

North Bergen School District Benchmarks

Grade: 9

Subject: English Language Arts 1

First Marking Period:

- Learn the elements of a short story ([NJSLSA.R1](#), [NJSLSA.R4](#))
- Identify the author's use of characterization ([NJSLSA.R5](#))
- Identify the elements of plot ([NJSLSA.R2](#), [NJSLSA.R5](#))
- Identify symbolism ([NJSLSA.R1-9](#))
- Analyze and discuss various themes found in short stories ([NJSLSA.R2](#))

Second Marking Period:

- Define and explain poetic devices ([NJSLSA.R.4](#), [NJSLSA.R5](#))
- Identify the rhyme scheme of a poem ([NJSLSA.R4](#), [NJSLSA.R5](#))
- Identify how poetry differs from prose ([NJSLSA.R1](#), [NJSLSA.R4-7](#), [NJSLSA.R9](#))
- Explain the differences of various kinds of poetry ([NJSLSA.R4](#), [NJSLSA.R5](#), [NJSLSA.R9](#))
- Learn the difference between poetry and epic poetry ([NJSLSA.R4](#), [NJSLSA.R5](#), [NJSLSA.R9](#))

Third Marking Period:

- Identify different types of nonfiction writing ([NJSLSA.W1](#), [NJSLSA.W2](#))
- Write a thesis statement ([NJSLSA.W1](#), [NJSLSA.W2](#), [NJSLSA.W4](#), [NJSLSA.W5](#))
- Perform research ([NJSLSA.W7](#), [NJSLSA.W8](#), [NJSLSA.W9](#))
- Create a works cited page ([NJSLSA.W8](#), [NJSLSA.W9](#))
- Use MLA format ([NJSLSA.W1-10](#))

Fourth Marking Period:

- Identify the elements of a drama ([NJSLSA.R1-5](#), [NJSLSA.R9](#))
- Identify the poetic devices used in Romeo and Juliet ([NJSLSA.R1-7](#))
- Explain and describe dramatic techniques used in a play ([NJSLSA.R.1-7](#))
- Learn the parts of a Shakespearean drama ([NJSLSA.R9](#))
- Learn the characteristics of a tragic hero ([NJSLSA.R3](#))

Domain: Reading Literature and Short Stories - Learn the elements of a short story		
Cluster: Grade 9-10		
Standards: RL.9-10.5 , W.9-10.3a-e , L.9-10.6 , RL.9-10.4 , 9.1.12.A.2 , 9.1.12.F.2 , 9.1.12.C.4 , 9.1.12.D.1 , 9.4.12.D.1 , 9.4.12.D.10 , 9.4.12.D.11 , 9.4.12.D.12 , 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> Why do we tell stories? 	<ul style="list-style-type: none"> Authors utilize different styles and literary techniques to express their narrative craft Authors write with purpose Reading closely and critically enhances vocabulary Authors will call an readers to use textual evidence Authors will call on readers to make inferences Authors will use various literary devices to enhance understanding 	<ul style="list-style-type: none"> Select a short story and write an essay that analyzes how a particular literary element plays a part in the essence and workings of one of the chosen stories. Explore the difference in authors’ styles and use of literary elements in a compare/contrast essay. Write an essay to discuss the use of symbolism in a short story and comparable artwork. Participate in large and small group discussions. Create student generated discussions. Define and create examples of figures of speech. Write a narrative properly employing literary elements.
Content Statements	Sample Questions	
<ul style="list-style-type: none"> Explore various writing styles Understand author’s purpose Analyze word choices Draw inferences Use textual evidence Enhance vocabulary 	<ul style="list-style-type: none"> How does the setting influence the meaning of the story? How does the author develop the main idea to give us a picture of the world? How can setting impact the meaning of a story? 	
Assessments Written essays, class participation, question and answer, written quizzes and tests, oral presentations, related non-fiction projects and exploration, Common Core Rubrics.		Teacher Resources Grade 9 Approved Reading List & Additional Sources
<i>To show evidence of meeting this standard, students may:</i>		
Equipment Needed: Textbooks, projectors, online and supplemental resources.		

Domain: Reading Literature and Short Stories - Identify the elements of plot		
Cluster: Grade 9-10		
Standards: RI.9-10.1 , RI.9-10.3 , W.9-10.3a-e , 9.1.12.A.2 , 9.1.12.F.2 , 9.1.12.C.4 , 9.1.12.D.1 , 9.4.12.D.1 , 9.4.12.D.10 , 9.4.12.D.11 , 9.4.12.D.12 , 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> Why do we tell stories? 	<ul style="list-style-type: none"> Authors develop central ideas through plot. Points in time are identifiable by assigning literary terminology such as, exposition, rising action, climax, falling action, and resolution. Stories do not always follow traditional plot structure, which may be manipulated for certain effects. Authors use a narrative hook or inciting incident to draw in their audience 	<ul style="list-style-type: none"> Select a short story and write an essay that analyzes its plot structure and how it develops the central idea. Write a narrative focusing on plot development and plot manipulation for effect. Participate in large and small group discussions. Create student generated questions.
Content Statements	Sample Questions	
<ul style="list-style-type: none"> Analyze the development of a central idea of a text. Provide a summary of the text. Identify points of plot development. Analyze author’s structure and order of events. Examine how the author manipulates time, and its effect. 	<ul style="list-style-type: none"> How does the author introduce the conflict of the story? How does the plot of the story hold the interest of the reader? How does point of view affect the meaning of a story? 	
Assessments		Teacher Resources Grade 9 Approved Reading List & Additional Sources
Written essays, class participation, question and answer, written quizzes and tests, oral presentations, Common Core Rubrics.		
<i>To show evidence of meeting this standard, students may:</i>		
Equipment Needed:		
Textbooks, projectors, online and supplemental resources, audio and video equipment.		

Domain: Reading Literature and Speaking and Listening (Short Stories) - Analyze and discuss various themes found in short stories.		
Cluster: Grade 9-10		
Standards: RL.9-10.1 , RL.9-10.2 , RI.9-10.2 , RI.9-10.6 , W.9-10.3a-e , W.9-10.10 , 9.1.12.A.2 , 9.1.12.F.2 , 9.1.12.C.4 , 9.1.12.D.1 , 9.4.12.D.1 , 9.4.12.D.10 , 9.4.12.D.11 , 9.4.12.D.12 , 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> Why do we tell stories? 	<ul style="list-style-type: none"> Authors write with purpose to communicate theme or a central idea. Readers must use textual evidence to infer implied themes. Theme may prompt stimulating, thoughtful and well reasoned exchange of ideas. Literary themes can be extended to clarify, verify, or challenge ideas and conclusions. Examining theme allows students to respond thoughtfully to diverse perspectives. 	<ul style="list-style-type: none"> Select a short story and write an essay that analyzes how theme plays a part in the essence and workings of the chosen stories. Participate in large and small group discussions. Create student generated PARCC like questions. Write an essay that analyzes theme in another medium. Write a narrative essay that focuses on developing an implied or direct theme.
Content Statements	Sample Questions	
<ul style="list-style-type: none"> Analyze and discuss theme or central ideas. Distinguish between stated and implied theme. Make inferences Use textual evidence to show how specific details shape and refine theme. 	<ul style="list-style-type: none"> What language does the author use to have the reader understand a theme which is implied? How did/does a literary theme you have identified clarify, verify or challenge an idea or conclusion set forth in the text? Which perspective is the author using to help the reader identify various themes? 	
Assessments		Teacher Resources Grade 9 Approved Reading List & Additional Sources
Written essays, class participation, PARCC like question and answer, written quizzes and tests, oral presentations, related non-fiction projects and exploration.		
<i>To show evidence of meeting this standard, students may:</i>		
Equipment Needed:		
Textbooks, projectors, online and supplemental resources, audio/video equipment.		

Domain: Reading Literature and Short Stories - Identify the author’s use of characterization		
Cluster: Grades 9-10		
Standards: RL.9-10.3 , SL.9-10.1a-d , SL.9-10.3 , SL.9-10.4 , W.9-10.3a-e , 9.1.12.A.2 , 9.1.12.F.2 , 9.1.12.C.4 , 9.1.12.D.1 , 9.4.12.D.1 , 9.4.12.D.10 , 9.4.12.D.11 , 9.4.12.D.12 , 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> Why do we tell stories? 	<ul style="list-style-type: none"> Authors use different techniques to reveal characters Understanding and analyzing motivation increases comprehension of narrative work Writers may use specific characters to enhance such elements as mystery, tension and suspense - tone and mood 	
Content Statements	Sample Questions	<ul style="list-style-type: none"> Select a short story and write an essay that analyzes a particular character and how they contribute to the overall effect of the work - include motivation. Select a short story and write an essay that examines the author’s use of characterization, include how it contributes to tone and mood. Select a famous work of art and create a narrative that employs both direct and indirect characterization. Select two works studied in class and write a compare/contrast essay that assesses similarities and differences in characters and their characterization. Participate in large and small group discussions. Create student generated questions.
<ul style="list-style-type: none"> Examine characters Distinguish between direct and indirect characterization Analyze motivation Understand how characterization contributes to mystery, tension and suspense 	<ul style="list-style-type: none"> How does characterization create and reveal the element of suspense in a story? 	
Assessments: Written essays, class participation, question and answer, written quizzes and tests, oral presentations, related non-fiction projects, Common Core rubrics.		Teacher Resources Grade 9 Approved Reading List & Additional Sources
<i>To show evidence of meeting this standard, students may:</i>		
Equipment Needed: Projectors, textbooks, online and supplemental resources, audio and video components.		

Domain: Reading Literature and Short Stories - Identify symbolism		
Cluster: Grade 9-10		
Standards: RL.9-10.1 , RL.9-10.2 , RL.9-10.3 , RL.9-10.4 , RL.9-10.5 , RL.9-10.6 , RL.9-10.7 , RL.9-10.8 , RL.9-10.9 , 9.1.12.A.2 , 9.1.12.F.2 , 9.1.12.C.4 , 9.1.12.D.1 , 9.4.12.D.1 , 9.4.12.D.10 , 9.4.12.D.11 , 9.4.12.D.12 , 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> Why do we tell stories? 	<ul style="list-style-type: none"> Authors use symbolism to add meaning. Understanding connotations enhances the reading experience. Symbolism is found regularly from short stories to daily life. Symbolism adds to establishing tone. 	<ul style="list-style-type: none"> Select a short story and write an essay that analyzes how a particular symbol plays a part in the essence and workings of one of the chosen stories. Write a compare and contrast essay exploring the use of symbolism in different mediums. Participate in large and small group discussions. Create student generated PARCC like questions. Identify symbols found in daily life. Write a narrative carrying through a specific symbol.
Content Statements	Sample Questions	
<ul style="list-style-type: none"> Recognize symbolism and its function in a work. Differentiate between connotation and denotation. Explore how symbolism effects tone Identify symbolism in multiple mediums. 	<ul style="list-style-type: none"> How does the writer employ language devices, like symbolism, for specific effects in the story? What are the effects of symbolism on the plot? 	
Assessments		<p style="text-align: center;">Teacher Resources</p> <p>Grade 9 Approved Reading List & Additional Sources</p>
Writing essays , class participation, PARCC like question and answer, written quizzes and tests, oral presentations, related non-fiction projects, Common Core rubrics.		
<i>To show evidence of meeting this standard, students may:</i>		
Equipment Needed:		
Projectors, textbooks, online and supplemental resources, audio-video equipment.		

Domain: Reading Literature and Poetry: Identify How Poetry Differs from Prose		
Cluster: Grade 9-10		
Standards: RL.9-10.1 , RL.9-10.2 , RL.9-10.4 , RL.9-10.7 , 9.1.12.A.2 , 9.1.12.F.2 , 9.1.12.C.4 , 9.1.12.D.1 , 9.4.12.D.1 , 9.4.12.D.10 , 9.4.12.D.11 , 9.4.12.D.12 , 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> How does poetry reveal what we might not otherwise recognize? 	<ul style="list-style-type: none"> Poets use alliteration, assonance, consonance, enjambment, free verse, meter, rhyme and rhythm to create desired sound effects. Sound effects can enhance tone Poets can part from traditional format and rules in order to enhance the poetic experience Poets rely heavily on the use of imagery and figures of speech such as metaphor, simile and personification. 	<ul style="list-style-type: none"> Select a poem from the textbook and discuss the poem's use of sound devices and how they enhance tone and the overall meaning of the poem Find examples from the text that break from traditional format or rules and discuss how this departure enhances the overall interpretation of the poem Using selected poems from the text find examples of imagery, metaphor, simile and personification Students create their own poetry including imagery and figures of speech Large and small group discussions Create student generated PARCC-like questions
Content Statements	Sample Questions	
<ul style="list-style-type: none"> Recognize the artistic value of poetry versus prose Recognize sound and structural differences Recognize the effects of following and breaking traditional grammatical format and rules Use author's word choices to explain imagery 	<ul style="list-style-type: none"> How do figures of speech enhance the poetic experience? How does understanding the poet's life and historical context help us understand a poem? 	
Assessments Written essays, class participation, creativity, Q & A, written quizzes, oral presentations, related non-fiction projects and exploration, Common Core rubrics <i>To show evidence of meeting this standard, students may:</i>		Teacher Resources Grade 9 Approved Reading List & Additional Sources
Equipment Needed: Chromebooks, textbooks, projectors, online databases and supplemental resources, audio/visual equipment		

Domain: Reading Literature and Poetry: Define and Explain Poetic Devices		
Cluster: Grade 9-10		
Standards: RL.9-10.4 , SL.9-10.4 , 9.1.12.A.2 , 9.1.12.F.2 , 9.1.12.C.4 , 9.1.12.D.1 , 9.4.12.D.1 , 9.4.12.D.10 , 9.4.12.D.11 , 9.4.12.D.12 , 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> How does poetry reveal what we might not otherwise recognize? 	<ul style="list-style-type: none"> Poets utilize various poetic devices to establish meaning and tone Poets from different cultures utilize the same universal devices Poets specifically select every word for its unique contribution to a poem’s overall effect, structure, sound and meaning Poets carefully choose words for both connotation and denotation 	<ul style="list-style-type: none"> Select a poem from the textbook and annotate the poem for the poet’s use of poetic devices. Using annotations, explicate the poem. Discuss the poem’s theme and the way in which the poet’s use of the devices illuminate the the theme. Multicultural poetry brochure: Students research a poem, a poet and the cultural context in which it is written Finding inspiration in the fine arts, students create their own poems utilizing specific poetic devices Large and small group discussions Create student generated PARCC-like questions
Content Statements	Sample Questions	
<ul style="list-style-type: none"> Define and explain poetic devices Create examples of various poetic devices Examine poetic devices as used in multicultural poetry Analyze the cumulative impact of specific word choice Determine how word choice affects meaning and tone 	<ul style="list-style-type: none"> How are poetic devices used to establish meaning and tone? Why do some poets ignore or modify the conventional rules of the English language for effect? 	
Assessments		Teacher Resources
Tests and quizzes, oral presentations, related non-fiction projects and exploration, Common Core rubrics		
<i>To show evidence of meeting this standard, students may:</i>		
Equipment Needed:		Grade 9 Approved Reading List & Additional Sources
Chromebooks, textbooks, projectors, online databases and supplemental resources, audio/video equipment		

Domain: Reading Literature and Poetry: Explain the Differences of Various Kinds of Poetry		
Cluster: Grade 9-10		
Standards: RL.9-10.1 , RL.9-10.5 , SL.9-10.6 , 9.1.12.A.2 , 9.1.12.F.2 , 9.1.12.C.4 , 9.1.12.D.1 , 9.4.12.D.1 , 9.4.12.D.10 , 9.4.12.D.11 , 9.4.12.D.12 , 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> How does poetry reveal what we might not otherwise recognize? 	<ul style="list-style-type: none"> Poets have a variety of types of poetry from which to express their creativity and thoughts Type of poetry used is often linked to the author’s purpose Many cultures have created their own unique types of poetry, while many types are shared Poetry can often be interpreted and expressed through different mediums 	<ul style="list-style-type: none"> Identify various types of poems within a collection of poems, types include: narrative, lyric, dramatic, ballad, blank verse, haiku, ode, sonnets Large and small group discussion Create a poem keeping type in mind, be able to explain why the type was chosen Create student generated PARCC-like questions
Content Statements	Sample Questions	
<ul style="list-style-type: none"> Explore various kinds of poetry Understand why a poet might choose a particular type of poem to express their ideals Create examples of various types of poetry Analyze the representation of a poem or subject in two different mediums 	<ul style="list-style-type: none"> How do various types of poems reveal and express the poet’s purpose? How can we use voice, body language, and visuals to interpret a poem for an audience? 	
Assessments		Teacher Resources
Written essays, class participation, creativity, Q & A, written quizzes, oral presentations, related non-fiction projects and exploration, Common Core rubrics		Grade 9 Approved Reading List & Additional Sources
<i>To show evidence of meeting this standard, students may:</i>		
Equipment Needed:		
Chromebooks, textbooks, projectors, online supplemental resources and audio/visual equipment		

Domain: Reading Literature and Poetry: Learn the Difference Between Poetry and Epic Poetry		
Cluster: Grade 9-10		
Standards: RL.9-10.1 , RI.9-10.2 , L.9-10.4a-d , 9.1.12.A.2 , 9.1.12.F.2 , 9.1.12.C.4 , 9.1.12.D.1 , 9.4.12.D.1 , 9.4.12.D.10 , 9.4.12.D.11 , 9.4.12.D.12 , 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> How does poetry reveal what we might not otherwise recognize? 	<ul style="list-style-type: none"> Poets have a variety of types of poetry from which to express their creativity and thoughts Type of poetry used is often linked to the author’s purpose Many cultures have created their own unique types of poetry, while many types are shared Poetry can often be interpreted and expressed through different mediums 	<ul style="list-style-type: none"> Oral Presentation: Select a character from Greek Mythology and conduct a research project to be presented in class Informative Explanatory Writing: Write an informative/explanatory essay describing how Odysseus exhibits the characteristics of an epic hero Narrative Writing: Write a poem or prose narrative about a journey you or someone you know has taken, using epic similes, epithets, allusions and Heroic couplets Narrative Writing: Using <i>The Apple of Discord</i>, write a narrative from the perspective of Paris about the decision he must make
Content Statements	Sample Questions	
<ul style="list-style-type: none"> Define Epic poetry Differentiate between poetry and Epic poetry Use textual evidence Draw inferences Understand epic hero Examine poetic devices as used in classical literature 	<ul style="list-style-type: none"> How does Epic poetry share and interpret the origins of its culture? 	
Assessments Written tests and quizzes, oral presentations, Common Core rubrics, Q & A, historical/non-fiction projects, written essays, class participation		<p style="text-align: center;">Teacher Resources</p> <p>Grade 9 Approved Reading List & Additional Sources</p>
<i>To show evidence of meeting this standard, students may:</i>		
Equipment Needed: Chromebooks, textbooks, projectors, audio/visual equipment, online databases, and supplemental resources		

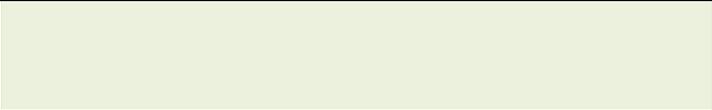
Domain: Reading Literature and Poetry: Identify the Rhyme Scheme of a Poem		
Cluster: Grade 9-10		
Standards: RL.9-10.4 , L.9-10.5a-b , 9.1.12.A.2 , 9.1.12.F.2 , 9.1.12.C.4 , 9.1.12.D.1 , 9.4.12.D.1 , 9.4.12.D.10 , 9.4.12.D.11 , 9.4.12.D.12 , 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> How does poetry reveal what we might not otherwise recognize? 	<ul style="list-style-type: none"> Poets use rhyme scheme to create musicality in poems Many poets choose blank verse as opposed to creating a set scheme Petrarch’s and Shakespeare’s sonnets employ set rhyme schemes Rhyme scheme can influence tone through sound 	<ul style="list-style-type: none"> Select a poem from the text to determine the rhyme scheme and its overall effect within the context of the poem Identify a textual example of blank verse Create individual examples of Petrarch’s and Shakespeare’s sonnets Large and small group exploration
Content Statements	Sample Questions	
<ul style="list-style-type: none"> Define and determine rhyme scheme Describe the overall effect of rhyme scheme in a poem Identify Blank Verse as unrhymed poetry Explain how rhyme scheme is employed in Petrarch’s and Shakespeare’s sonnets 	<ul style="list-style-type: none"> How does rhyme scheme affect the overall tone of a poem? How does a poet’s writing style affect our reactions and understanding of a poem? 	
Assessments		Teacher Resources
Shakespeare’s sonnets, written essays, class participation, creativity, Q & A, written quizzes, Common Core rubrics. Teacher Resources		
<i>To show evidence of meeting this standard, students may:</i>		
Equipment Needed:		Grade 9 Approved Reading List & Additional Sources
Textbooks, projectors, and supplemental resources.		

Domain: Reading Literature and Nonfiction -Identify different types of nonfiction writing		
Cluster: Grade 9-10		
Standards: RL.9-10.1 , RL.9-10.2 , RL.9-10.3 , RL.9-10.4 , RL.9-10.5 , RL.9-10.6 , RL.9-10.7 , RL.9-10.8 , RL.9-10.9 , RL.9-10.10 , W.9-10.2 , 9.1.12.A.2 , 9.1.12.F.2 , 9.1.12.C.4 , 9.1.12.D.1 , 9.4.12.D.1 , 9.4.12.D.10 , 9.4.12.D.11 , 9.4.12.D.12 , 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> How can reading nonfiction help us explore and understand our world 	<ul style="list-style-type: none"> non-fiction writing type is closely tied to the author’s purpose Authors write about themselves in an autobiography Authors write about others in biographies Essays can be formal or informal Personal essays were often informal and entertaining expository and persuasive essays are serious in tone and formal persuasive essays are often applied in speech writing and delivery persuasive essays rely on developing an argument using logic, reason and evidence 	<ul style="list-style-type: none"> Reading and analysis of various nonfiction primary and secondary writings Write a compare and contrast essay exploring different authors’ treatment of their subjects Students create their own autobiography or memoir Students research an individual, in order to create a biography or memoir large and small group discussions Student-generated questioning Students select a topic, based on one of the readings, to be used to learn the research process
Content Statements	Sample Questions	
<ul style="list-style-type: none"> explore various nonfiction forms of writing understanding the author’s purpose analyze word choices draw inferences use textual evidence enhance vocabulary 	<ul style="list-style-type: none"> How are nonfiction and fiction text both similar and different? How do biographies, autobiographies, and memoirs differ from each other? How does nonfiction writing explore various ideas and subjects to construct a deeper understanding of the world? 	
Assessments Written essays, class participation, PARCC-like Q&A, written tests and quizzes, oral presentations, research paper, Common Core rubrics		Teacher Resources Grade 9 Approved Reading List & Additional Sources
<i>To show evidence of meeting this standard, students may:</i>		
Equipment Needed: Textbooks, projectors, online and print, supplemental and research resources, Audio/visual equipment, chromebooks		

Domain: Reading Informational Texts -- Perform Research		
Cluster: Grade 9-10		
Standards: RI.9-10.5 , SL.9-10.5 , W.9-10.1a-e , W.9-10a-f , W.9-10.5 , W.9-10.7 , W.9-10.8 , L.9-10.1a-b , 9.1.12.A.2 , 9.1.12.F.2 , 9.1.12.C.4 , 9.1.12.D.1 , 9.4.12.D.1 , 9.4.12.D.10 , 9.4.12.D.11 , 9.4.12.D.12 , 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> How can reading nonfiction help us explore and understand our world? 	<ul style="list-style-type: none"> Sources must be reliable, relevant, and timely. The online catalog can be used to locate books at the media center, the public library, and other district libraries. Online databases are approved, reliable sources that include citations. Notes should be taken in students' own words, either summarized or paraphrased. Quotes and others' ideas must be given proper credit using a works cited page and parenthetical citations Oral presentations should be well prepared and practiced 	<ul style="list-style-type: none"> Students will use the research process to create individual/group research projects Students will choose and narrow a topic Students will use the Media Center/Public Library to find sources Students will practice note taking and organizing Students will create a working thesis statement Students will organize their ideas in a working outline Students will create an introduction, body paragraphs that use evidence to support their thesis and a conclusion Students will properly use parenthetical citations Students will prepare and deliver oral presentations
Content Statements	Sample Questions	
<ul style="list-style-type: none"> Research to build and present knowledge Conduct research projects to answer a self-generated question synthesize multiple sources on a subject gather relevant information from multiple authoritative print and digital sources Draw evidence from informational text to support analysis, reflection, and research 	<ul style="list-style-type: none"> How does the information gathered and organized through research help to form a written argument? How can we use textual evidence to support our ideas in writing? How do you recognize a credible source of information? 	
Assessments		Teacher Resources
Class participation, written tests and quizzes, research project (process and product), Common Core rubrics, and oral presentations.		Grade 9 Approved Reading List & Additional Sources
<i>To show evidence of meeting this standard, students may:</i>		

Equipment Needed:

Textbooks, projectors, online and print sources, Chromebooks, sample research projects, school databases



Domain: Language and Writing Research-- Use MLA format		
Cluster: Grade 9-10		
Standards: W.9-10.1 , W.9-10.2 , W.9-10.3 , W.9-10.4 , W.9-10.5 , W.9-10.6 , W.9-10.7 , W.9-10.8 , W.9-10.9 , W.9-10.10 , 9.1.12.A.2 , 9.1.12.F.2 , 9.1.12.C.4 , 9.1.12.D.1 , 9.4.12.D.1 , 9.4.12.D.10 , 9.4.12.D.11 , 9.4.12.D.12 , 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> How can reading non fiction help us explore and understand our world? 	<ul style="list-style-type: none"> MLA format requires a running header MLA format requires a four line heading MLA format requires specific margins A research paper in MLA format is double spaced MLA format acknowledges sources by using parenthetical citations aligned with a proper work cited page MLA is the most frequently used format at most colleges and universities, but there are other types including APA 	<ul style="list-style-type: none"> Students will complete the research process utilizing the MLA format Student generated questioning Large and small group discussions Peer editing Students will examine copies of The MLA Handbook for Writers of Research Papers Students will examine model research papers
Content Statements	Sample Questions	
<ul style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in the style of the MLA handbook Apply knowledge of language to understand how it functions in different context To make effective choices for meaning and style 	<ul style="list-style-type: none"> Can you identify the difference between a header and a heading and properly format both? What is a parenthetical citation and what is its function? 	
Assessments		Teacher Resources Grade 9 Approved Reading List & Additional Sources
Class participation, Research Process and Product, Accuracy of Format		
<i>To show evidence of meeting this standard, students may:</i>		
Equipment Needed:		
MLA handbooks, projectors, supplemental online and print media, Chromebooks		

Domain: Writing Research - Write a Thesis Statement		
Cluster: Grade 9-10		
Standards: W.9-10.1 , W.9-10.2 , W.9-10.4 , W.9-10.5 , 9.1.12.A.2 , 9.1.12.F.2 , 9.1.12.C.4 , 9.1.12.D.1 , 9.4.12.D.1 , 9.4.12.D.10 , 9.4.12.D.11 , 9.4.12.D.12 , 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> How can reading nonfiction help us explore and understand our world? 	<ul style="list-style-type: none"> A thesis statement is a single declarative sentence that contains the idea of a research paper. It identifies the topic and the limited focus. It suggests what the body will cover. It is not a question. It should have a formal and confident tone. The scope of the paper must be considered when creating a thesis statement Audience and purpose must be considered when creating a thesis statement 	<ul style="list-style-type: none"> Students will select a topic Students will narrow their topic Student will use research data to develop a proper thesis statement Students will complete the research process
Content Statements	Sample Questions	
<ul style="list-style-type: none"> Produce clear and coherent writing in which development, organization and style are appropriate to task, purpose and audience Develop and strengthen writing by planning, revising, editing, rewriting, focusing on what is most significant for a specific purpose and audience 	<ul style="list-style-type: none"> How does a thesis statement guide research? How does the audience influence the format of your writing? How does the purpose influence the format of your writing? 	
Assessments Written essays, class participation, research paper, common core rubrics		Teacher Resources Grade 9 Approved Reading List & Additional Sources
Equipment Needed: Textbooks, projectors, database accessibility, NoodleBib/Easybib accessibility, model examples of works cited pages		

Domain: Language and Writing Research -- Create a Works Cited Page		
Cluster: Grade 9-10		
Standards: W.9-10.6 , 9.1.12.A.2 , 9.1.12.F.2 , 9.1.12.C.4 , 9.1.12.D.1 , 9.4.12.D.1 , 9.4.12.D.10 , 9.4.12.D.11 , 9.4.12.D.12 , 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> How can reading nonfiction help us explore and understand our world? 	<ul style="list-style-type: none"> NoodleBib is a district authorized bibliography/works cited tool. EasyBib is another available bibliography/works cited tool. District wide databases include source citations. Works Cited pages must follow proper format which can be done manually. Students demonstrate knowledge of where to find citation information. Work cited must be in alphabetical order. 	<ul style="list-style-type: none"> Students will engage in hands on location of database selections and their source citations either at the media center or on Chromebooks in class. Students will use their source information from their notes to create pages. Students will properly align their parenthetical citations with their works cited.
Content Statements	Sample Questions	
<ul style="list-style-type: none"> Gather relevant information from multiple authoritative print and digital sources Assess the usefulness of each source. Avoid plagiarism by following the MLA standard format for citations. Integrate multiple sources of information presented in diverse media formats. 	<ul style="list-style-type: none"> What purpose does a Works Cited page serve? How do you translate a source into a parenthetical citation? 	
Assessments		Teacher Resources Grade 9 Approved Reading List & Additional Sources
Class participation, inprocess and final works cited pages, parenthetical citations should properly match work cited pages-research papers, Common Core rubrics		
<i>To show evidence of meeting this standard, students may:</i>		
Equipment Needed:		
Textbooks, projectors, database accessibility, NoodleBib/Easybib accessibility, model examples of works cited pages		

Domain: Reading Literature and Drama – Explain and Describe Dramatic Techniques Used in a Play		
Cluster: Grade 9-10		
Standards: RL.9-10.1 , RL.9-10.2 , RL.9-10.3 , RL.9-10.4 , RL.9-10.5 , RL.9-10.6 , RL.9-10.7 , 9.1.12.A.2 , 9.1.12.F.2 , 9.1.12.C.4 , 9.1.12.D.1 , 9.4.12.D.1 , 9.4.12.D.10 , 9.4.12.D.11 , 9.4.12.D.12 , 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> Are we governed by fate or free will? 	<ul style="list-style-type: none"> Dramatists utilize techniques unique to the genre Asides and soliloquies are used to reveal private thoughts to the audience Monologues, like soliloquies are long speeches, but other characters are the intended audience Foils are used to create contrasting characters. Their opposing traits work to bring out their traits more glaringly Dialogue and stage directions are the focus of drama 	<ul style="list-style-type: none"> Select a scene from the play and examine the ways that the dialogue and stage directions contribute to the visualization of the play’s actions and theme. Choose a monologue or soliloquy from <u>Romeo and Juliet</u>, recreate it using modern American English. (<i>oral presentation</i>) Write a compare and contrast essay discussing the pairs of characters and how they are used as foils. Large and Small Group Discussions Create student Generated Questions
Content Statements	Sample Questions	
<ul style="list-style-type: none"> Understand the differences and similarities of theatre today and during the Elizabethan Era Recognize and define dramatic conventions such as an aside, foil, monologue, soliloquy Distinguish the characteristics of comedy and tragedy 	<ul style="list-style-type: none"> How can body language and voice be used to convey thematic meaning? How does delivery contribute to ur understanding of Shakespeare’s language? Why would a playwright have different writing concerns than a prose writer or a poet? 	
Assessments Recognize the tragic hero and his/her tragic flaw, written essays, class and small group participation, PARCC-like question and answer, written quizzes and tests, oral presentations, Common Core Rubrics.		Teacher Resources Grade 9 Approved Reading List & Additional Sources
<i>To show evidence of meeting this standard, students may:</i>		
Equipment Needed: Textbooks, projectors, online and supplemental resources, Shakespeare Made Easy: Romeo and Juliet, chromebooks, audio/visual equipment		

Domain: Reading Literature and Drama -- Learn the Parts of a Shakespearean Tragedy		
Cluster: Grade 9-10		
Standards: RL.9-10.5 , RL.9-10.7 , RL.9-10.9 , 9.1.12.A.2 , 9.1.12.F.2 , 9.1.12.C.4 , 9.1.12.D.1 , 9.4.12.D.1 , 9.4.12.D.10 , 9.4.12.D.11 , 9.4.12.D.12 , 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> Are we governed by fate or free will? 	<ul style="list-style-type: none"> The tragic hero is the most important character in a tragedy The tragic hero is typically born into nobility and is responsible for his/her own fate. They have the potential for greatness but are doomed to make a serious error in judgment The tragic flaw is the tragic hero's character weakness that leads to his/her downfall In most tragedies the tragic hero eventually realizes his/her mistake and faces his/her downfall with dignity 	<ul style="list-style-type: none"> Write an essay that addresses the tragic flaw of the tragic hero at work throughout the play. Research modern tragedies with focus on tragic heroes and their tragic flaws. Essay: Are Romeo and Juliet destroyed by fate, their own tragic flaws, the flaws of others, or a combination of factors? Write an essay discussing the theme of the power of love. Discuss despite its positive aspects, love can be a negative force leading to tragic consequences. Large and Small Group Discussions that explore human flaws and how they might lead to one's downfall Create student Generated Questions
Content Statements	Sample Questions	
<ul style="list-style-type: none"> Define and identify the characteristics of tragic heroes in a tragedy Recognize and explain a tragic hero's tragic flaw Follow how the tragic hero's tragic flaw is at work throughout the play 	<ul style="list-style-type: none"> How is a play similar to and different from prose and poetry? Why are we still reading Shakespearean plays? How can understanding the structure of Shakespearean drama help us understand the plot? 	
Assessments Written essays, class and small group participation, PARCC-like question and answer, graphic organizers, written quizzes and tests, oral presentations, Common Core Rubrics.		Teacher Resources Grade 9 Approved Reading List & Additional Sources
<i>To show evidence of meeting this standard, students may:</i>		
Equipment Needed: Textbooks, projectors, online and supplemental resources, Shakespeare Made Easy: Romeo and Juliet, chromebooks, audio/visual equipment		

Domain: Reading Literature and Drama – Identify the Poetic Devices Used in <i>Romeo and Juliet</i>		
Cluster: Grade 9-10		
Standards: RL.9-10.1 , RL.9-10.2 , RL.9-10.3 , RL.9-10.4 , RL.9-10.5 , RL.9-10.6 , RL.9-10.7 , 9.1.12.A.2 , 9.1.12.F.2 , 9.1.12.C.4 , 9.1.12.D.1 , 9.4.12.D.1 , 9.4.12.D.10 , 9.4.12.D.11 , 9.4.12.D.12 , 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> Are we governed by free will? 	<ul style="list-style-type: none"> Poetic devices can be employed in drama Sound devices like alliteration, assonance, consonance, rhyme, rhythm, meter, and iambic pentameter are used in <i>Romeo and Juliet</i> The Shakespearean sonnet format is used in the prologues from Act I & II of <i>Romeo and Juliet</i> <i>Romeo and Juliet</i> is rich with imagery and figurative language Shakespeare is a master of puns 	<ul style="list-style-type: none"> Informative/Explanatory Essay: Compare and contrast aspects of a tragedy in <i>Romeo and Juliet</i> and “Pyramus and Thisbe.” Work should state a clear thesis statement and include at least pieces of supportive evidence. After Reading <i>Romeo and Juliet</i>: Students will watch the film version and they will complete a compare and contrast essay. Creative Writing: Small groups brainstorm and then create a scripted alternative ending to the play. Emphasis should be placed on incorporating poetic language. Extending the Text: Students create and present their own Shakespearean sonnet. Large and Small Group Discussions Create student Generated Questions
Content Statements	Sample Questions	
<ul style="list-style-type: none"> Recognize sound devices covered in poetry unit. Understand the unique poetic format of a Shakespearean sonnet Identify and explain figurative language used in <i>Romeo and Juliet</i> Describe the imagery being created and it associated senses 	<ul style="list-style-type: none"> How can paraphrasing and summarizing help us better understand Shakespeare’s language? How can punctuation affect the meaning derived from a text? How does delivery contribute to our understanding of Shakespeare’s language? 	
Assessments		Teacher Resources
Written essays, class and small group participation, PARCC-like question and answer, written quizzes and tests, oral presentations, projects.		
<i>To show evidence of meeting this standard, students may:</i>		
Equipment Needed:		Grade 9 Approved Reading List & Additional Sources
Textbooks, projectors, online and supplemental resources, Shakespeare Made Easy: Romeo and Juliet, chromebooks, audio/visual equipment		