

**Advanced English 9 B**

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Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p><b>English 9A</b></p> <p><b>CEQs :</b></p> <ul style="list-style-type: none"> <li>• <b>How does history influence literature?</b></li> <li>• <b>How is a formal essay constructed using MLA style?</b></li> <li>• <b>How are themes in real life present in literature?</b></li> </ul> <p><b>Romeo and Juliet</b></p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>• How are the themes in William Shakespeare's writing still prevalent in modern society?</li> <li>• How are literary devices used in literature?</li> <li>• How are specific examples used to</li> </ul>	<p><b>Romeo and Juliet</b></p> <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. Summarize passages</li> <li>2. Make inferences</li> <li>3. Organize details in passages</li> <li>4. Define author's intent in passages</li> <li>5. Track examples of theme</li> <li>6. Identify examples of literary devices</li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate six traits of writing</li> <li>2. Analyze a theme within a text</li> <li>3. Cite sources in MLA style documentation</li> <li>4. Translate Shakespearean lines to modern English</li> </ol>	<p><b>Romeo and Juliet</b></p> <p><b>Reading</b></p> <p>LT1.I can independently comprehend literature.</p> <p>LT2.I can identify and explain the use of figurative language in a literary work.</p> <p>LT3.I can understand the visual elements and style of the author's work.</p> <p>LT4. I can determine theme, author's purpose, or main idea in a literary work.</p> <p>LT5. I can independently identify literary elements.</p> <p>LT6. I can analyze how authors use literary elements to enhance works.</p> <p>LT7. I can analyze how the literature is influenced by the culture, context, or era in which it was written.</p>	<p><b>Romeo and Juliet</b></p> <p><b>Reading</b></p> <p><b>9.4.1.1</b></p> <p><b>9.4.2.2</b></p> <p><b>9.4.3.3</b></p> <p><b>9.4.4.4</b></p> <p><b>9.4.5.5</b></p> <p><b>9.4.6.6</b></p> <p><b>9.4.7.7</b></p> <p><b>9.4.9.9</b></p> <p><b>9.4.10.10</b></p> <p><b>9.5.1.1</b></p> <p><b>9.5.2.2</b></p> <p><b>9.5.3.3</b></p> <p><b>9.5.4.4</b></p> <p><b>9.5.5.5</b></p> <p><b>9.5.6.6</b></p> <p><b>9.5.7.7</b></p> <p><b>Writing</b></p> <p><b>9.7.1.1</b></p> <p><b>9.7.2.2</b></p> <p><b>9.7.3.3</b></p> <p><b>9.7.5.5</b></p> <p><b>9.7.6.6</b></p> <p><b>9.7.7.7</b></p>	<p><b>Romeo and Juliet</b></p> <p><b>Reading</b></p> <p><b>CFA</b></p> <p><b>=Vocabulary</b></p> <p><b>Pretest</b></p> <p><b>CFA =Act</b></p> <p><b>quizzes</b></p> <p><b>CFA =Literary</b></p> <p><b>Discussions</b></p> <p><b>CFA</b></p> <p><b>=Vocabulary</b></p> <p><b>Quiz</b></p> <p><b>CSA = Romeo and Juliet</b></p> <p><b>Objective Test</b></p> <p><b>CSA=Romeo and Juliet</b></p> <p><b>Vocabulary Test</b></p>	<p><b>Romeo and Juliet</b></p> <p><b>Reading</b></p> <p>Copy of <i>Romeo and Juliet</i> (Shakespeare) or text</p> <p>Audio version of <i>Romeo and Juliet</i> (Shakespeare)</p> <p><i>Shakespeare in the Classroom</i> video</p> <p>Shakespeare PowerPoint</p> <p><i>Romeo and Juliet</i> Film (1968)</p> <p><i>Romeo and Juliet</i> Film (1996)</p> <p><b>Writing</b></p> <p>MLA handbook</p> <p>Copy of <i>Romeo and Juliet</i> (Shakespeare) or text</p>

