

Grade 9 Curriculum Map

Unit 1: Coming of Age (Suggested Time: 6 weeks)

Reading
<p>Goals: <i>To understand the concept of coming of age</i></p> <p><i>To identify diction, syntax, imagery, and tone—and to understand the way they work together to convey an author or speaker’s voice</i></p> <p><i>To analyze rhetorical appeals and evidence</i></p> <p><i>To support an inference using valid reasoning and relevant and sufficient evidence</i></p> <p>Genres: a novel, a short story, a memoir, poetry, a transcript, an editorial, a speech, an opinion, a nonfiction article</p> <p>Key Texts: “Marigolds,” “Race Politics,” an excerpt from <i>Speak</i>, Remarks by the President in a National Address to America’s Schoolchildren</p>

Vocabulary
<p>Academic: strategize, inference, denotation, connotation, transcript, claim, counterclaim, analogy</p> <p>Literary: voice, tone, narrative, narrator, anaphora, diction, juxtaposition, prose, rhetorical appeals</p>

Embedded Assessments
<p>1: Writing and Presenting an Interview Narrative</p> <p>2: Writing an Argumentative Essay</p>

Essential Questions
<p>What does it mean to “come of age”?</p> <p>How are rhetorical appeals used to influence an audience?</p>

Targeted Language Arts Florida Standards
<p>LAFS.910.RL.1.1, 2.4, 4.10; LAFS.910.RI.2.5, 2.6, 3.8, 3.9; LAFS.910.W.1.1, 1.2, 1.3, 2.4, 2.5; LAFS.910.SL.1.1, 2.4, 2.6; LAFS.910.L.1.1, 1.2, 2.4, 2.5, 2.6</p>

Additional Assessment Opportunities
<p>Narrative Writing Prompts: Activities 1.8, 1.11</p> <p>Expository Writing Prompt: Activities 1.5, 1.7, 1.9, 1.14, 1.15</p> <p>Argumentative Writing Prompts: Activities 1.6, 1.14, 1.15, 1.16, 1.17, 1.18</p> <p>Citing Textual Evidence: Activities 1.2, 1.3, 1.5, 1.8, 1.9, 1.10, 1.13, 1.16, 1.17, 1.18</p> <p>Interview Process: Activities 1.6, 1.12</p> <p>Reader/Writer Notebook and Key Ideas and Details Questions: ongoing</p> <p>Unit Assessment: online</p>

Writing and Research
<p>Goals: <i>To incorporate voice effectively in writing</i></p> <p><i>To support a claim using valid reasoning and relevant and sufficient evidence</i></p> <p><i>To use rhetorical appeals and evidence to present an argument to an audience</i></p> <p>Focus Areas: Narrative and Argument</p>

Language and Writer’s Craft
<p>Goals: <i>To identify diction, syntax, imagery, and tone—and to understand the way they work together to convey an author or speaker’s voice</i></p> <p>Focus Areas: parallel structure, clauses</p>

Speaking and Listening
<p>Collaborating in Discussion Groups</p> <p>Interviewing and Reporting Findings</p> <p>Viewing Diverse Media</p>

Grade 9 Curriculum Map

Unit 1 Pacing and Planning Guide

Dates	SpringBoard Activities and Assessment Opportunities	Differentiation for Student Needs	District Expectations and Opportunities for Additional Instruction
<i>Adjust this column to add dates and/or instructional weeks based on the district calendar.</i>	<i>Adjust the Unit Activities and Embedded Assessments to correspond with the designated dates of instruction.</i>	<i>Add modification plans to extend learning or strengthen support based on identified student needs.</i>	<p><i>Add specific district expectations here (e.g., benchmark assessments, required reading/writing tasks, cross-curricular projects or strategies, etc.)</i></p> <p><i>You might consider including SpringBoard Writing Workshops, Close Reading Workshops, or Literature Circles. Allow 1-2 weeks for each one added.</i></p> <p><i>Note that adding additional instruction is likely to require strategic decisions about specific activities or units to compress or omit.</i></p>
Mon Aug 10-14 Class Orientation	Introduce Class Routines and guidelines Begin Bell Ringer Cycles <ul style="list-style-type: none"> • Mentor Sentences • Word of the Day FSA Pretest Four Selections Grammar Diagnostic		
Mon Aug 17 1 period	1.1: Previewing the Unit - Unpack Embedded Assessment 1		
Tues Aug 18 -20 3 periods	1.2: Talking About Voice – Graphic Organizer 1.3: Narrative Voices - Double Entry Journal		
Fri Aug 21 1 period	1.4: Language and Writer’s Craft - Check Your Understanding/Revised Sentences		
Mon Aug 24 – Aug 28 5 periods	1.5: Defining Experiences –Graphic Organizer, Writing Prompt 1.6: Learning How to Interview - Organizers, Writing Prompt; Partner Presentation; Partner Interview	Sample Differentiated Instruction Suggestion: (1.10)You might extend the activity by using SOAPSTone again to discuss the audience and purpose of this transcript, which was published as part of <i>US NEWS’s</i>	

	1.7: Conversations with Characters - Graphic Organizer, Character Interview	“Education” Web series on Celebrity “College Flashbacks”	
Mon Aug 31 – Sep 4 4 Periods	1.8: Two Versions of One Narrative – Graphic Organizer RAFT, Interview Questions 1.9: Reading an Interview Narrative – Graphic Organizer, SOAPStone, Check Your Understanding 1.10: Examining the Art of Questioning - Strategies Reflection		
Tue Sep 8 – Sep 9 2 periods	1.11: Transforming the Transcript – Writing Prompt 1.12: Planning an Interview - List of Questions		
Thu Sep 10 – Sept 11 3 periods Due Tue Sept 15	Embedded Assessment 1: Writing and Presenting an Interview Narrative		
Mon Sep 14 – Sep 15 2 periods	1.13: Previewing Embedded Assessment 2 and Preparing to Write an Argument - Unpack Embedded Assessment 2, List of Questions 1.14: Language and Writer’s Craft: Clauses - Writing Prompt		
Wed Sept 16 – Sep 21 3 periods	1.15: Building an Argument – Check Your Understanding 1.16: Using Rhetorical Appeals - SMELL, Writing Prompt		
Tue Sep 22 – 28 4 periods	1.17: Targeting Your Audience - Graphic Organizer, Writing Prompt 1.18: Evaluating Claims and Reasoning - Graphic Organizer		
Mon Sep 28 – Oct 2 2 periods	Embedded Assessment 2: Writing an Argumentative Essay		

Grade 9 Curriculum Map

Unit 2: Defining Style (Suggested Time: 7.5 weeks)

Reading

Goals: *To identify specific elements of an author's style*

To review and analyze elements of fiction

To develop close reading skills

To identify cinematic techniques and analyze their effects

Genres: poems, short stories, a biographical essay, novel excerpts, and film clips

Key Texts: "Fire and Ice," "A Poison Tree," "The Gift of the Magi," "The Stolen Party," "The Cask of Amontillado," "Tim Burton: Wickedly Funny, Grotesquely Humorous," excerpts from *Charlie and the Chocolate Factory*, film clips from *Charlie and the Chocolate Factory*, *Edward Scissorhands*, *Big Fish*, and *Corpse Bride*

Embedded Assessments

- 1: Writing a Short Story
- 2: Writing a Style Analysis Essay

Essential Questions

- What makes a good story?
- What are the elements of a style analysis?

Targeted Language Arts Florida Standards

LAFS.910.RL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.9, 4.10;
 LAFS.910.RI.1.1, 1.2, 2.4, 4.10;
 LAFS.910.W.1.2, 1.3, 2.4, 2.5, 2.6;
 LAFS.910.SL.1.1, 1.2, 2.4, 2.6;
 LAFS.910.L.1.1, 1.2, 2.4, 2.5, 2.6

Writing and Research

Goals: To write a short story

Focus Area: Narrative and Expository

Language and Writer's Craft

Goals: *To analyze syntactical structure and use clauses to achieve specific effects*

Focus Areas: writer's style, sentence types, sentence combining, transitions

Speaking and Listening

Sharing and Responding in Writing Groups
 Sharing and Discussing Textual Evidence
 Collaborating to Perform a Scene

Vocabulary
<p>Academic: verify, commentary, textual evidence</p> <p>Literary: style, symbol, figurative/literal language, allusion, main idea, imagery, biography, autobiography, mood, tone, irony</p>

Additional Assessment Opportunities
<p>Narrative Writing Prompts: Activities 2.2, 2.3, 2.4, 2.6, 2.7, 2.8</p> <p>Expository Writing Prompts: Activities 2.11, 2.12, 2.13, 2.14, 2.18, 2.19, 2.21</p> <p>Citing Textual Evidence: Activities 2.5, 2.6, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.16, 2.18, 2.19, 2.21, 2.22</p> <p>Narrative Plot Diagram and Analysis Charts: Activities 2.2, 2.6, 2.9, 2.10</p> <p>Reader/Writer Notebook and Key Ideas and Details Questions: ongoing</p> <p>Unit Assessment: online</p>

SpringBoard

Grade 9 Curriculum Map

Unit 2 Pacing and Planning Guide

Dates	SpringBoard Activities and Assessment Opportunities	Differentiation for Student Needs	District Expectations and Opportunities for Additional Instruction
<i>Adjust this column to add dates and/or instructional weeks based on the district calendar.</i>	<i>Adjust the Unit Activities and Embedded Assessments to correspond with the designated dates of instruction.</i>	<i>Add modification plans to extend learning or strengthen support based on identified student needs.</i>	<p><i>Add specific district expectations here (e.g., benchmark assessments, required reading/writing tasks, cross-curricular projects or strategies, etc.)</i></p> <p><i>You might consider including SpringBoard Writing Workshops, Close Reading Workshops, or Literature Circles. Allow 1-2 weeks for each one added.</i></p> <p><i>Note that adding additional instruction is likely to require strategic decisions about specific activities or units to compress or omit.</i></p>
Mon Oct 12 -16 4 periods	<p>2.1: Previewing the Unit - Unpack Embedded Assessment 1: Writing a Short Story</p> <p>2.2: Genre Study: Reviewing the Elements of a Story -Plot Diagram</p> <p>2.3: Experimenting with Point of View - Writing Prompt</p>		
Mon Oct 19 – Oct	<p>2.4: Language and Writer’s Craft: Writer’s Style - Writing Prompt</p>		

-23 4 periods	2.5: The Meaning of Imagery and Symbols – Check Your Understanding 2.6: Shared Gifts: Introducing Irony and Allusions – SIFT, Writing Prompt		
Mon Oct 26 – Oct 29 4 periods	2.7: Close Reading of a Short Story – Writing Prompt 2.8: Introducing a Story of Revenge – Graphic Organizer, Writing Prompt		
Fri Oct 30 – Oct Wed Nov 4 4 periods	2.9: Irony in the Vaults – Writing Prompt 2.10: Connecting Symbolism to Meaning - Graphic Organizers; SIFT		
Thu Nov 5 - Nov 10 2 periods	Embedded Assessment 1: Writing a Short Story		
Wed Nov 12– Nov 16 3 periods	2.11: Previewing Embedded Assessment 2: Thinking About Style - Unpack Embedded Assessment 2 2.12: Working With Cinematic Techniques - Writing Prompt		
Tue Nov 16 – Nov 19 Mon Nov 30 4 periods	2.13: Film in Context: An Authorial Study - Main Idea Statement, Writing Prompt 2.14: Setting the Mood and Understanding Tone: Wonka Two Ways – Graphic Organizer, Check Your Understanding 2.15: Revising Wonka: Thinking and Effect – Check Your Understanding 2.16: More About Stylistic Effect - Check Your Understanding		
Tue Dec 1 - Dec – Mon Dec 7 4 periods	2.17: Interpreting Style: Tim Burton’s Edward Scissorhands – Graphic Organizer, Check Your Understanding 2.18: Analyzing Tim Burton’s Style: Supporting with Textual Evidence - Graphic Organizer, Analytical Statement 2.19: Analyzing Burton’s Style: Explaining with Commentary – Analytical Statements, Check Your Understanding 2.20: Analyzing Burton’s Style: Bringing Closure – Check Your Understanding 2.21: Analyzing Burton’s Style: Writing the Analytical Paragraph - Graphic Organizers,		

	Frame Sentence; Analytical Statement; Analytical Statement/with Reflective Commentary/With Closure, Writing Prompt		
Tue Dec 8 – Dec 9 3 periods	2.22: Independent Viewing - Graphic Organizer, Check Your Understanding 2.23: Planning a Draft - Graphic Organizer, Statement, Body Paragraph		
Thu Dec 10 – Dec 12 2 periods	Embedded Assessment 2: Writing a Style Analysis Essay		
Tue Dec 15 - 17	Semester Exams		



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Grade 9 Curriculum Map

Unit 3: Coming of Age in Changing Times (Suggested Time: 6.5 weeks)

Reading
<p>Goals: <i>To gather and integrate relevant information from multiple sources to answer research questions</i></p> <p><i>To analyze how literary elements contribute to the development of a novel's themes</i></p> <p>Genres: a novel, a letter, an essay, articles, photographs, and film clips</p> <p>Key Texts: <i>To Kill a Mockingbird</i>, "In Defense of <i>To Kill a Mockingbird</i>," "Jim Crow: Shorthand for Separation" excerpt from</p>

Embedded Assessments
<p>1: Historical Investigation and Presentation</p> <p>2: Writing a Literary Analysis Essay</p>

Essential Questions
<p>What impact does context have on a novel and on the reactions of readers to it?</p> <p>How does a key scene from a novel contribute to the work as a whole?</p>

Writing and Research
<p>Goals: <i>To gather and integrate relevant information from multiple sources to answer research questions</i></p> <p><i>To write a literary analysis, citing textual evidence to support ideas and inferences</i></p> <p>Focus Areas: Expository (Literary Analysis) and Research</p>

Language and Writer's Craft

Vocabulary
<p>Academic: context, primary source, secondary source, parenthetical citations, rhetoric, audience analysis, valid, censor, censorship</p> <p>Literary: Expository, flashback, motif, plot, subplot, flat character, round character</p>

Targeted Language Arts Florida Standards
<p>LAFS.910.RL.1.1, 1.2, 1.3, 2.4, 2.5, 3.7, 4.10; LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10; LAFS.910.W.1.1, 1.2, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10; LAFS.910.SL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6; LAFS.910.L.1.1, 1.2, 1.3, 2.4, 2.6</p>

Focus Areas: citing sources, incorporating quotations, three-fold transitions

Speaking and Listening
<p>Goals: To present findings clearly, concisely, and logically, making strategic use of digital media</p> <p>Sharing and Discussing in a Socratic Seminar Sharing and Responding in Writing Groups Collaborating for a Research Proposal Collaborating for an Oral Presentation</p>

Additional Assessment Opportunities
<p>Expository Writing Prompts: Activities 3.2, 3.4, 3.6, 3.11, 3.13, 3.16, 3.17, 3.19, 3.22, 3.23 Citing Textual Evidence: Activities 3.5, 3.6, 3.9, 3.10, 3.11, 3.12, 3.14, 3.15, 3.17, 3.19, 3.20, 3.22, 3.23 Character Analysis Poster: Activity 3.21 Research Note Cards: Activity 3.7 Reader/Writer Notebook and Key Ideas and Details Questions: ongoing Unit Assessment: online</p>



Grade 9 Curriculum Map

Unit 3 Pacing and Planning Guide

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<i>the district calendar.</i>			<i>Note that adding additional instruction is likely to require strategic decisions about specific activities or units to compress or omit.</i>
3 periods Jan. 6-8	<p>3.1: Previewing the Unit - Unpack Embedded Assessment 1</p> <p>3.2: Picturing the Past – Graphic Organizer, Writing Prompt</p> <p>3.3: Setting the Context - Graphic Organizer, #5-#10</p>		
4 periods Jan. 11-14	<p>3.4: Researching and Presenting Information – Graphic Organizer, Expository Writing Prompts</p> <p>3.5: A Time for Change - SOAPStone</p> <p>3.6: Voices of Change - Expository Writing Prompts</p>		
3 periods Jan. 15, Jan. 19-20	<p>3.7: Historical Research and Citation - Annotated Bibliography Examples, Research Cards</p> <p>3.8: Reaching an Audience - Graphic Organizer, Levels of Questions</p>		
2 periods Jan. 21-22	Embedded Assessment 1: Historical Investigation and Presentation		
2 periods Jan. 25-26	3.9: Previewing Embedded Assessment 2: A Story of Times - Unpack Embedded Assessment 2, Summary		
4 Periods Jan. 27-29, Feb. 1	<p>3.10: A Scouting Party – Graphic Organizer, Sketch</p> <p>3.11: Conflict with Miss Caroline - Graphic Organizers, Expository Writing Prompt</p> <p>3.12: Analyzing Boo - Graphic Organizer</p>		
8 periods Feb. 2-5, Feb. 8-11	<p>3.13: Questions and Conclusions – Graphic Organizers, Expository Writing Prompt</p> <p>3.14: Two Views of “One Shot” - Writing Prompt</p> <p>3.15: Pin the Quote on Atticus – Graphic Organizer, Analytical Writing Prompt</p> <p>3.16: Shifting Perspectives - Outline</p> <p>3.17: A Solitary Light – Graphic Organizers, Writing Prompt</p> <p>3.18: Characters’ Voices - Questions</p> <p>3.19: Analyzing Atticus’s Closing Argument – SMELL, Graphic Organizers, Writing Prompt</p>		February 12 th is an Early Release Day and is not on this schedule.
4 periods Feb. 16-19	3.20: Aftermath and Reflection - Graphic Organizer, Revised Piece		

	<p>3.21: Standing in Borrowed Shoes – Graphic Organizer</p> <p>3.22: Controversy in Context - RAFT</p> <p>3.23: “Hey, Boo” - Co-constructed Essay</p>		
2 periods Feb. 22-23	Embedded Assessment 2: Writing a Passage Analysis		



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Grade 9 Curriculum Map

Unit 4: Exploring Poetic Voices (Suggested Time: 6 weeks)

Reading
<p>Goals: To develop the skills and knowledge to analyze poetry</p> <p>To analyze the function and effects of figurative language</p> <p>Genres: essays, poems, song lyrics</p> <p>Key Texts: from <i>Poemcrazy: Freeing Your Life with Words</i>, “Poetry,” “Nikki-Rosa,” Fast Break,” “Identity,” “Hanging Fire,” “Ode to</p>

Embedded Assessments
<p>1: Creating a Poetry Anthology</p> <p>2: Analyzing and Presenting Poet</p>

Essential Questions
<p>What is poetry?</p> <p>What can a writer learn from studying an author’s craft and style?</p>

Writing and Research
<p>Goals: To develop the skills and knowledge to craft poetry</p> <p>To write original poems that reflect personal voice, style, and an understanding of poetic elements</p> <p>To write a style analysis essay</p> <p>Focus Area: Poetry</p>



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Targeted Language Arts Florida Standards

LAFS.910.RL.1.1, 1.2, 1.3, 2.4, 2.5, 3.7, 4.10;
 LAFS.910.RI.1.1, 1.2, 2.4;
 LAFS.910.W.1.2, 2.4, 2.5, 2.6, 3.7, 3.9, 4.10;
 LAFS.910.SL.1.1, 2.4;
 LAFS.910.L.1.2, 2.4, 2.5, 2.6

Language and Writer’s Craft

Goals: To analyze the function and effects of figurative language

Focus Areas: verbals, punctuation

Speaking and Listening

Goals: To present an oral interpretation of a poem

Sharing and Responding in Writing Groups
 Collaborating to Analyze Poetry
 Collaborating to Deliver Oral Interpretations

Additional Assessment Opportunities

Poetry Writing Prompts: Activities 4.2, 4.3, 4.5, 4.8, 4.9, 4.11, 4.12
Citing Textual Evidence: Activities 4.4, 4.6, 4.7, 4.8, 4.9, 4.10, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19
Reader/Writer Notebook and Key Ideas and Details Questions: ongoing
Unit Assessment: online

**Grade 9 Curriculum Map
 Unit 4 Pacing and Planning Guide**

Dates	SpringBoard Activities and Assessment Opportunities	Differentiation for Student Needs	District Expectations and Opportunities for Additional Instruction
<i>Adjust this column to add dates and/or instructional</i>	<i>Adjust the Unit Activities and Embedded Assessments to correspond with the designated dates of instruction.</i>	<i>Add modification plans to extend learning or strengthen support based on identified student needs.</i>	<i>Add specific district expectations here (e.g., benchmark assessments, required reading/writing tasks, cross-curricular projects or strategies, etc.) You might consider including SpringBoard Writing</i>

<p><i>weeks based on the district calendar.</i></p>			<p><i>Workshops, Close Reading Workshops, or Literature Circles. Allow 1-2 weeks for each one added.</i></p> <p><i>Note that adding additional instruction is likely to require strategic decisions about specific activities or units to compress or omit.</i></p> <p>This unit has been shortened by two days in order to reach a stopping point before Spring Break. It could, however, be condensed even further in order to complete the assessment by March 25th, which is the last day before Spring Break.</p>
<p>4 periods Feb. 24-26, Feb. 29</p>	<p>4.1: Previewing the Unit - Unpack Embedded Assessment 1 4.2: What is Poetry – Frame Poem 4.3: A Writer Speaks About Poetry - Writing Prompts</p>		
<p>3 periods March 1-3</p>	<p>4.4: Literary Devices in Poetry – Graphic Organizer 4.5: A Catalog of Coming-of-Age Experiences - Questions 4.6: Structure in Poetry – Summary, Analytical Statement</p>		
<p>6 periods March 4, March 7-8, March 14-15</p>	<p>4.7: Exploring Diction and Imagery - Check Your Understanding 4.8: Extended Metaphor and Symbol – Writing Prompt 4.9: Hyperbolic Me With Allusion – Hyperbolic Poem 4.10: Exploring Theme – TP-CASTT, SIFT, Interpretative Statement</p>		<p>March 9-10 are omitted due to nine weeks exams and early release day.</p> <p>One period has been omitted to reach a stopping point by Spring Break.</p>
<p>3 periods March 16-18</p>	<p>4.11: Odes to Something or Someone Special - Ode 4.12: Coming of Age in Sonnets - Writing Prompts - Sonnet</p>		
<p>2 periods March 21-22</p>	<p>Embedded Assessment 1: Creating a Poetry Anthology</p>		
<p>4 periods March 23-25</p>	<p>4.13: Unpacking Embedded Assessment 2 - Unpack Embedded Assessment 2: Analyzing and Presenting a Poet 4.14: More Work With Analysis - Analysis 4.15: Poetry Analysis of “Young” – Thematic Statement 4.16: Poetry Café - Oral Interpretation</p>		<p>One period has been omitted to complete this section before Spring Break.</p>

4 periods April 4-6	4.17: Kidnapped by a Poet – Style Chart, TWIST 4.18: Choosing and Researching a Poet – Graphic Organizer 4.19: Generating a Rhetorical Plan - Outline (Rhetorical Plan)		One period has been omitted to complete the unit by Friday.
2 periods April 7-8	Embedded Assessment 2: Analyzing and Presenting a Poet		



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Grade 9 Curriculum Map

Unit 5: Coming of Age on Stage (Suggested Time: 7 weeks)

Reading
Goals: <i>To cite textual evidence to support analysis of a dramatic text</i>

Embedded Assessments
1: Creating and Presenting a Dramatic Interpretation

Writing and Research
Goals: <i>To conduct research to answer questions and gather evidence</i>
<i>To write an argument to support a claim</i>

Essential Questions

How do actors and directors use theatrical elements to create a dramatic interpretation?

Why do we study Shakespeare?

Language and Writer's Craft

Goals: *To analyze how an author uses rhetoric to advance a purpose*

Focus Areas: colons, rhetorical questions, citing sources, transitions

Targeted Language Arts Florida Standards

LAFS.910.RL.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.9, 4.10;
LAFS.910.RI.1.1, 1.2, 1.3, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10;
LAFS.910.W.1.1, 1.2, 2.4, 2.5, 2.6, 3.7, 3.8, 3.9, 4.10;
LAFS.910.SL.1.1, 1.2, 2.4, 2.5, 2.6;
LAFS.910.L.1.2, 2.4, 2.5, 2.6

Vocabulary

Academic: vocal delivery, visual delivery, argument, evidence, synthesis, refutation

Literary: drama, tragedy, iambic pentameter, monologue, theatrical elements, blocking, dramaturge, foil, dramatic irony, soliloquy, subtext

Speaking and Listening

Goals: *To collaborate with peers on an interpretive performance*

Collaborating to Conduct Research
Collaborating to Rehearse and Perform
Delivering an Oral Interpretation
Viewing Diverse Media

Additional Assessment Opportunities

Argumentative Writing Prompts: Activities 5.5, 5.8, 5.10, 5.15, 5.16, 5.17, 5.18, 5.19
Citing Textual Evidence: Activities 5.5, 5.6, 5.7, 5.10, 5.12, 5.13, 5.15, 5.16, 5.17, 5.18, 5.19, 5.20
Visual Representation/Sketching: Activities 5.3, 5.6, 5.9
Staging Notebook: Activity 5.7
Reader/Writer Notebook and Key Ideas and Details Questions: ongoing
Unit Assessment: online



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Dates	SpringBoard Activities and Assessment Opportunities	Differentiation for Student Needs	District Expectations and Opportunities for Additional Instruction
<i>Adjust this column to add dates and/or instructional weeks based on the district calendar.</i>	<i>Adjust the Unit Activities and Embedded Assessments to correspond with the designated dates of instruction.</i>	<i>Add modification plans to extend learning or strengthen support based on identified student needs.</i>	<p><i>Add specific district expectations here (e.g., benchmark assessments, required reading/writing tasks, cross-curricular projects or strategies, etc.)</i></p> <p><i>You might consider including SpringBoard Writing Workshops, Close Reading Workshops, or Literature Circles. Allow 1-2 weeks for each one added.</i></p> <p><i>Note that adding additional instruction is likely to require strategic decisions about specific activities or units to compress or omit.</i></p>
4 periods April 11-14	<p>5.1: Previewing the Unit - Unpack Embedded Assessment 1</p> <p>5.2: Shakespeare's Age - Research Cards</p> <p>5.3: A Sonnet Sets the Stage - Tableau</p>		
5 periods April 15, April 18-20	<p>5.4: Conflict Up Close - Paraphrased Lines</p> <p>5.5: Talking By Myself – SIFT, Writing Prompt</p> <p>5.6: Party Blocking – Graphic Organizers</p> <p>5.7: Acting Companies – Sketch, Notebook</p>		One period has been omitted in this section.
5 periods April 21-22 April 25-26	<p>5.8: What's in a Setting? - Graphic Organizers</p> <p>5.9: Friends and Foils – Visual Representation</p> <p>5.10: A Wedding and a Brawl - Graphic Organizers, Writing Prompts; Visual Representation</p>		One period has been omitted in this section.
6 periods April 27-29, May 2-4	<p>5.11: Emotional Roller Coaster – Graphic Organizer, Writing Prompt</p> <p>5.12: TWISTing Their Words – TWIST, Graphic Organizer</p> <p>5.13: A Desperate Plan – Graphic Organizer</p> <p>5.14: A Fault in their Stars - Graphic Organizers, Sketch</p>		
2 periods May 5-6	Embedded Assessment 1: Creating and Presenting a Dramatic Interpretation		
4 periods May 9-11	<p>5.15: Previewing Embedded Assessment 2: Is Shakespeare Relevant? - Unpack Embedded Assessment 2, Writing Prompt</p> <p>5.16: Shakespeare in the Modern Age – SOAPSTone, Writing Prompt</p> <p>5.17: Shakespeare's Globe - Graphic Organizer, Writing Prompts</p>		One period has been omitted in this section.

6 periods May 12-13, May 16-18	5.18: Did Shakespeare Invent Teenagers? - Graphic Organizer, Writing Prompt 5.19: Shakespeare Behind Bars – Graphic Organizer, Writing Prompt 5.20: Arguments for Arts and Literature - Graphic Organizers, SMELL, Quickwrite 5.21: Give Up the Bard - Quickwrite		One period has been omitted in this section.
2 periods May 19-20	Embedded Assessment 2: Writing a Synthesis Argument		This schedule allows for May 23-25 for review and exams.