NORWALK PUBLIC SCHOOLS, ENGLISH LANGUAGE ARTS DEPARTMENT
RIGOROUS CURRICULUM DESIGN UNIT PLANNING ORGANIZER

SUBJECT(S):	Transition English
GRADE/COURSE:	Grade 9/English I
UNIT OF STUDY:	Unit 4: **How are our beliefs formed?** (Drama)
UNIT TYPE(S):	❏ Topical X Skills-based X Thematic Skills: Reading Focus—Summarize, Draw Conclusions Theme: Differences and Identity
PACING :	Quarter 4 (Makes a similar connection with the essential question in *Edge* Unit 1)

OVERARCHING STANDARDS (OS)
Reading Standards for Literature RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. **Reading Standards for Informational Text** RL.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. **Writing Standards** W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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. 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. **Speaking and Listening**

SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their [students'] own clearly and persuasively.

SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards

L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

L.9-10.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PRIORITY AND SUPPORTING CCS

Priority Standards

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.

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.

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).

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).

W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Supporting Standards

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.

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.

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.

L.9-10.5.a: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.9-10.5.b: Analyze nuances in the meaning of words with similar denotations.

PRIORITY CCS		
CONCEPTS **(What students need to know)**	**SKILLS** **(What students need to be able to do)**	**DOK LEVEL**
RL.9-10.1 **Text evidence**	**CITE** **SUPPORT** **ANALYZE** **INFER**	**1** **2** **3** **3**
RL.9-10.2 **Theme/Central Idea** • **Development of Theme/Central Idea** • **Emergence of Theme/Central Idea** • **Refinement by Specific Details** **Objective Summary**	**DETERMINE** **ANALYZE** **PROVIDE**	**1** **3** **2**
RL.9-10.7: **Representation of a subject or a key scene in two different artistic mediums**	**ANALYZE (COMPARE/CONTRAST)**	**3**
RL.9-10.9: **Source material**	**ANALYZE**	**3**

W.9-10.9
Research
• **Evidence**
    o **Literacy Texts**
    o **Informational Texts**
• **Analysis**
• **Reflection**
	CONDUCT
	DRAW
	
	SUPPORT
		4
		4
		
		4

SL.9-10.4:
Presentation
   • **Organization**
   • **Reason/Logic**
   • **Evidence**
   • **Style**
   • **Purpose**
   • **Audience**
	ORGANIZE, PRESENT	**3**

L.9-10.5: **Figurative language** **Word relationships** **Word meanings**	**USE**	**3**
Skills at a Glance		
CONCEPTS **(What students need to know)**	**SKILLS** **(What students need to be able to do)**	**DOK LEVEL**

Literary Analysis:
   • Dramatic Structure
   • Character, Plot, Theme
   • Dialogue and Stage Directions
   • Blank Verse
   • Dramatic Speeches
   • Dramatic Irony
   • Tragedy and Motive
   • Archetypal Themes
   • Figurative Language
   • Tone
   • Rhyme and Meter
   • Poetic Language
   • Sonnet
	IDENTIFY, ANALYZE
	
	COMPARE
		1, 3
		
		3

Reading Skills:
   • Summarize
   • Paraphrase (Main Idea)
   • Draw Conclusions
	DEVELOP
	
	INFER, SUPPORT
		2
		
		2, 3

Vocabulary:		
• Content Area Vocabulary	IDENTIFY, INFER, ACQUIRE, USE	2
• Etymology		
• Big Question Vocabulary		
• Words with Multiple Meanings		
• Connotative Meaning	USE, IDENTIFY, DIFFERENTIATE	2
• Denotative Meaning		
Conventions:		
• Participles and Participle Phrases	IDENTIFY, USE, PROVE (command of)	2
• Gerunds and Gerund Phrases		
• Sentences with Phrases		
• Main and Subordinate Clauses		
• Sentences Using Adverbial Clauses		
• Complex and Compound-Complex Sentences		
• Commas and Dashes		
• Colons, Semicolons, and Ellipsis Points		
• Sentence Structure and Length		
Writing:		
• The "Big Question"	DETERMINE, PRODUCE, DEVELOP, ORGANIZE, PRESENT, CREATE	3, 4
• Informative/expository piece on Theme(s) from Shakespeare's *Romeo and Juliet*		
Speaking and Listening:		
• Staged Performance	PRESENT, RESPOND, ANALYZE, DISCUSS	2, 3
• Dialogue		
• Presentation		

ESSENTIAL QUESTION(S)	CORRESPONDING BIG IDEAS
How are our beliefs formed?	This information will be developed in coordination with students as the unit progresses through multiple texts that focus on the "Big Question."

