

English 9 B

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

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| <p>compare literature to modern society?</p> <p>Reading</p> <ol style="list-style-type: none"> 1. Summary 2. Inference 3. Author intent 4. Theme 5. Literary Devices <p>Writing</p> <ol style="list-style-type: none"> 1. Content/ideas 2. Organization 3. Voice 4. Word Choice 5. Theme 6. MLA documentation 7. Vocabulary | | <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>Writing</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>9.7.8.8</p> <p>9.7.9.9</p> | <p>Writing</p> <p>CFA=Romeo and Juliet Essay Outline</p> <p>CFA=Romeo and Juliet Essay Rough Draft</p> <p>CSA=2-4 page Romeo and Juliet paper with MLA documentation (Romeo and Juliet Paper Rubric)</p> | |
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| | | work by revising content and editing writing wo it is free of punctuation, capitalization, and usage errors. | | | |
| <u>Grammar/Usage</u> 1. Sentence Correction 2. Usage | <u>Grammar/Usage</u> 1. Identify rules of usage 2. Correct usage errors in sentences | <u>Grammar/Usage</u> 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. | <u>Grammar/Usage</u> 9.11.1.1 9.11.3.3 9.11.4.4 9.11.5.5 9.11.6.6 | <u>Grammar/Usage</u> CFA = English 9B Pre-test CFA=Grammar/usage quizzes CSA=Grammar/usage post-test | <u>Grammar/Usage</u> Grammar/usage packet Grammar/usage practice worksheets Grammar/usage PowerPoint |
| <u>Holocaust Unit</u> UEQ: <ul style="list-style-type: none"> How does literature communicate the results of a historical event? What are credible sources and how are they correctly cited in MLA format? How are themes evident in non-fiction literature? | <u>Holocaust Unit</u> Reading 1. Summarize events in a story 2. Connect story events to history 3. Form inferences 4. Provide specific examples to support themes Writing 1. Write a 1.5-2 page essay using the six traits of writing 2. Create a formal works | <u>Holocaust Unit</u> Reading 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 | <u>Holocaust Unit</u> Reading 9.4.1.1 9.4.2.2 9.4.3.3 9.4.4.4 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 9.5.8.8 | <u>Holocaust Unit</u> Reading CFA = <i>Night</i> Quizzes CFA =Classroom Discussion CSA=Final Holocaust test Writing CFA = Journals | <u>Holocaust Unit</u> Reading Copy of <i>Night</i> by Elie Wiesel <i>Schindler's List</i> film Oprah: Interview with Elie Wiesel <i>Gerta Weissman</i> interview (film) <i>Elie Wiesel Goes Home</i> Film |

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| <p>Reading</p> <ol style="list-style-type: none"> 1. Summary 2. Historical Background 3. Inference 4. Author intent 5. Vocabulary Context Clues 6. Theme <p>Writing/Research</p> <ol style="list-style-type: none"> 1. Content/ideas 2. Organization 3. Word Choice 4. Conventions 5. MLA documentation | <p>cited page</p> | <p>thinking through literary-based writings, discussions, and presentations.</p> <p>Writing/Research</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>LT3.I can paraphrase, summarize, and directly</p> | <p>Writing/Research</p> <p>9.7.1.1</p> <p>9.7.2.2</p> <p>9.7.4.4</p> <p>9.7.5.5</p> <p>9.7.6.6</p> <p>9.7.7.7</p> <p>9.7.8.8</p> <p>9.7.9.9</p> <p>9.7.10.10</p> <p>9.9.2.2</p> <p>9.9.3.3</p> <p>9.9.7.7</p> <p>9.12.9.9</p> | <p>CSA = Holocaust Project</p> | <p>Writing/Research</p> <p>MLA Handbook</p> <p>Copy of <i>Night</i> by Elie Wiesel</p> |
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| | | <p>quote sources that support my ideas. LT4.I can integrate source material smoothly into my own writing. LT5.I can construct my works cited page, in-text citations, and page setup in MLA format.</p> <p>Speaking LT1.I can clearly communicate the focus of a presentation. LT2.I can support a thesis statement with specific evidence, examples, and/or details that show the reader my ideas. LT3.I can organize supporting details in a presentation. LT4.I can enhance organization through the use of clear transitions. LT5.I can deliver a presentation clearly by utilizing the elements of effective public speaking such as eye contact, voice quality, and posture.</p> | | | |
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