

2015-2016

DEPARTMENT: English

COURSE: English 10 Honors

INSTRUCTOR: Ms. Nicdao

CLASS ROOM: 219

SCOPE & SEQUENCE	CONTENT	OBJECTIVES	INSTRUCTIONAL STRATEGIES	ASSESSMENT	TECHNOLOGY / RESOURCES	ESLRS / COMMON CORE STANDARDS	
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
Week 1 Jan 6 th -8 th	Introduction to <i>Things Fall Apart</i>	<p><u>Students will be able to:</u></p> <p>Recall the historical and social significance of <i>Things Fall Apart</i></p> <p>Analyze Yeats' "The Second Coming"</p> <p>Predict the theme of <i>Things Fall Apart</i> based on the title's use of "The Second Coming"</p>	<p><u>Students will learn through:</u></p> <p>In-class warm-ups</p> <p>Annotating text of nightly readings</p> <p>Partnered and group discussions in class</p> <p>Supplemental vocabulary lists</p> <p>Taking notes from teacher discussions</p> <p>Independent outside reading</p> <p>Analyzing "The Second Coming"</p>	<p><u>Students will be assessed through:</u></p> <p>Reading checks (either checking for annotation or providing a brief written assessment for content mastery)</p> <p>Quick write responding to video about "the danger of a single story"</p> <p>Comprehension questions from "Civil Peace"</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Google Slides & projector</p> <p>Audio recording of <i>Things Fall Apart</i></p> <p>Video clips</p> <p>Quizlet</p>	<p>Pursues academic excellence</p> <p>Strives to think critically and communicate effectively</p>	<p>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.</p> <p>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.</p>

			Reading Chinua Achebe's short story "Civil Peace"				<p>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.</p> <p>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 or two) for a range of tasks, purposes, and audiences.</p>
<p>Week 2 Jan 11th-15th</p>	<p>Nigeria: Geography, History, and Context in <i>Things Fall Apart</i></p>	<p><u>Students will be able to:</u></p> <p>Identify patterns in use of symbols and themes throughout <i>Things Fall Apart</i></p> <p>Use context clues to predict the definition of new vocabulary words</p>	<p><u>Students will learn through:</u></p> <p>In-class warm-ups</p> <p>Annotating text of nightly readings</p> <p>Partnered and group discussions in class</p> <p>Supplemental</p>	<p><u>Students will be assessed through:</u></p> <p>Reading checks (checking for annotation and/or providing a brief written assessment for content mastery)</p> <p>Use of specific evidence to track plot points and character development within</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Google Slides & projector</p>	<p>Pursues academic excellence</p> <p>Overcomes adversity</p> <p>Strives to think critically and communicate effectively</p>	<p>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.</p> <p>CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea</p>

		<p>Summarize nightly reading</p> <p>Identify Nigeria on a map of Africa</p> <p>Recall historical context of <i>Things Fall Apart</i></p> <p>Use evidence from the novel to show Chinua Achebe's use of historical context</p>	<p>vocabulary lists</p> <p>Taking notes from teacher discussions</p> <p>Independent outside reading</p> <p><i>Things Fall Apart</i> Chapters 1-5</p>	<p><i>Things Fall Apart</i></p> <p>Use of unit plan handout to continue tracking key symbols and themes</p> <p>Effort, completeness, and accuracy of responses to daily warm-ups</p> <p>Thoughtful and respectful contribution to class-wide and small-group discussions</p>	<p>Audio recording of <i>Things Fall Apart</i></p> <p>Video clips</p> <p>Quizlet</p>	<p>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.</p> <p>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.</p> <p>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., <i>analyze</i>, <i>analysis</i>, <i>analytical</i>; <i>advocate</i>, <i>advocacy</i>).</p>
<p>Week 3 Jan 18st-22th</p>	<p>Gender Roles in <i>Things Fall</i></p>	<p><u>Students will be able to:</u></p>	<p><u>Students will learn through:</u></p>	<p><u>Students will be assessed through:</u></p>	<p><u>Technology used:</u></p>	<p>Pursues academic excellence</p> <p>CCSS.ELA-Literacy.RL.9-10.1 Cite strong and</p>

