel. Create a theme statement about friendship and then show the development of that theme throughout the novel thus far.• There are many instances of foreshadowing in this novel. Remember, foreshadowing is a hint as to what

might happen later in the book. Select an event from the book and explain how it was foreshadowed earlier in the book, now that we are near the end. Why might Steinbeck use this literary device?

The Catcher in the Rye:

- Watch the first TED talk in this series titled: “Depression: the secret we share”
 - http://www.ted.com/playlists/175/the_struggle_of_mental_health
 - In 1-2 paragraphs explain how this TED talk helps you better understand Holden Caulfield. Cite specific examples from both *The Catcher in the Rye* and the TED talk in your response.
- Analyze themes in the novel and write an extended response to about personal understanding of each theme. <https://docs.google.com/a/roxbury.org/document/d/1F-m7pvN5r7SKPMT7LpD--3mxin1Ag1SUHgVE0JKhGuM/edit?usp=sharing>
- Analyze how Thoreau and Holden compare in philosophies:
 - <https://docs.google.com/a/roxbury.org/document/d/15bspJS11X6x8HTmNpg4ADbOjuKJzDI7ZGX6iTAEj2Jk/edit?usp=sharing>
- Critic David D. Galloway said, “Wherever Holden turns, his craving for truth seems to be frustrated by the phoniness of the world.” Analyze Holden’s use of the word “phony”. What does the word mean in the context of the book, Is Holden himself guilty of being a phony?

The Great Gatsby

- In chapter 6, look again at the passage where the reader learns more about Gatsby’s past life. Identify the key differences between James Gatz and Jay Gatsby. Be sure to compare and contrast the 2 personalities. Comment on this transformation. Does this actually happen in real life? Explain.

To Kill a Mockingbird:

- Chapter 12-13 Quote analysis. Students will take given quote and analyze the bigger purpose of each. <https://docs.google.com/a/roxbury.org/document/d/17>

	<p>44HWqV2wkhU5tHUZg1YN4bEdzwSlAYVWWGiiKuLkrU/edit?usp=sharing</p> <p><i>In Cold Blood:</i></p> <ul style="list-style-type: none">● Students will analyze Capote’s writing bias and manipulation throughout the novel: https://docs.google.com/document/d/1xdceeKe-WVEmexQsM4aPMISr9L4RgMs-fpbj14hKBmY/edit?usp=sharing● Students will analyze Part One of the novel, focusing on the bigger function of the exposition https://docs.google.com/document/d/1ZdvVx42ZKZeKjw4xvS1xaNHv513pc6bjL3a52Sjs6a4/edit?usp=sharing●
<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><i>The Catcher in the Rye:</i></p> <ul style="list-style-type: none">● One important way of understanding how different characters feel about the main character is to put yourself in their shoes. This activity helps you understand the effect Holden has on those around him, and how that effect reverberates to affect himself. You will select a character and write a journal entry he/she might have written after interacting with Holden. Use evidence from the <u>text</u> in your journal.● Write 1 page double spaced on your assigned subject in Holden Caulfield’s (Salinger’s) style. <p><i>The Great Gatsby</i></p> <ul style="list-style-type: none">● As Gatsby and Daisy are reacquainted in Ch. 5-6, Nick remarks that he is ‘aware of the loud beating of my own heart’. Write 1 page that recounts the thoughts and feelings that are running through Nick’s head as he witnesses the meeting between Gatsby and Daisy. Your response should be written as Nick.● Look closely at the meeting of Gatsby and Daisy in chapter 5 paying particular attention to the mood and tone of the passage. Now re-write the passage from the

perspective of a stranger looking in on the two people, unaware of who they are, but conveying the meaning of the conversation by describing their body language and facial expressions.

In the novel To Kill a Mockingbird, Boo Radley is seen through the eyes of Scout and Jem.

Write an original narrative story that discusses Scout and Jem from the point of view of Boo Radley. In your story, use what you have learned about the characters to convey Boo's observations of Scout and Jem as they matured throughout the novel.

Use relevant, concrete, and sufficient details from the novel to support your story. The details may be explicitly stated in the novel or logically inferred from the novel.

Research

CCSS.ELA-LITERACY.W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.9-10.8

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.

CCSS.ELA-LITERACY.W.9-10.9

Of Mice and Men:

- Research John Steinbeck's life, time period, regional influences, literary influences, etc and apply this information to the impact on the novel.

The Catcher in the Rye:

- While reading *The Catcher in the Rye*, many of you have said "What is wrong with this kid"?! Or, perhaps you have thought it while reading. Here is your chance to try to figure that out. Use WebMD.com to select Holden's symptoms. Then, research the possible conditions that Holden may be suffering from. Ultimately, create a thesis statement and prove that Holden is suffering from that condition in a 4-6 page paper. You must use evidence from the novel, WEBMD and 2 other outside sources to prove your thesis/diagnosis

The Great Gatsby:

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Rather than listen to a lecture about the literary, historical, social, and political contexts of the 1920's, you will be researching different background information for this time period and presenting your findings to the class. *The Great Gatsby* is a unique novel because the historical, social, and political contexts are extremely important in understanding the events and characters in within the text. You will be working in small groups to research AND present this information. Create a brief Google Slideshow or Prezi to present your information to the class. You will have one class to research and organize your presentation. Be sure to include a **Works Cited** slide at the end of your presentation. **Review the rubric** for further directions/requirements.

- <https://docs.google.com/document/d/1679QyYVhtz2I0ciqNBVN37vz9oJHSbvAe6rvrEvDtvo/edit>

To Kill a Mockingbird:

- Students will complete essential question research tasks. Explore the research provided and evaluate your opinions of the essential questions in a personal response.
https://docs.google.com/a/roxbury.org/document/d/1b1cokCShkOrqlg23ar5B5Hu2rxRWMe_VtYgGU6j_Nc8/edit?usp=sharing

In Cold Blood:

- Students will research possible illnesses within two characters, Dick and Perry:
<https://docs.google.com/a/roxbury.org/document/d/160d98zf1Q68u5ZnHTQmgOZ6Wo6Gvrn7OyZDpzzHsXYI/edit?usp=sharing>

Breathing Underwater:

- Students research characteristics of an abuser and identify where these characteristics appear in the novel within the characters:
https://docs.google.com/a/roxbury.org/document/d/1eUF01pS9jNwh3GD5oDwOMtS35gNA5_eyJK6b6nmpk-Y/edit?usp=sharing
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Technology

- www.TurnItIn.com (peer editing, writing process)

<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"> ● Google Docs/slides (collaborative notes, peer-editing) ● EasyBib Add-On (collective references list) ● Google Operators (site:.edu to refine search results) ● Google Classroom ● Vocabulary.com ● Kahoot.it ● NewsELA ● 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/ ● Google Earth ● You Tube
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<p style="text-align: center;">Interdisciplinary</p> <p><u>CCSS.ELA-LITERACY.RI.9-10</u> <u>CCSS.ELA-LITERACY.RH.9-10</u> <u>CCSS.ELA-LITERACY.RST.9-10</u> DANIELSON'S FFT: 1A</p> <p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher cites intra- and interdisciplinary content relationships.</p>	<ul style="list-style-type: none"> ● Many Modernist poets were inspired by the visual arts. Students will explore the relationship between Ekphrastic poetry and Modern art of the early 20th century. ● Woody Guthrie's music is inspired by the struggle many Americans faced after the Great Depression and during the dust bowl. Students will listen to the music of Woody Guthrie and argue the importance of this 20th century icon. Students should consider <i>Of Mice and Men</i> when forming an argument. ● Jazz music was the soundtrack to the roaring 20's. Listen to the music of Jelly Roll Morton, Louis Armstrong, and Paul Whiteman and his Orchestra and craft an argument about the music's relationship to the time period. Students should consider <i>The Great Gatsby</i> when forming an argument.
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Unit Name: Drama [Yearlong]	
<p>Core Fiction Texts:</p> <ul style="list-style-type: none"> ● <i>A Streetcar Named Desire</i> - Tennessee Williams 	<p>Suggested Supplemental Texts:</p> <ul style="list-style-type: none"> ● <i>The Crucible</i>- Arthur Miller ● <i>Our Town</i> - Thornton Wilder ● <i>Death of a Salesman</i>- Arthur Miller ● <i>American Dream</i> - Edward Albee
Enduring Understandings	Essential Questions

<ul style="list-style-type: none"> ● Literature reflects and influences the time period in which it was written. ● Comparing and contrasting themes from various pieces of literature increases understanding. ● Understanding the various literary devices and genres and their characteristics enhances meaning. ● The ideals and realities of the American Dream are reflected in our literary tradition. 	<ul style="list-style-type: none"> ● How does thinking about the author's purpose and message deepen understanding? ● How does the selection of genre shape the author's message? ● How does the reader's perspective alter interpretation of theme? ● What does it mean to be a man or woman? ● How important is money? ● Does truth change? ● What is love? ● Do I have free will or am I controlled by fate? ● Is a person basically alone or is he or she an integral member of society? ● What does it mean to be an adult?
<p style="text-align: center;">Knowledge (Students will know...)</p> <ul style="list-style-type: none"> - About the lifestyles and cultures of various authors - Expressionistic, Absurd, and Realistic Drama conventions - The literary elements: tragedy, tragic hero, foreshadowing, flashback, symbolism, imagery, style, tone, motif, mood, theme, catharsis, internal and external conflict, setting, irony - How to participate in literary discussions (generating pertinent and high quality questions, thinking deeply about literature, engaging in conversation / dialogue about rich concepts, interesting themes, and complex ideas) 	<p style="text-align: center;">Skills (Students will be able to...)</p> <ul style="list-style-type: none"> - Plot events in a story line - Identify and explain theme - Use context clues and other resources to identify unknown words - Using details provided to visualize characters and predict actions - Note how the cause-and-effect relationships affect conflict. - Visualize the images and comparisons in writing - Connect with literature by asking what is the message the author is trying to send - Identify patterns of organization in text. - Identify the difference between fiction and nonfiction

<p style="text-align: center;">Argumentative</p> <p style="text-align: center;"><u>CCSS.ELA-LITERACY.W.9-10.1</u></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>- Students will research and analyze Tennessee Williams' use of the <u>grotesque</u> in <i>A Streetcar Named Desire</i>. Students will then synthesize this understanding with Thomas Foster's chapter "Nice to Eat You: Vampires" from <i>How to Read Literature Like a Professor</i>.</p> <p style="text-align: center;"><u>Grotesque Assignment</u></p>
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<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"> • Students will identify the allusion to William Blake’s “The Tyger” and analyze its significance to <i>A Streetcar Named Desire</i>. • Streetcar play and film analysis: Students will analyze the function of setting, music, lighting, and symbols within each scene. https://docs.google.com/a/roxbury.org/document/d/1U-kc0TL3SPz14PCQ9jqUZUeaVLs8TAGPsbngRz8fFo/edit?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 a journal entry from one of the character's perspective about Blanche’s time with the Kowalski’s. • Re-write a scene to reflect a different setting.

<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; 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,</p>	<p>- <i>Breathing Underwater and A Streetcar Named Desire:</i></p> <ol style="list-style-type: none"> 1. Read the book <i>Breathing Underwater</i> on your own while we are studying the play <i>A Streetcar Named Desire</i> in class. 2. Write a comparative essay of the 2 literary works. You may choose from the following options. <ul style="list-style-type: none"> • Option 1: Does <i>A Streetcar Named Desire</i> and <i>Breathing Underwater</i> seem to be a realistic picture of alcoholism and/or domestic violence? • Option 2: How do characters in <i>A Streetcar Named Desire</i> and <i>Breathing Underwater</i> portray the similarities and difference of people’s perceptions of reality?
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<p>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>	<ul style="list-style-type: none"> ● Option 3: Create your own thesis that compares the two works in another way. Submit your thesis for approval before your begin writing. <p>Streetcar Named Desire:</p> <ul style="list-style-type: none"> ● Students will research the time period and historical background to the play: https://docs.google.com/a/roxbury.org/document/d/1jJpb1bppwnKgeqop04cG7Jms4egC7k_4dIYOiBt0fsw/edit?usp=sharing
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<p>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"> ● www.TurnItIn.com (peer editing, writing process) ● Google Docs/slides (collaborative notes, peer-editing) ● EasyBib Add-On (collective references list) ● Google Operators (site:.edu to refine search results) ● Google Classroom ● Vocabulary.com ● Kahoot.it ● NewsELA ● 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/ ● Google Earth ● You Tube
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<p>Interdisciplinary</p> <p><u>CCSS.ELA-LITERACY.RI.9-10</u> <u>CCSS.ELA-LITERACY.RH.9-10</u> <u>CCSS.ELA-LITERACY.RST.9-10</u> DANIELSON'S FFT: 1A The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher cites intra- and interdisciplinary content relationships.</p>	<p>- Explore and analyze Expressionist artwork</p>
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<p>Unit Name: Writing & Research [Yearlong] See tasks throughout curriculum</p>	
<p>Enduring Understandings</p>	<p>Essential Questions</p>

<ul style="list-style-type: none"> ● Writing is a process, a journey of discovery in which one can explore thoughts, experiment with ideas and search for connections, ● Through writing one can explore and record thoughts, feelings, and ideas for self or can communicate them to an audience ● Good research involves using a variety of sources and materials. ● Knowing where to go, how to access information, and how to record findings are important skills and strategies. ● The editing and revision process are an integral part of writing. 	<ul style="list-style-type: none"> ● What is the importance of audience in writing? ● How do you determine if a source is reliable? ● What is good writing? ● What are the strengths and weaknesses of this writing? ● Why is writing important? ● What makes writing coherent, logical, and expressive? ● Why revise? ● How is revising a piece of writing as essential as the initial effort? ● How can organization influence meaning and clarity in a piece of writing? ● What does it mean to be organized in writing?
<p style="text-align: center;">Knowledge <i>(Students will know...)</i></p> <ul style="list-style-type: none"> - The research process - How to find relevant information from multiple print and digital sources, including primary and secondary sources and online resources; use advanced searches effectively - How to assess the credibility, as well as the strengths and limitations, of each - Credible and rich sources, including nonfiction books, newspapers, periodicals, and Web sites - How to paraphrase and summarize information - How to Avoid plagiarism by quoting directly and crediting sources - How to verify information, detect bias, and develop own perspective 	<p style="text-align: center;">Skills <i>(Students will be able to...)</i></p> <ul style="list-style-type: none"> - Write a research paper - Document sources - Prepare Works Cited list - Recognize how to cite properly. - Use punctuation with parenthetical citations - Use correct style for direct quotations - Formulate and prove a thesis - Use proper MLA format - Demonstrate the conventions of standard English grammar and usage - Hook reader's attention with a strong introduction - Present causes and effects in a logical order and use transitions effectively - Use language and details appropriate to the audience - Understand the difference between a formal object style and tone and informal one. - Write a conclusion that leaves readers with a strong final impression. - Students will be able to elaborate using facts, details, examples, and quotations.

	- Make source cards and take notes
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<p style="text-align: center;">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 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>	<ul style="list-style-type: none"> ● Students will create and evaluate thesis statements <ul style="list-style-type: none"> ○ https://docs.google.com/a/roxbury.org/document/d/13A1uHmrA_URT9UIWLaTr6f7dC1ODBWESDjzPejBriLQ/edit?usp=sharing ● Students will learn MLA formatting and the writing process: <ul style="list-style-type: none"> ○ https://docs.google.com/a/roxbury.org/document/d/1Jj1i1LuZN3iZQiqUPi-ZdFTOoBptwAe9BW3m-OujbZw/edit?usp=sharing ○ https://docs.google.com/a/roxbury.org/document/d/1oxaRjQkUypSo2MT6uleFUFLecmOq3WqHtQZbAmvvgHg/edit?usp=sharing ● Students will participate in a peer revision process. <ul style="list-style-type: none"> ○ https://docs.google.com/a/roxbury.org/document/d/1a5EZ8Re1mMZfKuHMGTN-8tH-3C8ErSTtOhyV6ZyQec/edit?usp=sharing ● Students will evaluate the quality of research sources using the C.R.A.P. method.(Current, relevant, authorship/authority, purpose) ● Students will organize resources and information <ul style="list-style-type: none"> ○ https://docs.google.com/a/roxbury.org/document/d/1sjesHPvOp7ENxyBP7jnxSPiQpvsHerOjEtzebwUHT7c/edit?usp=sharing ● ● Student revisions will include reflection for future growth. ● Students will analyze teacher feedback, rubrics, and final copies of their work to justify their work: Sample Assignment
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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</p>	<ul style="list-style-type: none"> ● www.TurnItIn.com (peer editing, writing process) ● Google Docs/slides (collaborative notes, peer-editing) ● EasyBib Add-On (collective references list) ● Google Operators (site:.edu to refine search results) ● Google Classroom ● Vocabulary.com ● Kahoot.it ● NewsELA
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<p>information flexibly and dynamically.</p>	<ul style="list-style-type: none">● 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/● Google Earth● You Tube
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<p>Interdisciplinary <u>CCSS.ELA-LITERACY.RI.9-10</u> <u>CCSS.ELA-LITERACY.RH.9-10</u> <u>CCSS.ELA-LITERACY.RST.9-10</u> DANIELSON'S FFT: 1A The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher cites intra- and interdisciplinary content relationships.</p>	<p>- Student writing skills transcend all subjects and are reinforced in other classes.</p>
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