<p>compare literature to modern society?</p> <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. Summary</li> <li>2. Inference</li> <li>3. Author intent</li> <li>4. Theme</li> <li>5. Literary Devices</li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. Content/ideas</li> <li>2. Organization</li> <li>3. Voice</li> <li>4. Word Choice</li> <li>5. Theme</li> <li>6. MLA documentation</li> <li>7. Vocabulary</li> </ol>		<p>LT8. I can effectively communicate critical thinking through literary-based writings, discussions, and presentations.</p> <p>LT9. I can evaluate the quality of literature (i.e. what makes a work a classic versus popular).</p> <p><b>Writing</b></p> <p>LT1. I can formulate a thesis statement that clearly communicates the focus of a longer work.</p> <p>LT2. I can support a thesis statement with specific evidence, examples, and/or details that show the reader my ideas.</p> <p>LT3. I can organize supporting details into paragraph structure with a definite introduction, body, and conclusion.</p> <p>LT4. I can enhance organization through the use of topic sentences, transitions, and concluding sentences.</p> <p>LT5. I can improve my</p>	<p><b>9.7.8.8</b></p> <p><b>9.7.9.9</b></p>	<p><b>Writing</b></p> <p><b>CFA=Romeo and Juliet Essay Outline</b></p> <p><b>CFA=Romeo and Juliet Essay Rough Draft</b></p> <p><b>CSA=2-4 page Romeo and Juliet paper with MLA documentation (Romeo and Juliet Paper Rubric)</b></p>	
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		work by revising content and editing writing wo it is free of punctuation, capitalization, and usage errors.			
<b><u>Grammar/Usage</u></b> 1. Sentence Correction 2. Usage	<b><u>Grammar/Usage</u></b> 1. Identify rules of usage 2. Correct usage errors in sentences	<b><u>Grammar/Usage</u></b> LT1. I can demonstrate command of usage of Standard English grammar when writing and speaking. LT2.I can determine or clarify the meaning of unknown and multiple-meaning words and phrases.	<b><u>Grammar/Usage</u></b> 9.11.1.1 9.11.3.3 9.11.4.4 9.11.5.5 9.11.6.6	<b><u>Grammar/Usage</u></b> CFA = English 9B Pre-test  CFA=Grammar/usage quizzes  CSA=Grammar/usage post-test	<b><u>Grammar/Usage</u></b> Grammar/usage packet  Grammar/usage practice worksheets  Grammar/usage PowerPoint
<b><u>Holocaust Unit</u></b> UEQ: <ul style="list-style-type: none"> <li>How does literature communicate the results of a historical event?</li> <li>What are credible sources and how are they correctly cited in MLA format?</li> <li>How are themes evident in non-fiction literature?</li> </ul>	<b><u>Holocaust Unit Reading</u></b> 1. Summarize events in a story 2. Connect story events to history 3. Form inferences 4. Provide specific examples to support themes 5. Identify figurative language throughout text and analyze how it enhances the story	<b><u>Holocaust Unit Reading</u></b> LT1.I can independently comprehend fiction and nonfiction literature. LT2.I can determine theme, author’s purpose, or main idea in a literary work. LT3.I can analyze how the literature is influenced by the culture, context, or era in which it was written. LT4.I can effectively communicate critical	<b><u>Holocaust Unit Reading</u></b> 9.4.1.1 9.4.2.2 9.4.3.3 9.4.4.4 9.4.5.5 (BT) 9.4.10.10 9.5.1.1 9.5.2.2 9.5.3.3 9.5.4.4 9.5.5.5 9.5.6.6 9.5.7.7	<b><u>Holocaust Unit Reading</u></b> CFA = <i>Night</i> Quizzes  CFA =Classroom Discussion  CSA=Two Final Holocaust tests: <i>Night</i> timed essay & <i>The Book Thief</i> objective/written	<b><u>Holocaust Unit Reading</u></b> Copy of <i>Night</i> by Elie Wiesel  Oprah: Interview with Elie Wiesel  <i>Gerta Weissman</i> interview (film)  <i>Elie Wiesel Goes Home</i> film  Copy of <i>The Book Thief</i> by Markus Zusak

<p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. Summary</li> <li>2. Historical Background</li> <li>3. Inference</li> <li>4. Author intent</li> <li>5. Vocabulary Context Clues</li> <li>6. Theme</li> </ol> <p><b>Writing/Research</b></p> <ol style="list-style-type: none"> <li>1. Content/ideas</li> <li>2. Organization</li> <li>3. Word Choice</li> <li>4. Conventions</li> <li>5. MLA documentation</li> </ol> <p><b>**Note:</b> this writing / research unit may not fit in the trimester, and may need to be eliminated. 2016-17 will tell.</p>	<p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. Write a 1.5-2 page essay using the six traits of writing</li> <li>2. Create a formal works cited page</li> </ol>	<p>thinking through literary-based writings, discussions, and presentations.</p> <p>LT5. I can identify and analyse the impact of figurative language in literary works.</p> <p><b>Writing/Research</b></p> <p>LT1.I can clearly communicate the focus of a longer work of writing.</p> <p>LT2.I can incorporate specific evidence, examples, and/or details that show the reader my ideas.</p> <p>LT3.I can organize supporting details into paragraphs.</p> <p>LT4. I can improve my work by revising content and editing writing so it is free of punctuation, capitalization, and usage errors.</p> <p>LT5.I can analyze information to determine a source's relevance and credibility.</p> <p>LT2.I can select material that is relevant to my main ideas.</p>	<p><b>9.5.8.8</b></p> <p><b>Writing/Research</b></p> <p><b>9.7.1.1</b></p> <p><b>9.7.2.2</b></p> <p><b>9.7.4.4</b></p> <p><b>9.7.5.5</b></p> <p><b>9.7.6.6</b></p> <p><b>9.7.7.7</b></p> <p><b>9.7.8.8</b></p> <p><b>9.7.9.9</b></p> <p><b>9.7.10.10</b></p> <p><b>9.9.2.2</b></p> <p><b>9.9.3.3</b></p> <p><b>9.9.6.6</b></p> <p><b>9.9.7.7</b></p> <p><b>9.12.9.9</b></p>	<p><b>Writing</b></p> <p><b>CFA = Journals</b></p> <p><b>CSA = Holocaust Project</b></p>	<p><i>The Book Thief</i> film</p> <p><b>Writing/Research</b></p> <p>MLA Handbook</p> <p>Copy of <i>Night</i> by Elie Wiesel</p> <p>Copy of <i>The Book Thief</i></p>
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		<p>LT3.I can paraphrase, summarize, and directly quote sources that support my ideas.</p> <p>LT4.I can integrate source material smoothly into my own writing.</p> <p>LT5.I can construct my works cited page, in-text citations, and page setup in MLA format.</p> <p>LT6. I can use textual evidence to support my ideas.</p> <p><b>Speaking</b></p> <p>LT1.I can clearly communicate the focus of a presentation.</p> <p>LT2.I can support a thesis statement with specific evidence, examples, and/or details that show the reader my ideas.</p> <p>LT3.I can organize supporting details in a presentation.</p> <p>LT4.I can enhance organization through the use of clear transitions.</p> <p>LT5.I can deliver a presentation clearly by utilizing the elements of effective public speaking</p>			
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		such as eye contact, voice quality, and posture.			
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