

Ohio's Learning Standards are the defacto curriculum for ELNGLISH 9 with the goal of student mastery of those Standards using multiple and varied literary/informational texts, tools, and strategies. The sequence of this older curriculum unit is NOT meant to be prescriptive. These older resources can provide multiple ideas for teaching the Standards for student mastery, but are aligned to Ohio's Learning Standards before the 2017 revisions and Ohio's State Tests. Please DO NOT adhere to the protocols of the past reflected in these older resources where each nine-week unit culminated in a writing. Instead, reading and writing should be integrated throughout ELA instruction, and not treated as isolated activities. Students should be reading and writing routinely (daily/weekly), not just reading one novel and producing one writing per quarter. Thus, feel free to pull ideas from these older resources to help students master Standards without being caught up in having to "cover" items you find in those resources. CCS strongly encourages the implementation of a Writers/Readers Workshop model for routine reading and writing instruction which you can find out more about [HERE](#) (pages 3-4) and [HERE](#).

Contents: Grade 9 Our Differences Unit

Big Question: Do Our Differences Define Us?

Dramatic Literature (3 selections)

from The Shakespeare Stealer

The Tragedy of Romeo and Juliet

*Pyramus and Thisbe**

Nonfiction (1 selection)

The Shakespeare Theater: Romeo and Juliet

Poetry (1 poem)

“Sonnet 116” (online: <http://www.shakespeare-online.com/sonnets/116.html>)

Optional Argument Writing Prompt: What does Ford Maddox Brown or Diego Rivera suggest about the relationship of men and women to their work? After analyzing either *Work* or *Man and Machine*, write an essay that addresses the question. Support your position with evidence from the painting (visual text). L2 Be sure to acknowledge competing views. L3 Give examples from past or current events or issues to illustrate and clarify your position.

*denotes reading selection utilized during intervention/enrichment

**COLUMBUS CITY SCHOOLS
ENGLISH GRADE 9**

Our Differences Unit				
Unit/Topics	Periods	Common Core State Standards	Textbook/Supplemental Materials	Assessments/Assignments
<p>The Big Question: Do our differences define us?</p> <p>1. Reading Literature; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Elements of drama • Determining word meaning from dictionaries • Determining word meaning from roots, prefixes, suffixes • Determining word meaning through figurative language. • Setting • Characterization • Diction • Plot • Climax • Conflict • Close reading • Comedy • Monologue • Soliloquy • Aside • Informal writing • • • • • 	<p>Week 1 Periods: 4</p>	<p>RL.9-10.1 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.10 W.9-10.4 W.9-10.9a W.9-10.10 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 • •</p>	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • The Big Question pp. 778-779 • Introduction: Drama pp. 780-783 • Model Selection: <i>from The Shakespeare Stealer</i> pp. 785-796 <p><i>Unit 5 Resources</i></p> <ul style="list-style-type: none"> • pp. 7-22 <p>Technology</p> <p>Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Introducing the Big Question</u> [Big Question Video (0:43), Introduction, Vocabulary Central] • <u>Introduction: Drama</u> [Introduction, Meet the Author Video (2:49)] • <u>Learning About the Genre</u> [Learning About Drama, Drama Video (3:49)] • <u>Model Selection</u> (Model 	<p>Reading</p> <ul style="list-style-type: none"> • The Big Question (nonfiction) from <u>The Shakespeare Stealer</u> (dramatic literature) <p>Writing</p> <ul style="list-style-type: none"> • Students write an informal response to The Big Question (“Write What You Know” and “Explain What You Know”). <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Small group discussion • Whole group discussion <p>Language</p> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • Selection tests • Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • In small groups, students write and • •