	<p>Apart</p>	<p>Identify patterns in use of symbols and themes throughout <i>Things Fall Apart</i></p> <p>Use context clues to predict the definition of new vocabulary words</p> <p>Summarize nightly reading</p> <p>Analyze and critique associations of gender roles in <i>Things Fall Apart</i></p>	<p>In-class warm-ups</p> <p>Annotating text of nightly readings</p> <p>Partnered and group discussions in class</p> <p>Supplemental vocabulary lists</p> <p>Taking notes from teacher discussions</p> <p>Independent outside reading</p> <p><i>Things Fall Apart</i> Chapters 6-10</p> <p>Comparison to selected passages of <i>Heart of Darkness</i></p>	<p>Reading checks (checking for annotation and/or providing a brief written assessment for content mastery)</p> <p>Use of specific evidence to track plot points and character development within <i>Things Fall Apart</i></p> <p>Use of unit plan handout to continue tracking key symbols and themes</p> <p>Effort, completeness, and accuracy of responses to daily warm-ups</p> <p>Thoughtful and respectful contribution to class-wide and small-group discussions</p> <p>Written paragraph justifying and explaining outside reading selection</p> <p>Timed write</p>	<p>Assigned reading</p> <p>Google Classroom</p> <p>Google Slides & projector</p> <p>Audio recording of <i>Things Fall Apart</i></p> <p>Video clips</p> <p>Quizlet</p>	<p>Invests in responsible decision making</p> <p>Overcomes adversity</p> <p>Strives to think critically and communicate effectively</p>	<p>thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.RI.9-10.9 Analyze seminal</p>
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							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.
<p>Week 4 Jan 25th-29st</p>	<p style="text-align: center;">Language and Proverbs in <i>Things Fall Apart</i></p>	<p><u>Students will be able to:</u></p> <p>Identify patterns in use of symbols and themes throughout <i>Things Fall Apart</i></p> <p>Use context clues to predict the definition of new vocabulary words</p> <p>Summarize nightly reading</p> <p>Analyze proverbs and quotes used in <i>Things Fall Apart</i></p> <p>Compare use of language in <i>Things Fall Apart</i> to use in <i>Life of Pi</i></p>	<p><u>Students will learn through:</u></p> <p>In-class warm-ups</p> <p>Annotating text of nightly readings</p> <p>Partnered and group discussions in class</p> <p>Supplemental vocabulary lists</p> <p>Taking notes from teacher discussions</p> <p>Independent outside reading</p> <p><i>Things Fall Apart</i> Chapters 11-16</p>	<p><u>Students will be assessed through:</u></p> <p>Reading checks (checking for annotation and/or providing a brief written assessment for content mastery)</p> <p>Use of specific evidence to track plot points and character development within <i>Things Fall Apart</i></p> <p>Use of unit plan handout to continue tracking key symbols and themes</p> <p>Effort, completeness, and accuracy of responses to daily warm-ups</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Google Slides & projector</p> <p>Audio recording of <i>Things Fall Apart</i></p> <p>Video clips</p> <p>Quizlet</p>	<p>Pursues academic excellence</p> <p>Strives to think critically and communicate effectively</p>	<p>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.</p> <p>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.</p>

			<p>Comparison to selected passages of <i>Heart of Darkness</i></p>	<p>Thoughtful and respectful contribution to class-wide and small-group discussions</p> <p>Vocabulary quiz (<i>Things Fall Apart</i> Chapters 1-10)</p>			<p>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).</p> <p>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.</p> <p>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., <i>analyze</i>,</p>
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							<p><i>analysis, analytical; advocate, advocacy).</i></p> <p>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.</p> <p>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).</p>
<p>Week 5 Feb 1st-5th</p>	<p>Characterization in <i>Things Fall Apart</i></p>	<p><u>Students will be able to:</u></p> <p>Identify patterns in use of symbols and themes throughout <i>Things Fall Apart</i></p> <p>Use context clues to predict the definition of new vocabulary words</p> <p>Summarize nightly</p>	<p><u>Students will learn through:</u></p> <p>In-class warm-ups</p> <p>Annotating text of nightly readings</p> <p>Partnered and group discussions in class</p> <p>Supplemental vocabulary lists</p>	<p><u>Students will be assessed through:</u></p> <p>Reading checks (checking for annotation and/or providing a brief written assessment for content mastery)</p> <p>Use of specific evidence to track plot points and character development within</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Google Slides & projector</p>	<p>Pursues academic excellence</p> <p>Strives to think critically and communicate effectively</p>	<p>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.</p> <p>CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea</p>

		<p>reading</p> <p>Construct a well-written response to given timed write prompt</p> <p>Identify listed tribal customs as described in the novel</p> <p>Cite evidence to describe key characters from the novel</p>	<p>Taking notes from teacher discussions</p> <p>Independent outside reading</p> <p><i>Things Fall Apart</i> Chapters 17-22</p> <p>Comparison to selected passages of <i>Heart of Darkness</i></p>	<p><i>Things Fall Apart</i></p> <p>Use of unit plan handout to continue tracking key symbols and themes</p> <p>Effort, completeness, and accuracy of responses to daily warm-ups</p> <p>Thoughtful and respectful contribution to class-wide and small-group discussions</p> <p>In-class timed write</p> <p>Narrative essay pre-writing</p>	<p>Audio recording of <i>Things Fall Apart</i></p> <p>Video clips</p> <p>Quizlet</p>	<p>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.</p> <p>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.</p> <p>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.</p>
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							<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
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							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 <i>Things Fall Apart</i>	<p><u>Students will be able to:</u></p> <p>Identify patterns in use of symbols and themes throughout <i>Things Fall Apart</i></p> <p>Use context clues to predict the definition of new vocabulary words</p> <p>Summarize nightly reading</p> <p>Critique peer-written narrative essays</p> <p>Recall common characteristics of a tragedy and of the tragic hero</p>	<p><u>Students will learn through:</u></p> <p>In-class warm-ups</p> <p>Annotating text of nightly readings</p> <p>Partnered and group discussions in class</p> <p>Supplemental vocabulary lists</p> <p>Taking notes from teacher discussions</p> <p>Independent outside reading</p> <p><i>Things Fall Apart</i> Chapters 23-25</p> <p>Comparison to selected passages of</p>	<p><u>Students will be assessed through:</u></p> <p>Reading checks (checking for annotation and/or providing a brief written assessment for content mastery)</p> <p>Use of specific evidence to track plot points and character development within <i>Things Fall Apart</i></p> <p>Use of unit plan handout to continue tracking key symbols and themes</p> <p>Effort, completeness, and accuracy of responses to daily warm-ups</p> <p>Thoughtful and respectful contribution to</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Google Slides & projector</p> <p>Audio recording of <i>Things Fall Apart</i></p> <p>Video clips</p> <p>Quizlet</p>	<p>Pursues academic excellence</p> <p>Strives to think critically and communicate effectively</p>	<p>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.</p> <p>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.</p> <p>CCSS.ELA-Literacy.RL.9</p>

			<p><i>Heart of Darkness</i></p> <p>class-wide and small-group discussions</p> <p>Vocabulary quiz <i>(Things Fall Apart</i> Chapters 14-25)</p> <p>Narrative essay rough draft and peer review</p>			<p>-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.</p> <p>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.</p> <p>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.</p> <p>CCSS.ELA-Literacy.L.9-10.4d Verify the</p>
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							<p>preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>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.</p> <p>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.</p> <p>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</p>
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						<p>experiences or events.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Week 7 Feb 15th-19th</p>	<p><i>Things Fall Apart: Review, Project Presentations, and Unit Test</i></p>	<p><u>Students will be able to:</u></p> <p>Identify patterns in use of symbols and themes throughout <i>Things Fall Apart</i></p>	<p><u>Students will learn through:</u></p> <p>In-class warm-ups</p> <p>Annotating text of nightly readings</p>	<p><u>Students will be assessed through:</u></p> <p>Reading checks (checking for annotation and/or providing a brief written assessment)</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google</p>	<p>Pursues academic excellence</p> <p>Invests in responsible decision making</p> <p>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</p>

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		<p>Use context clues to predict the definition of new vocabulary words</p> <p>Summarize nightly reading</p> <p>Create and present a multimedia presentation based on themes and content from <i>Things Fall Apart</i></p> <p>Recall information from and summarize the text on unit test</p>	<p>Partnered and group discussions in class</p> <p>Supplemental vocabulary lists</p> <p>Taking notes from teacher discussions</p> <p>Independent outside reading</p>	<p>for content mastery)</p> <p>Use of specific evidence to track plot points and character development within <i>Things Fall Apart</i></p> <p>Use of unit plan handout to continue tracking key symbols and themes</p> <p>Effort, completeness, and accuracy of responses to daily warm-ups</p> <p>Thoughtful and respectful contribution to class-wide and small-group discussions</p> <p>Project Presentations</p> <p>Unit Test (matching/identification of main characters, short answer about plot/themes/symbols, vocabulary spelling and definitions, close reading/identification of passage from</p>	<p>Classroom</p> <p>Google Slides & projector</p> <p>Audio recording of <i>Things Fall Apart</i></p> <p>Video clips</p> <p>Quizlet</p>	<p>Strives to think critically and communicate effectively</p>	<p>drawn from the text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CCSS.ELA-Literacy.W.9-10.3a Engage and orient</p>
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				<p>novel and related comprehension questions, timed write)</p>		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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<p>Week 8 Feb 22th-26th</p>	<p>Choosing Research Topics and Creating Thesis Statements</p>	<p><u>Students will be able to:</u></p> <p>Construct an argument within a narrative essay</p> <p>Cite evidence in order to support essay claim</p> <p>Evaluate research sources' credibility</p> <p>Create a research topic and thesis statement</p>	<p><u>Students will learn through:</u></p> <p>In-class warm-ups</p> <p>Annotating text of nightly readings</p> <p>Partnered and group discussions in class</p> <p>Supplemental vocabulary lists</p> <p>Taking notes from teacher discussions</p> <p>Independent outside reading</p> <p>Creating an individual research topic and thesis statement to pursue throughout project</p>	<p><u>Students will be assessed through:</u></p> <p>Reading checks (checking for annotation and/or providing a brief written assessment for content mastery)</p> <p>Effort, completeness, and accuracy of responses to daily warm-ups</p> <p>Thoughtful and respectful contribution to class-wide and small-group discussions</p> <p>Submitting final revised draft of narrative writing assignment</p> <p>Research topic proposal</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Google Slides & projector</p> <p>Audio recording of <i>Things Fall Apart</i></p> <p>Video clips</p> <p>Quizlet</p> <p>EBSCO</p>	<p>Pursues academic excellence</p> <p>Invests in responsible decision making</p> <p>Strives to think critically and communicate effectively</p>	<p>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.</p> <p>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).</p> <p>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</p>
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						<p>sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>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.</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>Week 9 Feb 29- March -4th</p>	<p>Summarizing, Evaluating, and Citing Research Sources</p>	<p><u>Students will be able to:</u></p> <p>Evaluate research sources' credibility</p> <p>Create a research topic and thesis statement</p> <p>Cite evidence to support thesis statement</p>	<p><u>Students will learn through:</u></p> <p>In-class warm-ups</p> <p>Annotating text of nightly readings</p> <p>Partnered and group discussions in class</p>	<p><u>Students will be assessed through:</u></p> <p>Reading checks (checking for annotation and/or providing a brief written assessment for content mastery)</p> <p>Effort, completeness, and accuracy of</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Google</p>	<p>Pursues academic excellence</p> <p>Invests in responsible decision making</p> <p>Upholds their faith through service</p> <p>Strives to</p>	<p>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.</p>

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		<p>Create a reference page</p> <p>Summarize research sources</p>	<p>Supplemental vocabulary lists</p> <p>Taking notes from teacher discussions</p> <p>Independent outside reading</p> <p>Writing summaries and evaluations of teacher-provided and student-found research sources</p> <p>Writing in-text citations and reference pages</p>	<p>responses to daily warm-ups</p> <p>Thoughtful and respectful contribution to class-wide and small-group discussions</p> <p>Research project draft and citations</p>	<p>Slides & projector</p> <p>Audio recording of <i>Things Fall Apart</i></p> <p>Video clips</p> <p>Quizlet</p> <p>EBSCO</p>	<p>think critically and communicate effectively</p>	<p>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).</p> <p>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.</p> <p>CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources,</p>
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							<p>using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p>Week 10 March 7th-11th</p>	<p>Writing, Revising, and Proofreading Written Findings</p>	<p><u>Students will be able to:</u></p> <p>Evaluate research sources' credibility</p> <p>Create a research topic and thesis statement</p> <p>Cite evidence to support thesis statement</p> <p>Create a reference page</p> <p>Summarize research sources</p>	<p><u>Students will learn through:</u></p> <p>In-class warm-ups</p> <p>Annotating text of nightly readings</p> <p>Partnered and group discussions in class</p> <p>Supplemental vocabulary lists</p> <p>Taking notes from teacher discussions</p> <p>Independent outside reading</p>	<p><u>Students will be assessed through:</u></p> <p>Reading checks (checking for annotation and/or providing a brief written assessment for content mastery)</p> <p>Effort, completeness, and accuracy of responses to daily warm-ups</p> <p>Thoughtful and respectful contribution to class-wide and small-group discussions</p> <p>Research project</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Google Slides & projector</p> <p>Audio recording of <i>Things Fall Apart</i></p> <p>Video clips</p>	<p>Pursues academic excellence</p> <p>Invests in responsible decision making</p> <p>Strives to think critically and communicate effectively</p>	<p>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.</p> <p>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</p>

			Writing, revising, and proofreading research paper	Discussion of outside reading novels	Quizlet EBSCO	<p>(e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>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.</p> <p>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.</p>
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							CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Week 11 March 14 th -18 st	Intro to Shakespeare	<u>Students will be able to:</u> Define and identify examples of iambic pentameter Recall characteristics of Shakespeare’s writing Identify context and history of Venice as described in the play	<u>Students will learn through:</u> 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	<u>Students will be assessed through:</u> 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	<u>Technology used:</u> Assigned reading Google Classroom Google Slides & projector Video clips Quizlet	Pursues academic excellence Strives to think critically and communicate 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.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g.,

							<p>parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>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.</p> <p>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).</p>
<p>Week 12 April 4th-8th</p>	<p>Characterization of Major Players in <i>Merchant of Venice</i></p>	<p><u>Students will be able to:</u> Identify patterns in use of symbols and themes throughout <i>Merchant</i></p>	<p><u>Students will learn through:</u> In-class warm-ups</p>	<p><u>Students will be assessed through:</u> Reading checks (checking for annotation and/or</p>	<p><u>Technology used:</u> Assigned reading</p>	<p>Pursues academic excellence Strives to think critically and</p>	<p>CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the</p>

		<p><i>of Venice</i></p> <p>Use context clues to predict the definition of new vocabulary words</p> <p>Summarize nightly reading</p> <p>Cite evidence to compare the characters of Bassanio, Antonio, and Portia</p>	<p>Annotating text of nightly readings</p> <p>Partnered and group discussions in class</p> <p>Supplemental vocabulary lists</p> <p>Taking notes from teacher discussions</p> <p>Independent outside reading</p> <p>Reading Act I of <i>Merchant of Venice</i></p>	<p>providing a brief written assessment for content mastery)</p> <p>Use of specific evidence to track plot points and character development within <i>Merchant of Venice</i></p> <p>Use of unit plan handout to continue tracking key symbols and themes</p> <p>Effort, completeness, and accuracy of responses to daily warm-ups</p> <p>Thoughtful and respectful contribution to class-wide and small-group discussions</p>	<p>Google Classroom</p> <p>Google Slides & projector</p> <p>Audio recording of <i>Merchant of Venice</i></p> <p>Movie version of <i>Merchant of Venice</i></p> <p>Video clips</p> <p>Quizlet</p>	<p>communicate effectively</p>	<p>text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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.</p>
<p>Week 13 April 11-April 15</p>	<p>Stereotypes in <i>Merchant of Venice</i></p>	<p><u>Students will be able to:</u></p> <p>Identify patterns in use of symbols and themes throughout <i>Merchant of Venice</i></p>	<p><u>Students will learn through:</u></p> <p>In-class warm-ups</p> <p>Annotating text of</p>	<p><u>Students will be assessed through:</u></p> <p>Reading checks (checking for annotation and/or providing a brief</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p>	<p>Pursues academic excellence</p> <p>Strives to think critically and communicate effectively</p>	<p>CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as</p>

		<p>Use context clues to predict the definition of new vocabulary words</p> <p>Summarize nightly reading</p> <p>Critique Shakespeare's use of stereotypes in <i>Merchant of Venice</i></p> <p>Compare characterization of Jessica/Shylock to characterization of Lorenzo</p>	<p>nightly readings</p> <p>Partnered and group discussions in class</p> <p>Supplemental vocabulary lists</p> <p>Taking notes from teacher discussions</p> <p>Independent outside reading</p> <p>Reading Act II of <i>Merchant of Venice</i></p>	<p>written assessment for content mastery)</p> <p>Use of specific evidence to track plot points and character development within <i>Merchant of Venice</i></p> <p>Use of unit plan handout to continue tracking key symbols and themes</p> <p>Effort, completeness, and accuracy of responses to daily warm-ups</p> <p>Thoughtful and respectful contribution to class-wide and small-group discussions</p> <p>Written letter from Jessica to Lorenzo</p>	<p>Google Classroom</p> <p>Google Slides & projector</p> <p>Audio recording of <i>Merchant of Venice</i></p> <p>Movie version of <i>Merchant of Venice</i></p> <p>Video clips</p> <p>Quizlet</p>	<p>well as inferences drawn from the text.</p> <p>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.</p> <p>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.</p> <p>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</p>
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							<p>United States, drawing on a wide reading of world literature.</p> <p>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).</p> <p>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.</p> <p>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</p>
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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 <i>Merchant of Venice</i>	<p><u>Students will be able to:</u></p> <p>Identify patterns in use of symbols and themes throughout <i>Merchant of Venice</i></p> <p>Use context clues to predict the definition of new vocabulary words</p> <p>Summarize nightly reading</p> <p>Define irony and dramatic irony</p> <p>Identify examples of dramatic irony in <i>Merchant of Venice</i></p>	<p><u>Students will learn through:</u></p> <p>In-class warm-ups</p> <p>Annotating text of nightly readings</p> <p>Partnered and group discussions in class</p> <p>Supplemental vocabulary lists</p> <p>Taking notes from teacher discussions</p> <p>Independent outside reading</p> <p>Reading Act II of <i>Merchant of Venice</i></p>	<p><u>Students will be assessed through:</u></p> <p>Reading checks (checking for annotation and/or providing a brief written assessment for content mastery)</p> <p>Use of specific evidence to track plot points and character development within <i>Merchant of Venice</i></p> <p>Use of unit plan handout to continue tracking key symbols and themes</p> <p>Effort, completeness, and accuracy of responses to daily warm-ups</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Google Slides & projector</p> <p>Audio recording of <i>Merchant of Venice</i></p> <p>Movie version of <i>Merchant</i></p>	<p>Pursues academic excellence</p> <p>Strives to think critically and communicate effectively</p>	<p>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.</p> <p>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.</p>

		<p>Predict Shylock's reaction in Act II, Scene v</p>		<p>Thoughtful and respectful contribution to class-wide and small-group discussions</p>	<p><i>of Venice</i> Video clips Quizlet</p>	<p>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).</p> <p>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).</p> <p>CCSS.ELA-Literacy.L.9-10.5b Analyze</p>
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							nuances in the meaning of words with similar denotations.
Week 15 April 25-29	Villains in Merchant of Venice	<p><u>Students will be able to:</u></p> <p>Identify patterns in use of symbols and themes throughout <i>Merchant of Venice</i></p> <p>Use context clues to predict the definition of new vocabulary words</p> <p>Summarize nightly reading</p> <p>Construct an argument for whether Shylock is a villain or whether he is a sympathetic character</p> <p>Identify and create examples of common characteristics of villains</p>	<p><u>Students will learn through:</u></p> <p>In-class warm-ups</p> <p>Annotating text of nightly readings</p> <p>Partnered and group discussions in class</p> <p>Supplemental vocabulary lists</p> <p>Taking notes from teacher discussions</p> <p>Independent outside reading</p> <p>Reading Act III of <i>Merchant of Venice</i></p>	<p><u>Students will be assessed through:</u></p> <p>Reading checks (checking for annotation and/or providing a brief written assessment for content mastery)</p> <p>Use of specific evidence to track plot points and character development within <i>Merchant of Venice</i></p> <p>Use of unit plan handout to continue tracking key symbols and themes</p> <p>Effort, completeness, and accuracy of responses to daily warm-ups</p> <p>Thoughtful and respectful contribution to class-wide and small-group discussions</p> <p>Spoken presentation of a scene</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Google Slides & projector</p> <p>Audio recording of <i>Merchant of Venice</i></p> <p>Movie version of <i>Merchant of Venice</i></p> <p>Video clips</p> <p>Quizlet</p>	<p>Pursues academic excellence</p> <p>Overcomes adversity</p> <p>Strives to think critically and communicate effectively</p>	<p>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.</p> <p>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.</p> <p>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</p>

							<p>advance the plot or develop the theme.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>CCSS.ELA-Literacy.SL.9</p>
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							<p>-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>CCSS.ELA-Literacy.W.9-10.1 -10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • 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
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							<p>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.</p> <ul style="list-style-type: none"> • 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
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							<p>which they are writing.</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.
<p>Week 16 May 2-6th</p>	<p>Victims and Villains in Merchant of Venice</p>	<p><u>Students will be able to:</u></p> <p>Identify patterns in use of symbols and themes throughout <i>Merchant of Venice</i></p> <p>Use context clues to predict the definition of new vocabulary words</p> <p>Summarize nightly reading</p> <p>Construct an argument for whether Jessica can be seen as a victim or a villain</p>	<p><u>Students will learn through:</u></p> <p>In-class warm-ups</p> <p>Annotating text of nightly readings</p> <p>Partnered and group discussions in class</p> <p>Supplemental vocabulary lists</p> <p>Taking notes from teacher discussions</p> <p>Independent outside reading</p> <p>Reading Act IV of <i>Merchant of Venice</i></p>	<p><u>Students will be assessed through:</u></p> <p>Reading checks (checking for annotation and/or providing a brief written assessment for content mastery)</p> <p>Use of specific evidence to track plot points and character development within <i>Merchant of Venice</i></p> <p>Use of unit plan handout to continue tracking key symbols and themes</p> <p>Effort, completeness, and accuracy of responses to daily warm-ups</p> <p>Thoughtful and</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Google Slides & projector</p> <p>Audio recording of <i>Merchant of Venice</i></p> <p>Movie version of <i>Merchant of Venice</i></p>	<p>Pursues academic excellence</p> <p>Strives to think critically and communicate effectively</p>	<p>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.</p> <p>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.</p> <p>CCSS.ELA-Literacy.RL.9</p>

				respectful contribution to class-wide and small-group discussions	Video clips Quizlet		<p>-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.</p> <p>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.</p> <p>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.</p> <p>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</p>
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							<p>level and concerns.</p> <p>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.</p> <p>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.</p> <p>CCSS.ELA-Literacy.W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>Week 17 May 9-13</p>	<p style="text-align: center;">Puns in Merchant of Venice</p>	<p><u>Students will be able to:</u></p> <p>Identify patterns in use of symbols and themes throughout <i>Merchant of Venice</i></p> <p>Use context clues to predict the definition of new vocabulary</p>	<p><u>Students will learn through:</u></p> <p>In-class warm-ups</p> <p>Annotating text of nightly readings</p> <p>Partnered and group discussions in class</p>	<p><u>Students will be assessed through:</u></p> <p>Reading checks (checking for annotation and/or providing a brief written assessment for content mastery)</p> <p>Use of specific</p>	<p><u>Technology used:</u></p> <p>Assigned reading</p> <p>Google Classroom</p> <p>Google</p>	<p>Pursues academic excellence</p> <p>Strives to think critically and communicate effectively</p>	<p>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.</p> <p>CCSS.ELA-Literacy.RL.9</p>

		<p>words</p> <p>Summarize nightly reading</p> <p>Identify and explain double meaning of chosen puns in <i>Merchant of Venice</i></p>	<p>Supplemental vocabulary lists</p> <p>Taking notes from teacher discussions</p> <p>Independent outside reading</p> <p>Reading Act IV of <i>Merchant of Venice</i></p>	<p>evidence to track plot points and character development within <i>Merchant of Venice</i></p> <p>Use of unit plan handout to continue tracking key symbols and themes</p> <p>Effort, completeness, and accuracy of responses to daily warm-ups</p> <p>Thoughtful and respectful contribution to class-wide and small-group discussions</p>	<p>Slides & projector</p> <p>Audio recording of <i>Merchant of Venice</i></p> <p>Movie version of <i>Merchant of Venice</i></p> <p>Video clips</p> <p>Quizlet</p>	<p>-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.</p> <p>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.</p> <p>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</p>
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							<p>language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>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.</p> <p>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).</p> <p>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</p>
<p>Week 18 May 16-20</p>	<p>Courts and Law in <i>Merchant of Venice</i></p>	<p><u>Students will be able to:</u> Identify patterns in use</p>	<p><u>Students will learn through:</u></p>	<p><u>Students will be assessed through:</u></p>	<p><u>Technology used:</u></p>	<p>Pursues academic excellence</p>	<p>CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual</p>

		<p>of symbols and themes throughout <i>Merchant of Venice</i></p> <p>Use context clues to predict the definition of new vocabulary words</p> <p>Summarize nightly reading</p> <p>Evaluate whether the casket test in the ending is fair</p> <p>Construct a modern translation of one of the courtroom speeches</p>	<p>In-class warm-ups</p> <p>Annotating text of nightly readings</p> <p>Partnered and group discussions in class</p> <p>Supplemental vocabulary lists</p> <p>Taking notes from teacher discussions</p> <p>Independent outside reading</p> <p>Reading Act V of <i>Merchant of Venice</i></p>	<p>Reading checks (checking for annotation and/or providing a brief written assessment for content mastery)</p> <p>Use of specific evidence to track plot points and character development within <i>Merchant of Venice</i></p> <p>Use of unit plan handout to continue tracking key symbols and themes</p> <p>Effort, completeness, and accuracy of responses to daily warm-ups</p> <p>Thoughtful and respectful contribution to class-wide and small-group discussions</p> <p>Discussion, summary, and explanation of themes in outside reading books</p> <p>Written translation of one of the courtroom speeches</p>	<p>Assigned reading</p> <p>Google Classroom</p> <p>Google Slides & projector</p> <p>Audio recording of <i>Merchant of Venice</i></p> <p>Movie version of <i>Merchant of Venice</i></p> <p>Video clips</p> <p>Quizlet</p>	<p>Invests in responsible decision making</p> <p>Overcomes adversity</p> <p>Strives to think critically and communicate effectively</p>	<p>evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p>
<p>Week 19 May 23-June</p>	<p>Project Presentation</p>	<p><u>Students will be able to:</u></p>	<p><u>Students will learn through:</u></p>	<p><u>Students will be assessed through:</u></p>	<p><u>Technology used:</u></p>	<p><u>Pursues academic</u></p>	<p>CCSS.ELA-Literacy.RL.9-10.1 Cite strong and</p>

2	<p style="text-align: center;">s and Semester Review</p>	<p>Identify patterns in use of symbols and themes throughout <i>Merchant of Venice</i></p> <p>Use context clues to predict the definition of new vocabulary words</p> <p>Summarize nightly reading</p> <p>Create and present a multimedia presentation based on themes and content from <i>Merchant of Venice</i></p> <p>Recall information from and summarize the text on unit test</p>	<p>In-class warm-ups</p> <p>Partnered and group review in class</p> <p>Self-generated prep questions and study guides</p> <p style="text-align: center;">Reviewing Cornell notes</p> <p>Completing and presenting unit projects</p>	<p>Reading checks (checking for annotation and/or providing a brief written assessment for content mastery)</p> <p>Use of specific evidence to track plot points and character development within <i>Merchant of Venice</i></p> <p>Use of unit plan handout to continue tracking key symbols and themes</p> <p>Effort, completeness, and accuracy of responses to daily warm-ups</p> <p>Thoughtful and respectful contribution to class-wide and small-group discussions</p> <p>Unit Project presentations</p> <p>Exam preparation exercises such as filling in Cornell notes and creating practice questions</p>	<p>Assigned reading</p> <p>Google Classroom</p> <p>Google Slides & projector</p> <p>Audio recording of <i>Merchant of Venice</i></p> <p>Video clips</p> <p>Quizlet</p>	<p>excellence</p> <p>Invests in responsible decision making</p> <p>Strives to think critically and communicate effectively</p>	<p>thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p>
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Week 20 June 6-10	Final Exams						
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Goals: