2015-2016

DEPARTMENT: English COURSE: English 10 Honors

INSTRUCTOR: Ms. Nicdao CLASS ROOM: 219

SCOPE & SEQUENCE	CONTENT	OBJECTIVES	INSTRUCTIONAL STRATEGIES	ASSESSMENT	TECHNOLO GY / RESOURCE S	ESLRS / COMMON CORE STANDAR DS	
Timeline	Theme	Essential Questions/ Enduring Understandings	Cooperative Learning, Discussion, Lecture, Student Presentations Etc.	Formative/ Summative Quizzes, Exams or Performance Tasks	Manipulative Tools, Mediums / Templates	ISO'S	Content Standard addressed in the Unit
The scope & sequence must be described in weeks / days	The theme is the content focus as related to the material provided in the text, and standards	Objectives are student-centered and indicate what skills/understanding students will gain	Varied instructional strategies should be used to ensure students individual needs to ensure comprehensive mastery	Pre, mid and post assessments should be used to determine valid understanding and evaluate gaps in learning	Any form of technology, not limited to modern mediums i.e. internet etc.	Integral Student Outcome	Theme and Assessment must incorporate standards requirements of the state/district
			Students will learn through:		Technology used:		CCSS.ELA-Literacy.RL.9 -10.1 Cite strong and
Week 1 Jan 6 th -8 th	Introduction to Things Fall Apart	Students will be able to: Recall the historical and social significance of Things Fall Apart Analyze Yeats' "The Second Coming"	In-class warm-ups Annotating text of nightly readings Partnered and group discussions in class Supplemental vocabulary lists	Students will be assessed through: Reading checks (either checking for annotation or providing a brief written assessment for content mastery) Quick write responding to video	Assigned reading Google Classroom Google Slides & projector	Pursues academic excellence Strives to think critically and	thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RL.9 -10.2 Determine a theme or central idea of a text and analyze
		Predict the theme of Things Fall Apart based on the title's use of "The Second Coming"	Taking notes from teacher discussions Independent outside reading Analyzing "The Second Coming"	about "the danger of a single story" Comprehension questions from "Civil Peace"	Audio recording of Things Fall Apart Video clips Quizlet	communicat e effectively	in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

			Reading Chinua Achebe's short story "Civil Peace"				ccss.ELA-Literacy.RL.9 -10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. ccss.ELA-Literacy.W.9 -10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day
Week 2 Jan 11 th -15 th	Nigeria: Geography, History, and Context in Things Fall Apart	Students will be able to: Identify patterns in use of symbols and themes throughout <i>Things Fall Apart</i> Use context clues to predict the definition of new vocabulary words	Students will learn through: In-class warm-ups Annotating text of nightly readings Partnered and group discussions in class Supplemental	Students will be assessed through: Reading checks (checking for annotation and/or providing a brief written assessment for content mastery) Use of specific evidence to track plot points and character development within	Technology used: Assigned reading Google Classroom Google Slides & projector	Pursues academic excellence Overcomes adversity Strives to think critically and communicat e effectively	ccss.ela-Literacy.RL.9 -10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ccss.ela-Literacy.Rl.9 -10.2 Determine a theme or central idea

Week 3	Gender Roles	Students will be able to:	vocabulary lists Taking notes from teacher discussions Independent outside reading Things Fall Apart Chapters 1-5	Things Fall Apart Use of unit plan handout to continue tracking key symbols and themes Effort, completeness, and accuracy of responses to daily warm-ups Thoughtful and respectful contribution to class-wide and small-group discussions	Audio recording of Things Fall Apart Video clips Quizlet	Pursues	of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-Literacy.RL.9 -10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. CCSS.ELA-Literacy.L.9- 10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
Jan 18st-22th	in <i>Things Fall</i>	State in the date to	through:	assessed through:	used:	academic excellence	-10.1 Cite strong and

Apart	Identify patterns in use		Reading checks			thorough textual
	of symbols and themes	In-class warm-ups	(checking for			evidence to support
	throughout <i>Things Fall</i>	'	annotation and/or			analysis of what the
	Apart	Annotating text of	providing a brief			text says explicitly as
	- 1,5 5.7 5	nightly readings	written assessment			well as inferences
	Use context clues to		for content mastery)			drawn from the text.
	predict the definition	Partnered and group	Use of specific	Assigned		Gravii irom the text.
	of new vocabulary	discussions in class	evidence to track plot	reading		CCSS.ELA-Literacy.RL.9
	words	alactionia in class	points and character	- Cading		-10.2 Determine a
	words	Supplemental	development within	Google		theme or central idea
	Summarize nightly	vocabulary lists	Things Fall Apart	Classroom	Invests in responsible	of a text and analyze
	reading	vocabulary lists		Ciassiouiii	decision	in detail its
	reauing	Taking notes from	Use of unit plan	Google	making	development over the
	Analyzo and criticus	teacher discussions	handout to continue	Google	Overcomes	•
	Analyze and critique	teacher discussions	tracking key symbols	Slides &	adversity	course of the text,
	associations of gender	Indonondont autaida	and themes	projector	Strives to	including how it
	roles in <i>Things Fall</i>	Independent outside	Effort, completeness,	۸۰۰۰۰ م	think	emerges and is
	Apart	reading	and accuracy of	Audio	critically and	shaped and refined by
		Thin on Fall Accept	responses to daily	recording	communicat e effectively	specific details;
		Things Fall Apart	warm-ups	of Things	e effectively	provide an objective
		Chapters 6-10	'	Fall Apart		summary of the text.
			Thoughtful and	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		0000 51 4 1 11
		Comparison to	respectful	Video clips		CCSS.ELA-Literacy.W.9
		selected passages of	contribution to			<u>-10.2</u> Write
		Heart of Darkness	class-wide and	Quizlet		informative/explanato
			small-group			ry texts to examine
			discussions			and convey complex
			Written paragraph			ideas, concepts, and
			justifying and			information clearly
			explaining outside			and accurately
			reading selection			through the effective
						selection,
			Timed write			organization, and
						analysis of content.
						CCSS.ELA-Literacy.RI.9
						-10.9 Analyze seminal

							U.S. documents of
							historical and literary
							significance (e.g.,
							Washington's Farewell
							Address, the
							Gettysburg Address,
							Roosevelt's Four
							Freedoms speech,
							King's "Letter from
							Birmingham Jail"),
							including how they
							address related
							themes and concepts.
		Students will be able to:	Students will learn	Students will be			CCSS.ELA-Literacy.RL.9
			through:	assessed through:	<u>Technology</u>		-10.1 Cite strong and
		Identify patterns in use		Decding also also	used:		thorough textual
		of symbols and themes	In-class warm-ups	Reading checks (checking for			evidence to support
		throughout <i>Things Fall</i>		annotation and/or	Assigned		analysis of what the
		Apart	Annotating text of	providing a brief	reading		text says explicitly as
			nightly readings	written assessment			well as inferences
		Use context clues to		for content mastery)	Google		drawn from the text.
		predict the definition	Partnered and group		Classroom	Pursues	
Week 4 Jan 25 th -29 st	Language	of new vocabulary	discussions in class	Use of specific		academic excellence	CCSS.ELA-Literacy.RL.9
Jan 25**-29**	and Proverbs	words		evidence to track plot points and character	Google	excellence	-10.2 Determine a
	in <i>Things Fall</i>		Supplemental	development within	Slides &	Strives to	theme or central idea
	Apart	Summarize nightly	vocabulary lists	Things Fall Apart	projector	think critically and	of a text and analyze
	Apuit	reading		3 p		communicat	in detail its
			Taking notes from	Use of unit plan	Audio	e effectively	development over the
		Analyze proverbs and	teacher discussions	handout to continue	recording		course of the text,
		quotes used in <i>Things</i>		tracking key symbols	of Things		including how it
		Fall Apart	Independent outside	and themes	Fall Apart		emerges and is
			reading	Effort, completeness,			shaped and refined by
		Compare use of		and accuracy of	Video clips		specific details;
		language in Things Fall	Things Fall Apart	responses to daily			provide an objective
		Apart to use in Life of	Chapters 11-16	warm-ups	Quizlet		summary of the text.
		Pi					

Comparison to	Thoughtful and	CCSS.ELA-Literacy.RL.9
selected passages of	respectful	<u>-10.4</u> Determine the
Heart of Darkness	contribution to	meaning of words and
	class-wide and	phrases as they are
	small-group discussions	used in the text,
	uiscussions	including figurative
	Vocabulary quiz	and connotative
	(Things Fall Apart	meanings; analyze the
	Chapters 1-10)	cumulative impact of
		specific word choices
		on meaning and tone
		(e.g., how the
		language evokes a
		sense of time and
		place; how it sets a
		formal or informal
		tone).
		tone).
		CCSS.ELA-Literacy.L.9-
		10.4a Use context
		(e.g., the overall
		meaning of a
		_
		sentence, paragraph, or text; a word's
		position or function in
		•
		a sentence) as a clue
		to the meaning of a
		word or phrase.
		CCCC FLA Literary L O
		CCSS.ELA-Literacy.L.9-
		10.4b Identify and
		correctly use patterns
		of word changes that
		indicate different
		meanings or parts of
		speech (e.g., analyze,

							analysis, analytical; advocate, advocacy). CCSS.ELA-Literacy.L.9- 10.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print
							and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
							CCSS.ELA-Literacy.L.9- 10.4d Verify the preliminary determination of the meaning of a word or
							phrase (e.g., by checking the inferred meaning in context or in a dictionary).
		Students will be able to:	Students will learn	Students will be	<u>Technology</u>		
		Identify patterns in use	through:	assessed through:	<u>used:</u>		CCSS.ELA-Literacy.RL.9 -10.1 Cite strong and
		of symbols and themes	In-class warm-ups	Reading checks	Assigned	Pursues	thorough textual
Week 5		throughout <i>Things Fall</i>		(checking for	reading	academic excellence	evidence to support
Feb 1 rd -5 th	Characterizat	Apart	Annotating text of	annotation and/or providing a brief			analysis of what the
	ion in <i>Things</i> Fall Apart	Use context clues to	nightly readings	written assessment	Google Classroom	Strives to think	text says explicitly as well as inferences
	, un Apuit	predict the definition	Partnered and group	for content mastery)	Classicolli	critically and communicat	drawn from the text.
		of new vocabulary	discussions in class	Use of specific	Google	e effectively	
		words		evidence to track plot	Slides &		CCSS.ELA-Literacy.RL.9
		Summariza nightly	Supplemental	points and character development within	projector		-10.2 Determine a
		Summarize nightly	vocabulary lists	actorphiche within	1		theme or central idea

		Thin and Fault Amount		
reading		Things Fall Apart		of a text and analyze
	Taking notes from	Use of unit plan		in detail its
Construct a	teacher discussions	handout to continue		development over the
well-written response		tracking key symbols		course of the text,
to given timed write	Independent outside	and themes		including how it
prompt	reading			emerges and is
		Effort, completeness,	Audio	shaped and refined by
Identify listed tribal	Things Fall Apart	and accuracy of	recording	specific details;
customs as described in	Chapters 17-22	responses to daily	of <i>Things</i>	provide an objective
the novel		warm-ups	_	summary of the text.
	Comparison to		Fall Apart	
Cite evidence to	selected passages of	Thoughtful and	Video dine	CCSS.ELA-Literacy.RL.9
describe key characters	Heart of Darkness	respectful contribution to	Video clips	-10.3 Analyze how
from the novel		class-wide and	0:-1-4	complex characters
		small-group	Quizlet	(e.g., those with
		discussions		multiple or conflicting
				motivations) develop
		In-class timed write		over the course of a
				text, interact with
		Narrative essay		other characters, and
		pre-writing		advance the plot or
				develop the theme.
				CCSS.ELA-Literacy.W.9
				-10.5 Develop and
				strengthen writing as
				needed by planning,
				revising, editing,
				rewriting, or trying a
				new approach,
				focusing on
				addressing what is
				most significant for a
				_
				specific purpose and audience.
				audience.

		CCSS.ELA-Literacy.W.9
		-10.3a Engage and
		orient the reader by
		setting out a problem,
		situation, or
		observation,
		establishing one or
		multiple point(s) of
		view, and introducing
		a narrator and/or
		characters; create a
		smooth progression of
		experiences or events.
		,
		CCSS.ELA-Literacy.W.9
		<u>-10.3</u> Write narratives to
		develop real or imagined
		experiences or events
		using effective technique,
		well-chosen details, and well-structured event
		sequences.
		CCSS.ELA-Literacy.W.9
		-10.3a Engage and orient the reader by setting out a
		problem, situation, or
		observation, establishing
		one or multiple point(s)
		of view, and introducing
		a narrator and/or
		characters; create a
		smooth progression of
		experiences or events.
		CCSS.ELA-Literacy.W.9
		-10.3c Use a variety of
		techniques to sequence
		events so that they build
		on one another to create a

							coherent whole. CCSS.ELA-Literacy.W.9 -10.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Week 6 Feb 8 th -12 th	Tragedy and Tragic Heroes in Things Fall Apart	Students will be able to: Identify patterns in use of symbols and themes throughout Things Fall Apart Use context clues to predict the definition of new vocabulary words Summarize nightly reading Critique peer-written narrative essays Recall common characteristics of a tragedy and of the tragic hero	Students will learn through: In-class warm-ups Annotating text of nightly readings Partnered and group discussions in class Supplemental vocabulary lists Taking notes from teacher discussions Independent outside reading Things Fall Apart Chapters 23-25 Comparison to selected passages of	Students will be assessed through: Reading checks (checking for annotation and/or providing a brief written assessment for content mastery) Use of specific evidence to track plot points and character development within Things Fall Apart Use of unit plan handout to continue tracking key symbols and themes Effort, completeness, and accuracy of responses to daily warm-ups Thoughtful and respectful contribution to	Technology used: Assigned reading Google Classroom Google Slides & projector Audio recording of Things Fall Apart Video clips Quizlet	Pursues academic excellence Strives to think critically and communicat e effectivelyv	CCSS.ELA-Literacy.RL.9 -10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RL.9 -10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-Literacy.RL.9

	Heart of Darkness	class-wide and small-group	-10.3 Analyze how
		discussions	complex characters
		4.004.00.10	(e.g., those with
		Vocabulary quiz	multiple or conflicting
		(Things Fall Apart	motivations) develop
		Chapters 14-25)	over the course of a
			text, interact with
		Narrative essay rough	other characters, and
		draft and peer review	advance the plot or
			develop the theme.
			CCSS.ELA-Literacy.L.9-
			10.4a Use context
			(e.g., the overall
			meaning of a
			sentence, paragraph,
			or text; a word's
			position or function in
			a sentence) as a clue
			to the meaning of a
			word or phrase.
			CCSS.ELA-Literacy.L.9-
			10.4c Consult general
			and specialized reference
			materials (e.g.,
			dictionaries, glossaries,
			thesauruses), both print and digital, to find the
			pronunciation of a word
			or determine or clarify its
			precise meaning, its part
			of speech, or its
			etymology.
			CCSS.ELA-Literacy.L.9-
			10.4d Verify the

		preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
		CCSS.ELA-Literacy.W.9 -10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
		CCSS.ELA-Literacy.W.9 -10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CCSS.ELA-Literacy.W.9 -10.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of