			<p><u>The Shakespeare Stealer</u>)</p> <ul style="list-style-type: none"> • <u>After You Read</u> (Critical Thinking, Drama Review, Research the Author) 	<p>perform what they imagine the next scene of <u>The Shakespeare Stealer</u> will be. Students may discuss and compare the different scenarios depicted in their plays.</p>
<p>2. Reading Literature; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Determining word meaning from dictionaries • Determining word meaning through roots, prefixes, suffixes • Determining word meaning through figurative language • Sonnet • Inference Setting • Characterization • Poetry • Theme • Diction • Irony • Mood • Tone • Plot • Conflict • Close reading • Drawing conclusions • Dialogue • Stage directions • Summarization • Sound devices • 	<p>Weeks 1-2 Periods: 5</p>	<ul style="list-style-type: none"> • RL.9-10.1 • RL.9-10.2 • RL.9-10.3 • RL.9-10.4 • RL.9-10.5 • RL.9-10.10 • W.9-10.4 • W.9-10.9a • W.9-10.10 • SL.9-10.1 • L.9-10.1 • L.9-10.2 • L.9-10.3 • L.9-10.4 • L.9-10.5 • L.9-10.6 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • Introduction to <i>The Tragedy of Romeo and Juliet</i> pp. 798-799; <u>Before You Read</u> pp. 800-801; Meet William Shakespeare pp. 802-803; Making Connections pp. 804-805 • <i>The Tragedy of Romeo and Juliet</i> Act I pp. 806-830; <u>After You Read</u> p. 831; Comparing Literary Works (sonnet and Shakespearean sonnet) p. 748; <u>After You Read</u> (question 3) p. 755 <p><i>Unit 5 Resources</i></p> <ul style="list-style-type: none"> • pp. 23-40 <p>Online Resource</p> <ul style="list-style-type: none"> • Shakespeare’s “Sonnet 116” http://www.shakespeare-online.com/sonnets/116.html 	<p>Reading</p> <ul style="list-style-type: none"> • <i>The Tragedy of Romeo and Juliet</i>, Act I (dramatic literature) • “Sonnet 116” (poetry) <p>Writing</p> <ul style="list-style-type: none"> • Students complete a scene summary chart as they read. • In small groups, students analyze the prologue for evidence of conflict and write a news broadcast about the conflict. • Literary Analysis-The Sonnet: Show the students that Act I, scene v, lines 92-105 forms a Shakespearean sonnet. Students complete a Sonnet Chart (see p. 755) for Sonnet 116 and the sonnet in Act I, scene v. Students will write a formal paragraph comparing the sonnets structurally and thematically. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Small group discussion • Whole group discussion <p>Language <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheet

			<p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> [Get Connected Video (0:51), The Big Question, Meet the Author, Background Video (0:56), Vocabulary Central, Reading Skill, Literary Analysis] • <u>While You Read</u> (Warm-ups, <i>The Tragedy of Romeo and Juliet</i>, Act I, Critical Thinking) • <u>After You Read</u> (Skill Questions) 	<p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • Selection tests • Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Students construct maps of Renaissance and modern Italy, specifically Verona. • Students create a visual representation of Queen Mab from lines 53-94, Act I, scene iv, and write a formal paragraph explaining the connection between Shakespeare's intent in this scene and their representation. • Students study the dialogue structure of the sonnet in Act I, scene v, lines 92-105, and compose a similar dialogue-sonnet between any two characters in the play, other than Romeo and Juliet. Students may present and discuss their sonnets in class.
<p>3. Reading Literature; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Determining word meaning from dictionaries • Determining word meaning through roots, prefixes, suffixes • Determining word meaning through puns • Determining word meaning through context clues • Sonnet • Blank verse • Summarization • Note-taking • Rhymed couplets • Inference • Setting 	<p>Weeks 2-3 Periods: 5</p>	<ul style="list-style-type: none"> • RL.9-10.1 • RL.9-10.2 • RL.9-10.3 • RL.9-10.4 • RL.9-10.5 • RL.9-10.6 • W.9-10.4 • W.9-10.6 • W.9-10.9a • W.9-10.10 • SL.9-10.1 • L.9-10.1 • L.9-10.2 • L.9-10.3 • L.9-10.4 • L.9-10.5 • L.9-10.6 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • <u>Before You Read</u> pp. 832-833 • <i>The Tragedy of Romeo and Juliet</i>, Act II pp. 835-858; <u>After You Read</u> p. 831 <p><i>Unit 5 Resources</i></p> <ul style="list-style-type: none"> • pp. 41-58 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> (Vocabulary Central, Reading Skill, Literary Analysis) 	<p>Reading</p> <ul style="list-style-type: none"> • <i>Romeo and Juliet</i>, Act II (dramatic literature) <p>Writing</p> <ul style="list-style-type: none"> • Students take notes on The Big Question (p. 832) as they read; at the conclusion of Act II, students write an informal paragraph discussing their answer. • Students complete a passage summary chart to summarize important passages from Act II as they read. (Teacher may choose passages for students or may assign different passages from the act to different groups of students.) • Students find and cite 2-4 lines of blank verse spoken by 2 different

<ul style="list-style-type: none"> • Characterization • Theme • Genre as it relates to theme • Diction • Mood • Tone • Plot • Point of view • Close reading • Compare/contrast rhetorical features • Foreshadowing/flashback • Informal writing 			<ul style="list-style-type: none"> • <u>While You Read</u> (Warm-ups, <i>The Tragedy of Romeo and Juliet</i>, Act II, Critical Thinking) • <u>After You Read</u> (Skill Questions) 	<p>characters, and in an informal paragraph, explain how the respective lines help convey the mood of the scene.</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Small group discussion • Whole group discussion <p>Language <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • Selection tests • Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Propose the following critical assessment to students before they read Act II: Juliet is more mature than Romeo and teaches him the meaning of true love. Keeping this in mind as they read, students take notes on the two characters. Students will write a formal response in which they compare the two characters and respond to the assessment. Invite students to discuss and explain their responses.
<p>4. Reading Literature; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Dramatic speeches • Soliloquy • Monologue • Aside • Summarizing 	<p>Weeks 3-4 Periods: 5</p>	<ul style="list-style-type: none"> • RL.9-10.1 • RL.9-10.2 • RL.9-10.3 • RL.9-10.4 • RL.9-10.5 • RL.9-10.10 • W.9-10.4 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • <u>Before You Read</u> pp. 860-861 • <i>The Tragedy of Romeo and Juliet</i>, Act III pp. 	<p>Reading</p> <ul style="list-style-type: none"> • <i>The Tragedy of Romeo and Juliet</i>, Act III (dramatic literature) <p>Writing</p> <ul style="list-style-type: none"> • Students take notes on The Big Question (p. 860) as they read; at

<ul style="list-style-type: none"> • Paraphrasing • Determining word meaning from dictionaries • Determining word meaning from roots, prefixes, suffixes • Determining word meaning through analogical relationships (antonyms, synonyms) • Characterization • Inference • Setting • Cause-effect • Foreshadowing • Flashback • Irony • Imagery • Theme • Genre as it relates to theme • Paradox • Diction • Mood • Tone • Plot • Close reading • Conflict • Compare/contrast rhetorical features • Symbolism 		<ul style="list-style-type: none"> • W.9-10.6 • W.9-10.9a • W.9-10.10 • SL.9-10.1 • L.9-10.1 • L.9-10.2 • L.9-10.3 • L.9-10.4 • L.9-10.5 • L.9-10.6 	<p>863-890</p> <ul style="list-style-type: none"> • <u>After You Read</u> p. 891 <p><i>Unit 5 Resources</i></p> <ul style="list-style-type: none"> • pp. 59-76 <p>Technology</p> <p>Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> (Vocabulary Central, Reading Skill, Literary Analysis) • <u>While You Read</u> (Warm-ups, <i>The Tragedy of Romeo and Juliet</i>, Act III, Critical Thinking) • <u>After You Read</u> (Skill Questions) 	<p>the conclusion of Act III, students will write an informal paragraph discussing their answer.</p> <ul style="list-style-type: none"> • Before reading Act III, students preview the images presented in the text for Act III. Ask them to write an informal response discussing what they think can be predicted from the images. Students will confirm or revise their ideas as they read Act III. • Literature in Context: Students read the <i>Literature in Context</i> box on p. 883 regarding the symbolism of birds (the lark) and answer the question in a journal entry or small groups. • In an informal paragraph or journal entry, students will discuss the powerful role of a relatively minor character (such as Friar Lawrence) in the overall tragedy of the play. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Small group discussion • Whole group discussion <p>Language</p> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • Selection tests • Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Students will compare and contrast the dueling scenes in <i>Romeo and Juliet</i> with action scenes in modern movies. Students may write their
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				<p>responses in a formal paragraph and discuss in small groups.</p> <ul style="list-style-type: none"> Students review a dramatic speech from Act III. (Teachers may assign specific speeches or allow students to choose their own.) In a formal two paragraph response, students summarize the main idea and tone expressed in the speech, and re-write the speech in more contemporary language which remains true to both tone and purpose. For additional challenge, students may memorize all or an excerpt of the original speech and present their analysis of it to the class.
<p>5. Reading Literature; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> Dramatic irony Dramatic speeches Soliloquy Monologue Aside Puns Summarizing Determining word meaning from dictionaries Determining word meaning through roots, prefixes, suffixes Characterization Inference Setting Imagery Theme Genre as it relates to theme Diction Irony Mood Tone Plot Close reading Compare/contrast rhetorical 	<p>Weeks 4-5 Periods: 4</p>	<ul style="list-style-type: none"> RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 W.9-10.4 W.9-10.6 W.9-10.9a W.9-10.10 SL.9-10.1 SL.9-10.3 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> <u>Before You Read</u> pp. 892-893 <i>The Tragedy of Romeo and Juliet</i>, Act IV pp. 895-910 <u>After You Read</u> p. 891 <p><i>Unit 5 Resources</i></p> <ul style="list-style-type: none"> pp. 77-94 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> <u>Before You Read</u> (Vocabulary Central, Reading Skill, Literary Analysis) <u>While You Read</u> (Warm-ups, <i>The Tragedy of Romeo and Juliet</i>, Act IV, Critical Thinking) 	<p>Reading</p> <ul style="list-style-type: none"> <i>The Tragedy of Romeo and Juliet</i>, Act IV (dramatic literature) <p>Writing</p> <ul style="list-style-type: none"> Students take notes on The Big Question (p. 892) as they read; at the conclusion of Act IV, have students write an informal paragraph discussing their answer. Students analyze which scenes in Act IV are emotionally charged and which ones add comic relief, and then decide why Shakespeare organized Act IV this way. Students may write their responses in informal paragraphs and discuss in small groups. In journal entries, students find and explain at least three potential flaws in the Friar’s plan. Literature in Context: Read the <i>Literature in Context</i> box p. 907 regarding the symbolism of rosemary and then answer the question in a journal entry.

<p>features</p> <ul style="list-style-type: none"> • Visual literacy • Symbolism • Drawing conclusions • Conflict • Point of view • Foreshadowing/flashback 				<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Small group discussion • Whole group discussion <p>Language <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • Selection tests • Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Analyze Juliet’s soliloquy from scene iii, lines 14 -58 for images of light and dark/ hot and cold that are related to themes of love and death. In whole groups, students discuss the usage of these symbols. • Students watch the Juliet/potion scene from the 1996 film and analyze the following: Juliet’s emotional response to the potion and how the setting reinforces her emotional response for the audience. • Students consider the paradox of Juliet as both a strong heroine and fearful daughter. In a formal response, with specific support from the play, students will decide which description best fits Juliet. Students may discuss their responses in a whole group.
<p>6. Reading Literature; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Drama: Tragedy and Motive • Cause-effect 	<p>Weeks 5-6 Periods: 4</p>	<ul style="list-style-type: none"> • RL.9-10.1 • RL.9-10.2 • RL.9-10.3 • RL.9-10.4 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • <u>Before You Read</u> pp. 	<p>Reading</p> <ul style="list-style-type: none"> • <i>The Tragedy of Romeo and Juliet</i>, Act V (dramatic literature)

<ul style="list-style-type: none"> • Soliloquy • Monologue • Aside • Irony • Puns • Summarizing • Determining word meaning from dictionaries • Determining word meaning through roots and affixes • Determining word meaning through context • Determining word meaning through figurative language • Characterization • Tragic flaw • Inference • Setting • Imagery • Theme • Genre as it relates to theme • Diction • Mood • Tone • Plot • Close reading • Drawing conclusions • Foreshadowing/flashback 		<ul style="list-style-type: none"> • RL.9-10.5 • W.9-10.4 • W.9-10.6 • W.9-10.9a • W.9-10.10 • SL.9-10.1 • L.9-10.1 • L.9-10.2 • L.9-10.3 • L.9-10.4 • L.9-10.5 • L.9-10.6 	<p>912-913</p> <ul style="list-style-type: none"> • <i>The Tragedy of Romeo and Juliet</i>, Act V pp. 915-930 • <u>After You Read</u> p. 931 <p><i>Unit 5 Resources</i></p> <ul style="list-style-type: none"> • pp. 95-116 <p>Technology</p> <p>Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> (Vocabulary Central, Reading Skill, Literary Analysis) • <u>While You Read</u> (Warm-ups, <i>The Tragedy of Romeo and Juliet</i>, Act V, Critical Thinking) • <u>After You Read</u> (Skill Questions, Grammar Tutorial, Grammar Practice, Writing, Listening and Speaking, Research and Technology) 	<p>Writing</p> <ul style="list-style-type: none"> • Students take notes on The Big Question (p. 912) as they read; at the conclusion of Act V, have students write an informal paragraph discussing their answer. • Students read the <i>Literature in Context</i> box p. 918 “The Plague Searchers” and answer the question in a journal entry. • Students rewrite the last scene in regular prose English and supply a narrator to fill in the action and summarize gaps left by dialogue. Encourage students to share with the class. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Small group discussion • Whole group discussion <p>Language</p> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • Selection tests • Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Students perform a scene from <i>Romeo and Juliet</i>. • Students conduct a mock trial to investigate the causes of the tragedy in <i>Romeo and Juliet</i>. • Write a film review of one of the versions of <i>Romeo and Juliet</i>. • Students read <i>Pyramus and Thisbe</i> (pp. 947-949); using the Comparing Archetypal Themes
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				<p>questions (1 and 2 on p. 959), students will compose notes as a pre-writing activity. Students may discuss their notes in a Socratic Seminar or a teacher-led whole group discussion. Afterwards, students may use their notes to write an essay comparing <i>Pyramus and Thisbe</i> to <i>The Tragedy of Romeo and Juliet</i>. (See Writing to Compare Archetypal Themes on p. 959).</p>
<p>7. Reading for Information; Writing; Speaking and Listening; Language</p> <p>Writing: Argumentation</p> <ul style="list-style-type: none"> • Analysis of textual evidence • Theme or central idea of a text • Analysis of the development of author’s ideas or claims • Authors point of view and use of rhetoric • Evaluation of specific claims in a text • Writing arguments to support claims using valid and relevant evidence • Development of claims and counterclaims • Collaborative discussions • Grammar and usage • Spelling • Punctuation • Language in context • Figurative language and word choice • Accurate use of general academic and domain-specific words and phrases • The writing process: prewriting, drafting, revising, 	<p>Weeks 6-8 Periods: 12</p>	<ul style="list-style-type: none"> • RI.9-10.1 • RI.9-10.2 • RI.9-10.5 • RI.9-10.6 • RI.9-10.8 • W.9-10.1ab • W.9-10.9b • SL.9-10.1cd • L.9-10.1b • L.9-10.2ac • L.9-10.3 • L.9-10.5a 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • “I Hear America Singing” p. 750 • “Daily” p. 679 <p><i>Writing and Grammar</i></p> <ul style="list-style-type: none"> • Chapter 7: Drafting 7.3 pp. 89-90; Revising pp. 91-95; Editing p. 96; Self-Assessment p. 97 <p>Non-print text</p> <ul style="list-style-type: none"> • “Toward Los Angeles, California (1937)” by Dorothea Lange (photograph) • <i>Work</i> by Ford Maddox Brown (painting) • <i>Man and Machine</i> by Diego Rivera (painting) <p>Speech</p> <ul style="list-style-type: none"> • “Hope, Despair, and Memory” by Elie Wiesel <p>Additional print text</p> <ul style="list-style-type: none"> • Excerpt from <i>The Communist Manifesto</i> by Karl Marx and 	<p>Writing</p> <ul style="list-style-type: none"> • Prompt: What does Ford Maddox Brown or Diego Rivera suggest about the relationship of men and women to their work? After analyzing either <i>Work</i> or <i>Man and Machine</i>, write an essay that addresses the question. Support your position with evidence from the painting (visual text). L2 Be sure to acknowledge competing views. L3 Give examples from past or current events or issues to illustrate and clarify your position. • Quick write: Students state exactly what they see in the photograph “Toward Los Angeles, California” without attempting to interpret the image. • Whole class, with teacher guidance, writes a claim statement that expresses a point of view about the photograph. • Using “I Hear America Singing” and “Daily,” students list verbs related to work, images associated with work, and examples of figurative language. • Draft of writing portfolio prompt • Revisions of writing portfolio prompt • Publishing of writing portfolio

<p>editing, publishing</p>			<p>Friedrich Engel</p> <p>Technology</p> <ul style="list-style-type: none"> • Love is a Fallacy (video): see lesson plan for link. • Ethos, Pathos, Logos (video): see lesson plan for link. <p>CCS Curriculum Guide Website</p> <ul style="list-style-type: none"> • A complete lesson plan is available in the writing folder on the CCS Curriculum Guide Website. 	<p>prompt</p> <p>Reading</p> <ul style="list-style-type: none"> • Close reading of “Hope, Despair, and Memory” • Close reading of an excerpt from <i>The Communist Manifesto</i> • Close reading of “I Hear America Singing” and “Daily” <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole class discussion on ethos, pathos, and logos where students categorize details they noted in their quick write • Whole class discussion on rhetorical strategies within “Hope, Despair, and Memory” • Whole class discussion based on an analysis of the poetry in terms of the relationship of men and women to work • In groups of 4, each student reads his/her claim statement followed by his/her support argument. The other 3 students respond with rebuttal comments. As a class, discuss the importance of recognizing other opinions and how this relates to ethos. <p>Language</p> <ul style="list-style-type: none"> • Punctuating adverb clauses • Spelling • Figurative language • Word choice <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Use the following videos to reteach logos, ethos, and pathos: Love is a Fallacy and/or Judge June <p>Assessment</p> <ul style="list-style-type: none"> • Use the online LDC writing
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				portfolio rubric for argumentative writing.
8. Reading Literature; Reading for Information; Writing; Speaking and Listening; Language <ul style="list-style-type: none"> Review for end-of-course examination 	Week 9 Periods: 5	Review the Common Core State Standards as needed to prepare the students for the final examination.	Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> <i>Writing and Grammar</i>	Select reading, writing, speaking/listening, and language activities as necessary to prepare students for the final exam.
9. Reading Literature; Reading for Information; Writing; Speaking and Listening; Language <ul style="list-style-type: none"> Final exam Teacher work day 	Exam Week Periods: 3 + 1 teacher work day	Assess student understanding of the Common Core State Standards.	<ul style="list-style-type: none"> Copy of final exam Writing utensils Teacher answer key 	Final assessment of student reading and writing skills

** This guide is based on 50 minute periods and should be adjusted to fit alternative schedules.

Standards: **RL = Reading Literature; **RI** = Reading Information; **W** = Writing; **SL** = Speaking and Listening; **L** = Language