KEY VOCABULARY TERMS ASSOCIATED WITH UNIT OF STUDY		
TEXT VOCABULARY Words from required readings which may be new or unknown to students.	**ACADEMIC VOCABULARY** High frequency words used by mature language users across several content areas. Words with multiple meanings might be on this list, as well.	**ELA CONTENT AREA VOCABULARY** Words particular to the study of English Language Arts. These words build a central and conceptual understanding of instruction.
See vocabulary identified in the textbook for each of the specific titles listed below in the "Resources" section of this document as "Required Readings."	assimilated, defend, discriminate, determine, differentiate, unique, accept, conformity, individuality, values, culture, morality, background, differences, relationship, react, meaning, impulsive, rash, exchange.	conflict, tone, voice, theme, irony, dialogue, dramatic irony, stage directions, tragedy

RESOURCES		
REQUIRED READINGS	**STUDENT RESOURCES** Components of Pearson Prentice Hall Common Core Literature	**TEACHER RESOURCES** Components of Pearson Prentice Hall Common Core Literature
Literary Analysis Workshop: • *The Tragedy of Romeo and Juliet* by William Shakespeare (Textbook: p. 798) • *Pyramus and Thisbe* by Ovid (Textbook: p. 946) • Love poetry (Teacher's Choice): Sonnet 18, Sonnet 116, Sonnet 130 (The Dark Lady)	Student Edition Textbook (2 Volume Set) Pearson Student Successnet Online Access All-in-One Workbook Reader's Notebook (On-Level, Adapted, ELL, Spanish) Reality Central Anthology	Teacher Edition Textbook (Single Volume) Pearson Teacher Online Access All-in-One Workbook, Answer Key Reader's Notebook, Teaching Guide Units 1-6 Resources B-O-Y, M-O-Y, E-O-Y Assessments Professional Development Guidebook Classroom Strategies and Teaching Routines Daily Bell-ringer Activities Reading Kit: Reading & Literacy Intervention e-Text Student Edition, CD-ROM Teacher Resources, CD-ROM Exam View Test Bank, CD-ROM Media Studio Bundle See It! PH LIT Video Program Hear It! PH Lit Audio Program Virtual Art Museum CD-ROM Reality Central, Grade 6-8 (30 per grade level)

ASSESSMENTS	
REQUIRED ASSESSMENTS	**SUPPLEMENTAL ASSESSMENTS (OPTIONAL)**
Pre-Assessment: Show students a piece of artwork, a movie clip, and play a song. Ask students to identify the theme or message that the media depict. Final Literary Analysis Project: Analysis of Theme from Shakespeare's *Romeo and Juliet* (Student choice) • Compare and contrast a theme (or themes) in *Romeo and Juliet* with a modern day version (e.g., *West Side Story, Titanic, The Notebook*, etc.) • Determine a theme from *Romeo and Juliet* and analyze its development by creating an artistic medium (art, music, or print) to represent and explore that theme. • Determine a theme from *Romeo and Juliet* and analyze its development by creating a multimedia presentation of pre-existing media (art, music, television, movies, or print) to represent and explore a theme, or themes in the play.	

STANDARDIZED ASSESSMENT CORRELATIONS (OVERALL CLAIM: Students can demonstrate college and career readiness in ELA, literacy, and math.) (State, College and Career)
EXPECTATIONS FOR LEARNING IN LANGUAGE ARTS (ENGLISH) AND LITERACY IN ALL DISCIPLINES (HISTORY/SOCIAL STUDIES, SCIENCE/TECHNICAL, WORLD LANGUAGES) (This information has been developed at the national level. Connecticut is a governing member of the Smarter Balanced Assessment Consortium (SBAC) and has input into the development of the assessments.) ☐ **Claim 1 – (Reading)** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. ☐ **Claim 2 – (Writing)** Students can produce effective and well-grounded writing for a range of purposes and audiences. ☐ **Claim 3 – (Speaking and Listening)** Students can employ effective speaking and listening skills for a range of purposes and audiences. ☐ **Claim 4 – (Research/Inquiry)** Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

21ST CENTURY SKILLS CORRELATIONS
(Check the appropriate boxes relevant to the subject area for implementation across disciplines at the building level)

AREAS OF ALIGNMENT FOR ALL DISCIPLINES

☐ **Communication:** Students will demonstrate the ability to properly read, write, present, and comprehend ideas between a variety of media and audiences.
☐ **Information Literacy:** Students can use appropriate applied research in any given challenge. Student has the ability to find useful and reliable information.
☐ **Problem-Solving:** Students can experiment with new and familiar concepts while processing information until a viable solution is reached.
☐ **Collaboration:** Students will demonstrate that they can work together to share, advocate, and compromise on issues critical to the team's success.