							experiences or events.
							CCSS.ELA-Literacy.W.9
							-10.3b Use narrative
							techniques, such as
							dialogue, pacing,
							description, reflection,
							and multiple plot lines, to
							develop experiences,
							events, and/or characters.
							CCSS.ELA-Literacy.W.9
							-10.3c Use a variety of
							techniques to sequence
							events so that they build
							on one another to create a
							coherent whole.
							CCSS.ELA-Literacy.W.9
							<u>-10.3d</u> Use precise words
							and phrases, telling
							details, and sensory
							language to convey a
							vivid picture of the
							experiences, events,
							setting, and/or characters.
							CCSS.ELA-Literacy.W.9
							-10.3e Provide a
							conclusion that follows
							from and reflects on what
							is experienced, observed,
							or resolved over the
							course of the narrative.
		Students will be able to:	Students will learn	Students will be assessed through:	Technology	Pursues	CCSS.ELA-Literacy.RL.9
	Things Fall		through:	assessed tillough.	<u>used:</u>	academic excellence	<u>-10.1</u> Cite strong and
Week 7	Apart: Review,	Identify patterns in use		Reading checks			thorough textual
Feb 15 th -19 th	Project	of symbols and themes	In-class warm-ups	(checking for	Assigned	Invests in	evidence to support
	Presentations,	throughout <i>Things Fall</i>		annotation and/or	reading	responsible decision	analysis of what the
	and Unit Test	Apart	Annotating text of	providing a brief		making	text says explicitly as
			nightly readings	written assessment	Google		well as inferences

				20.0	
Use context clues to		for content mastery)	Classroom	Strives to think	drawn from the text.
predict the definition of new vocabulary	Partnered and group discussions in class	Use of specific	Google	critically and communicat	CCSS.ELA-Literacy.RL.9
words		evidence to track plot	Slides &	e effectively	-10.2 Determine a
	Supplemental	points and character	projector		theme or central idea
Summarize nightly	vocabulary lists	development within Things Fall Apart	p. 5,5555		of a text and analyze
reading		Tillings Full Apurt	Audio		in detail its
	Taking notes from	Use of unit plan	recording		development over the
Create and present a	teacher discussions	handout to continue	of Things		course of the text,
multimedia		tracking key symbols	Fall Apart		including how it
presentation based on	Independent outside	and themes	,		emerges and is
themes and content	reading	Effect consideration	Video clips		shaped and refined by
from Things Fall Apart		Effort, completeness, and accuracy of			specific details;
		responses to daily	Quizlet		provide an objective
Recall information from		warm-ups			summary of the text.
and summarize the text		·			
on unit test		Thoughtful and			
		respectful			CCSS.ELA-Literacy.W.9
		contribution to			-10.3 Write narratives
		class-wide and small-group			to develop real or
		discussions			imagined experiences
		aiscussions			or events using
		Project			effective technique,
		Presentations			well-chosen details,
					and well-structured
		Unit Test			event sequences.
		(matching/identific			
		ation of main			CCSS.ELA-Literacy.W.9
		characters, short			-10.3 Write narratives to
		answer about			develop real or imagined experiences or events
		plot/themes/symb			using effective technique,
		ols, vocabulary			well-chosen details, and
		spelling and			well-structured event
		definitions, close			sequences.
		reading/identificati			·
		on of passage from			CCSS.ELA-Literacy.W.9
					-10.3a Engage and orient

•		 		
		novel and related comprehension questions, timed write)		the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. CCSS.ELA-Literacy.W.9 -10.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. CCSS.ELA-Literacy.W.9 -10.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. CCSS.ELA-Literacy.W.9 -10.3d Use precise words and phrases, telling details, and sensory
				CCSS.ELA-Literacy.W.9 -10.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. CCSS.ELA-Literacy.W.9 -10.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
				CCSS.ELA-Literacy.W.9 -10.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

							CCSS.ELA-Literacy.RL.9 -10.6 Analyze a particular point of view or cultural experience reflected
Week 8 Feb 22 th -26 th	Choosing Research Topics and Creating Thesis Statements	Students will be able to: Construct an argument within a narrative essay Cite evidence in order to support essay claim Evaluate research sources' credibility Create a research topic and thesis statement	Students will learn through: In-class warm-ups Annotating text of nightly readings Partnered and group discussions in class Supplemental vocabulary lists Taking notes from teacher discussions Independent outside reading Creating an individual research topic and thesis statement to pursue throughout project	Students will be assessed through: Reading checks (checking for annotation and/or providing a brief written assessment for content mastery) Effort, completeness, and accuracy of responses to daily warm-ups Thoughtful and respectful contribution to class-wide and small-group discussions Submitting final revised draft of narrative writing assignment Research topic proposal	Technology used: Assigned reading Google Classroom Google Slides & projector Audio recording of Things Fall Apart Video clips Quizlet EBSCO	Pursues academic excellence Invests in responsible decision making Strives to think critically and communicat e effectively	in a work of literature from outside the United States, drawing on a wide reading of world literature. CCSS.ELA-Literacy.RL.9 -10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). 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 appropriate the present in t
							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.
Week 9 Feb 29- March -4 th	Summarizing, Evaluating,	Students will be able to: Evaluate research sources' credibility	Students will learn through: In-class warm-ups	Students will be assessed through: Reading checks (checking for appointment and for a	Technology used: Assigned	Pursues academic excellence Invests in responsible decision	CCSS.ELA-Literacy.RL.9 -10.6 Analyze a particular point of view or cultural experience reflected
Mulcii -4	and Citing Research Sources	Create a research topic and thesis statement Cite evidence to support thesis statement	Annotating text of nightly readings Partnered and group discussions in class	annotation and/or providing a brief written assessment for content mastery) Effort, completeness, and accuracy of	reading Google Classroom Google	making Upholds their faith through service Strives to	in a work of literature from outside the United States, drawing on a wide reading of world literature.

		manage de de de de	CI: I C	think	
		responses to daily	Slides &	critically and	
Create a reference	Supplemental	warm-ups	projector	communicat	CCSS.ELA-Literacy.RL.9
page	vocabulary lists	Thoughtful and		e effectively	<u>-10.7</u> Analyze the
		respectful	Audio		representation of a
Summarize research	Taking notes from	contribution to	recording		subject or a key scene
sources	teacher discussions	class-wide and	of Things		in two different
		small-group	Fall Apart		artistic mediums,
	Independent outside	discussions	•		including what is
	reading		Video clips		emphasized or absent
		Research project	l la compo		in each treatment
	Writing summaries	draft and citations	Quizlet		(e.g., Auden's "Musée
	and evaluations of	arare and citations	Quizict		des Beaux Arts" and
	teacher-provided and		EBSCO		Breughel's Landscape
	student-found		LB3CO		with the Fall of
	research sources				lcarus).
	Writing in-text				CCSS.ELA-Literacy.W.9
	citations and				-10.7 Conduct short as
	reference pages				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.
					CCCC EL A Litama acc. W.O.
					CCSS.ELA-Literacy.W.9 -10.8 Gather relevant
					information from
					multiple authoritative
					print and digital sources,
					print and digital sources,

			Students will learn	Students will be	Technology		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. CCSS.ELA-Literacy.RL.9
		Students will be able to:	through:	assessed through: Reading checks	used:		-10.6 Analyze a particular point of
		Evaluate research sources' credibility	In-class warm-ups	(checking for annotation and/or	Assigned reading		view or cultural experience reflected
		,	Annotating text of	providing a brief		Pursues	in a work of literature
		Create a research topic	nightly readings	written assessment	Google	academic excellence	from outside the
Week 10	Writing,	and thesis statement		for content mastery)	Classroom		United States, drawing
March 7 th -11 th	Revising, and		Partnered and group	Effort, completeness,		Invests in responsible	on a wide reading of
, 11	Proofreading	Cite evidence to	discussions in class	and accuracy of	Google	decision	world literature.
	Written	support thesis		responses to daily	Slides &	making	0000 51 4 1 11
	Findings	statement	Supplemental vocabulary lists	warm-ups	projector	Strives to think	CCSS.ELA-Literacy.RL.9 -10.7 Analyze the
		Create a reference	Vocabulary lists	Thoughtful and	Audio	critically and	representation of a
		page	Taking notes from	respectful	recording	communicat	subject or a key scene
		1 -00	teacher discussions	contribution to	of Things	e effectively	in two different
		Summarize research		class-wide and	Fall Apart		artistic mediums,
		sources	Independent outside	small-group	,		including what is
			reading	discussions	Video clips		emphasized or absent
				Research project			in each treatment



	Writing, revising, and proofreading research paper	Discussion of outside reading novels	Quizlet EBSCO	(e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
				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.

Week 11 March 14 th -18 st Intro to Shakespeare Ich	Students will be able to: Define and identify examples of iambic pentameter Recall characteristics of Shakespeare's writing dentify context and history of Venice as described in the play	Students will learn through: In-class warm-ups Annotating text of nightly readings Partnered and group discussions in class Supplemental vocabulary lists Taking notes from teacher discussions Independent outside reading	Students will be assessed through: Reading checks (checking for annotation and/or providing a brief written assessment for content mastery) Effort, completeness, and accuracy of responses to daily warm-ups Thoughtful and respectful contribution to class-wide and small-group discussions	Technology used: Assigned reading Google Classroom Google Slides & projector Video clips Quizlet	Pursues academic excellence Strives to think critically and communicat e effectively	CCSS.ELA-Literacy.W.9 -10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.RL.9 -10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RL.9 -10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-Literacy.RL.9 -10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g.,
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							parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
							ccss.ELA-Literacy.RL.9 -10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
							ccss.ela-Literacy.Rl.9 -10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
Week 12 April 4 th -8 th	Characterizat ion of Major Players in Merchant of Venice	Students will be able to: Identify patterns in use of symbols and themes throughout Merchant	Students will learn through: In-class warm-ups	Students will be assessed through: Reading checks (checking for annotation and/or	Technology used: Assigned reading	Pursues academic excellence Strives to think critically and	CCSS.ELA-Literacy.RL.9 -10.1 Cite strong and thorough textual evidence to support analysis of what the

		Use context clues to predict the definition of new vocabulary words Summarize nightly reading Cite evidence to compare the characters of Bassanio, Antonio, and Portia	Annotating text of nightly readings Partnered and group discussions in class Supplemental vocabulary lists Taking notes from teacher discussions Independent outside reading Reading Act I of Merchant of Venice	providing a brief written assessment for content mastery) Use of specific evidence to track plot points and character development within Merchant of Venice Use of unit plan handout to continue tracking key symbols and themes Effort, completeness, and accuracy of responses to daily warm-ups Thoughtful and respectful contribution to class-wide and small-group discussions	Google Classroom Google Slides & projector Audio recording of Merchant of Venice Wovie version of Merchant of Venice Video clips Quizlet	e effectively	text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RL.9 -10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-Literacy.RL.9 -10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Week 13 April 11-April 15	Stereotypes in <i>Merchant</i> of Venice	Students will be able to: Identify patterns in use of symbols and themes throughout Merchant of Venice	Students will learn through: In-class warm-ups Annotating text of	Students will be assessed through: Reading checks (checking for annotation and/or providing a brief	Technology used: Assigned reading	Pursues academic excellence Strives to think critically and communicat e effectively	ccss.ELA-Literacy.RL.9 -10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as

	nightly readings	written assessment	Google	well as inferences
Use context clues to		for content mastery)	Classroom	drawn from the text.
predict the definition	Partnered and group			
of new vocabulary	discussions in class	Use of specific	Google	CCSS.ELA-Literacy.RL.9
words		evidence to track plot points and character	Slides &	-10.2 Determine a
	Supplemental	development within	projector	theme or central idea
Summarize nightly	vocabulary lists	Merchant of Venice		of a text and analyze
reading	,	l meremanic eg vermee	Audio	in detail its
	Taking notes from	Use of unit plan	recording	development over the
Critique Shakespeare's	teacher discussions	handout to continue	of	course of the text,
use of stereotypes in		tracking key symbols	Merchant	including how it
Merchant of Venice	Independent outside	and themes	of Venice	emerges and is
merenant of venue	reading			shaped and refined by
Compare	- caamb	Effort, completeness,	Movie	specific details;
characterization of	Reading Act II of	and accuracy of responses to daily	version of	provide an objective
Jessica/Shylock to	Merchant of Venice	warm-ups	Merchant	summary of the text.
characterization of	Wichenant of Venice	warm aps	of Venice	Sammary of the text.
Lorenzo		Thoughtful and	oj vemec	CCSS.ELA-Literacy.RL.9
Lorenzo		respectful	Video clips	-10.3 Analyze how
		contribution to	Video clips	complex characters
		class-wide and	Quizlet	(e.g., those with
		small-group	Quiziet	multiple or conflicting
		discussions		
				motivations) develop
		Written letter from Jessica to Lorenzo		over the course of a
		Jessica to Lorenzo		text, interact with
				other characters, and
				advance the plot or
				develop the theme.
				CCSS.ELA-Literacy.RL.9
				<u>-10.6</u> Analyze a
				particular point of
				view or cultural
				experience reflected
				in a work of literature
				from outside the

		2013-2010	
			United States, drawing
			on a wide reading of
			world literature.
			CCSS.ELA-Literacy.RL.9
			-10.7 Analyze the
			representation of a
			subject or a key scene
			in two different
			artistic mediums,
			including what is
			emphasized or absent
			in each treatment
			(e.g., Auden's "Musée
			des Beaux Arts" and
			Breughel's Landscape
			with the Fall of
			lcarus).
			1557 557
			CCSS.ELA-Literacy.L.9-
			10.4a Use context
			(e.g., the overall
			meaning of a
			sentence, paragraph,
			or text; a word's
			position or function in
			a sentence) as a clue
			to the meaning of a
			word or phrase.
			word or prinase.
			CCSS.ELA-Literacy.L.9-
			10.4c Consult general
			and specialized reference
			materials (e.g.,
			dictionaries, glossaries,
			thesauruses), both print
			and digital, to find the

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							pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
							CCSS.ELA-Literacy.L.9- 10.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Week 14 April 18-22	Irony and Dramatic Irony in Merchant of Venice	Identify patterns in use of symbols and themes throughout <i>Merchant of Venice</i> Use context clues to predict the definition of new vocabulary words Summarize nightly reading Define irony and dramatic irony Identify examples of	Students will learn through: In-class warm-ups Annotating text of nightly readings Partnered and group discussions in class Supplemental vocabulary lists Taking notes from teacher discussions Independent outside reading	Students will be assessed through: Reading checks (checking for annotation and/or providing a brief written assessment for content mastery) Use of specific evidence to track plot points and character development within Merchant of Venice Use of unit plan handout to continue tracking key symbols and themes Effort, completeness,	Technology used: Assigned reading Google Classroom Google Slides & projector Audio recording of Merchant of Venice	Pursues academic excellence Strives to think critically and communicat e effectively	ccss.ELA-Literacy.RL.9 -10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ccss.ELA-Literacy.RL.9 -10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by
		dramatic irony in Merchant of Venice	Reading Act II of Merchant of Venice	and accuracy of responses to daily warm-ups	Movie version of <i>Merchant</i>		specific details; provide an objective summary of the text.

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Predict Shylock's		of Venice	
reaction in Act II, Scene	Thoughtful and		CCSS.ELA-Literacy.RL.9
v	respectful	Video clips	-10.4 Determine the
	contribution to	1.000 0.100	meaning of words and
	class-wide and	Quizlet	_
	small-group	Quiziet	phrases as they are
	discussions		used in the text,
			including figurative
			and connotative
			meanings; analyze the
			cumulative impact of
			specific word choices
			on meaning and tone
			(e.g., how the
			language evokes a
			sense of time and
			place; how it sets a
			formal or informal
			tone).
			CCSS.ELA-Literacy.RL.9
			-10.7 Analyze the
			representation of a
			subject or a key scene
			in two different
			artistic mediums,
			including what is
			emphasized or absent
			in each treatment
			(e.g., Auden's "Musée
			des Beaux Arts" and
			Breughel's Landscape
			with the Fall of
			Icarus).
			100.007.
			CCSS.ELA-Literacy.L.9-
			10.5b Analyze

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							nuances in the meaning of words with similar denotations.
Week 15 April 25-29	Villains in Merchant of Venice	Identify patterns in use of symbols and themes throughout Merchant of Venice Use context clues to predict the definition of new vocabulary words Summarize nightly reading Construct an argument for whether Shylock is a villain or whether he is a sympathetic character Identify and create examples of common characteristics of villains	Students will learn through: In-class warm-ups Annotating text of nightly readings Partnered and group discussions in class Supplemental vocabulary lists Taking notes from teacher discussions Independent outside reading Reading Act III of Merchant of Venice	Students will be assessed through: Reading checks (checking for annotation and/or providing a brief written assessment for content mastery) Use of specific evidence to track plot points and character development within Merchant of Venice Use of unit plan handout to continue tracking key symbols and themes Effort, completeness, and accuracy of responses to daily warm-ups Thoughtful and respectful contribution to class-wide and small-group discussions Spoken presentation of a scene	Technology used: Assigned reading Google Classroom Google Slides & projector Audio recording of Merchant of Venice Wovie version of Merchant of Venice Video clips Quizlet	Pursues academic excellence Overcomes adversity Strives to think critically and communicat e effectively	ccss.ela-Literacy.RL.9 -10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ccss.ela-Literacy.Rl.9 -10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ccss.ela-Literacy.Rl.9 -10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and

						advance the plot or
						develop the theme.
						CCSS.ELA-Literacy.L.9-
						10.4a Use context
						(e.g., the overall
						meaning of a
						sentence, paragraph,
						or text; a word's
						position or function in
						a sentence) as a clue
						to the meaning of a
						word or phrase.
						CCSS.ELA-Literacy.L.9-
						10.4c Consult general
						and specialized reference
						materials (e.g., dictionaries, glossaries,
						thesauruses), both print
						and digital, to find the
						pronunciation of a word
						or determine or clarify its
						precise meaning, its part
						of speech, or its
						etymology.
						CCSS.ELA-Literacy.L.9-
						10.4d Verify the
						preliminary
						determination of the
						meaning of a word or
						phrase (e.g., by checking
						the inferred meaning in context or in a
						dictionary).
						dictionary j.
						CCSS.ELA-Literacy.SL.9
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		-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
		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. • CCSS.ELA-Lite racy.W.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
		• CCSS.ELA-Lite racy.W.9-10.1b Develop claim(s) and counterclaims

			fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level
		•	and concerns. CCSS.ELA-Lite racy.W.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons,
		•	between reasons and evidence, and between claim(s) and counterclaims.

							which they are writing.
							• CCSS.ELA-Lite racy.W.9-10.1e
							Provide a
							concluding
							statement or
							section that
							follows from
							and supports the
							argument presented.
							presented.
				Students will be	Technology		CCSS.ELA-Literacy.RL.9
			Students will learn	assessed through:	<u>used:</u>		-10.1 Cite strong and
		Students will be able to:	through:	Reading checks			thorough textual
				(checking for	Assigned 		evidence to support
		Identify patterns in use	In-class warm-ups	annotation and/or	reading		analysis of what the
		of symbols and themes	A	providing a brief	0		text says explicitly as well as inferences
		throughout <i>Merchant</i> of <i>Venice</i>	Annotating text of	written assessment	Google		drawn from the text.
		oj venice	nightly readings	for content mastery)	Classroom		drawn from the text.
		Use context clues to	Partnered and group	Use of specific	Google	Pursues	CCSS.ELA-Literacy.RL.9
Week 16	Victims and	predict the definition	discussions in class	evidence to track plot	Slides &	academic excellence	-10.2 Determine a
May 2-6th	Villains in	of new vocabulary		points and character	projector		theme or central idea
	Merchant of	words	Supplemental	development within Merchant of Venice	' '	Strives to think	of a text and analyze
	Venice		vocabulary lists	Werchant of Venice	Audio	critically and	in detail its
		Summarize nightly		Use of unit plan	recording	communicat e effectively	development over the
		reading	Taking notes from	handout to continue	of	C Circuitory	course of the text,
			teacher discussions	tracking key symbols	Merchant		including how it
		Construct an argument		and themes	of Venice		emerges and is
		for whether Jessica can	Independent outside	Effort, completeness,			shaped and refined by
		be seen as a victim or a	reading	and accuracy of	Movie		specific details;
		villain		responses to daily	version of		provide an objective
			Reading Act IV of	warm-ups	Merchant		summary of the text.
			Merchant of Venice	The second section 1	of Venice		CCCC FLA Literary DL C
			1	Thoughtful and			CCSS.ELA-Literacy.RL.9



-	room o otful	Mala a alta a	10.2 A !
	respectful contribution to	Video clips	-10.3 Analyze how
	contribution to class-wide and		complex characters
	small-group	Quizlet	(e.g., those with
	discussions		multiple or conflicting
	uiscussions		motivations) develop
			over the course of a
			text, interact with
			other characters, and
			advance the plot or
			develop the theme.
			develop the theme.
			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.
			CCSS.ELA-Literacy.W.9
			-10.1a Introduce precise
			claim(s), distinguish the
			claim(s) from alternate or
			opposing claims, and
			create an organization
			that establishes clear
			relationships among
			claim(s), counterclaims,
			reasons, and evidence.
			CCSS.ELA-Literacy.W.9
			-10.1b Develop claim(s)
			and counterclaims fairly,
			supplying evidence for
			each while pointing out
			the strengths and
			limitations of both in a
			manner that anticipates
			the audience's knowledge

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							level and concerns.
							level and concerns. CCSS.ELA-Literacy.W.9 -10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. CCSS.ELA-Literacy.W.9 -10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
							discipline in which they are writing.
							CCSS.ELA-Literacy.W.9 -10.1e Provide a concluding statement or section that follows from and supports the argument presented.
Week 17 May 9-13	Puns in Merchant of Venice	Students will be able to: Identify patterns in use of symbols and themes throughout Merchant of Venice	Students will learn through: In-class warm-ups Annotating text of	Students will be assessed through: Reading checks (checking for annotation and/or providing a brief	Technology used: Assigned reading	Pursues academic excellence Strives to think	CCSS.ELA-Literacy.RL.9 -10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as
	Veince	Use context clues to predict the definition	nightly readings Partnered and group	written assessment for content mastery)	Google Classroom	critically and communicat e effectively	well as inferences drawn from the text.
		of new vocabulary	discussions in class	Use of specific	Google		CCSS.ELA-Literacy.RL.9

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words		evidence to track plot	Slides &	<u>-10.2</u> Determine a
	Supplemental	points and character	projector	theme or central idea
Summarize nightly	vocabulary lists	development within Merchant of Venice		of a text and analyze
reading		Werchant of venice	Audio	in detail its
	Taking notes from	Use of unit plan	recording	development over the
Identify and explain	teacher discussions	handout to continue	of	course of the text,
double meaning of		tracking key symbols	Merchant	including how it
chosen puns in	Independent outside	and themes	of Venice	emerges and is
Merchant of Venice	reading			shaped and refined by
	_	Effort, completeness,	Movie	specific details;
	Reading Act IV of	and accuracy of	version of	provide an objective
	Merchant of Venice	responses to daily	Merchant	summary of the text.
		warm-ups	of Venice	, , , , , , , , , , , , , , , , , , , ,
		Thoughtful and	-,	CCSS.ELA-Literacy.L.9-
		respectful	Video clips	10.4a Use context
		contribution to	1.000 0p0	(e.g., the overall
		class-wide and	Quizlet	meaning of a
		small-group	Quiziet	sentence, paragraph,
		discussions		or text; a word's
				position or function in
				a sentence) as a clue
				to the meaning of a
				word or phrase.
				word or prirase.
				CCCC FLA Litarran DLO
				CCSS.ELA-Literacy.RL.9
				-10.4 Determine the
				meaning of words and
				phrases as they are
				used in the text,
				including figurative
				and connotative
				meanings; analyze the
				cumulative impact of
				specific word choices
				on meaning and tone
				(e.g., how the

							, , ,
							language evokes a
							sense of time and
							place; how it sets a
							formal or informal
							tone).
							CCSS.ELA-Literacy.L.9- 10.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
							CCSS.ELA-Literacy.L.9-
							10.4d Verify the preliminary
							determination of the
							meaning of a word or
							phrase (e.g., by checking
							the inferred meaning in
							context or in a dictionary).
							9-10.L.5.a (Vocabulary
							Acquisition and Use:
							Interpret figures of
							speech (e.g., satire,
							sarcasm) in context
							and analyze their role
							in the text
Week 18	Courts and Law	Students will be able to:	Students will learn	Students will be	Technology	Pursues	CCSS.ELA-Literacy.RL.9
May 16-20	in Merchant of		through:	assessed through:	used:	academic	-10.1 Cite strong and
	Venice	Identify patterns in use				excellence	thorough textual

Week 19	Project	of symbols and themes throughout Merchant of Venice Use context clues to predict the definition of new vocabulary words Summarize nightly reading Evaluate whether the casket test in the ending is fair Construct a modern translation of one of the courtroom speeches	In-class warm-ups Annotating text of nightly readings Partnered and group discussions in class Supplemental vocabulary lists Taking notes from teacher discussions Independent outside reading Reading Act V of Merchant of Venice	Reading checks (checking for annotation and/or providing a brief written assessment for content mastery) Use of specific evidence to track plot points and character development within Merchant of Venice Use of unit plan handout to continue tracking key symbols and themes Effort, completeness, and accuracy of responses to daily warm-ups Thoughtful and respectful contribution to class-wide and small-group discussions Discussion, summary, and explanation of themes in outside reading books Written translation of one of the courtroom speeches	Assigned reading Google Classroom Google Slides & projector Audio recording of Merchant of Venice Movie version of Merchant of Venice Video clips Quizlet	Invests in responsible decision making Overcomes adversity Strives to think critically and communicat e effectively	evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RL.9 -10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
	Presentation		through:	assessed through:	used:	academic	-10.1 Cite strong and



2015-2016

Week 20 June 6-10				
	Final Exams			

Goals: