

ENGLISH 9 - HURON & PIONEER

HSCE	Activities	Resources/Materials	Assessment
STANDARD 1.1 <i>Understand and practice writing as a recursive process.</i>	C&C Essay between two film versions of Romeo and Juliet Analysis of a sonnet	1968 Zeffirelli film 1996 Luhrman film Romeo and Juliet text including sonnets	Essay rubric
CE1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.	C&C Essay between two film versions of Romeo and Juliet Analysis of a sonnet	1968 Zeffirelli film 1996 Luhrman film Romeo and Juliet text including sonnets	Essay rubric
CE1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g. free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).	C&C Essay between two film versions of Romeo and Juliet Analysis of a sonnet	1968 Zeffirelli film 1996 Luhrman film Romeo and Juliet text including sonnets	Essay rubric
CE1.1.3 Select and use language that is appropriate (e.g. formal, informal, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g. letter to editor, proposal, poem, or digital story).	C&C Essay between two film versions of Romeo and Juliet Analysis of a sonnet	1968 Zeffirelli film 1996 Luhrman film Romeo and Juliet text including sonnets	Essay rubric
CE1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g. structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.	C&C Essay between two film versions of Romeo and Juliet Analysis of a sonnet In response to <i>To Kill a Mockingbird</i> write a paragraph-long essay that uses paragraph structure to make a claim and support it with evidence from the text	1968 Zeffirelli film 1996 Luhrman film Romeo and Juliet text including sonnets	Essay rubric
CE1.1.5 Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text—deleting and/or reorganizing ideas, and addressing potential readers’ questions.	C&C Essay between two film versions of Romeo and Juliet Analysis of a sonnet	1968 Zeffirelli film 1996 Luhrman film Romeo and Juliet text including sonnets	Essay rubric

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<p>CE1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.</p>	<p>C&C Essay between two film versions of Romeo and Juliet Analysis of a sonnet In response to <i>To Kill a Mockingbird</i>:</p> <ul style="list-style-type: none"> • Write a paragraph-long essay that uses paragraph structure to make a claim and support it with evidence from the text • Introduce the elements of a formal essay, with emphasis on writing a thesis and paragraph structure (introduction, body, conclusion) 	<p>1968 Zeffirelli film 1996 Luhrman film Romeo and Juliet text including sonnets</p>	<p>Essay rubric</p>
<p>CE1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for the audience.</p>	<p>C&C Essay between two film versions of Romeo and Juliet Analysis of a sonnet In response to <i>To Kill a Mockingbird</i>:</p> <ul style="list-style-type: none"> • Write a paragraph-long essay that uses paragraph structure to make a claim and support it with evidence from the text • Introduce the elements of a formal essay, with emphasis on writing a thesis and paragraph structure (introduction, body, conclusion) 	<p>1968 Zeffirelli film 1996 Luhrman film Romeo and Juliet text including sonnets</p>	<p>Essay rubric</p>
<p>CE1.1.8 Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.</p>	<p>C&C Essay between two film versions of Romeo and Juliet Analysis of a sonnet</p>	<p>1968 Zeffirelli film 1996 Luhrman film Romeo and Juliet text including sonnets</p>	<p>Essay rubric</p>
<p>STANDARD 1.2 <i>Use writing, speaking, and visual expression for personal understanding and growth.</i></p>	<p>Draw a picture of Mercutio’s Queen Mab speech from Act I Quick writes and/or journals on importance decisions, obedience versus independence to parents, love at first sight, peer pressure.</p>	<p>Romeo and Juliet text, Drawing paper, Drawing implements, Writing implements</p>	<p>Rubric for drawing, Rubric for quick-writes/journals</p>

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CE1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas	Draw a picture of Mercutio's Queen Mab speech from Act I Quick writes and/or journals on importance decisions, obedience versus independence to parents, love at first sight, peer pressure.	Romeo and Juliet text, Drawing paper, Drawing implements, Writing implements	Rubric for drawing, Rubric for quick-writes/journals
CE1.2.2 Write, speak, and visually represent to develop self-awareness and insight (e.g. diary, journal writing, portfolio self-assessment).	Draw a picture of Mercutio's Queen Mab speech from Act I Quick writes and/or journals on importance decisions, obedience versus independence to parents, love at first sight, peer pressure.	Romeo and Juliet text, Drawing paper, Drawing implements, Writing implements	Rubric for drawing, Rubric for quick-writes/journals
CE1.2.3 Write, speak, and create artistic representations to express personal experience and perspective (e.g. personal narrative poetry, imaginative writing, slam poetry, blogs, webpages).	Draw a picture of Mercutio's Queen Mab speech from Act I Quick writes and/or journals on importance decisions, obedience versus independence to parents, love at first sight, peer pressure.	Romeo and Juliet text, Drawing paper, Drawing implements, Writing implements	Rubric for drawing, Rubric for quick-writes/journals
CE1.2.4 Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.	Quick writes and/or journals on importance decisions, obedience versus independence to parents, love at first sight, peer pressure.	Writing implements	Rubric for quick-writes/journals
STANDARD 1.3 <i>Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g. to reflect, persuade, inform, analyze, entertain, inspire).</i>	Give a short, formal closing argument speech for a criminal negligence or felonious misconduct trial for either The Nurse or Friar Lawrence	Notecards, Romeo and Juliet text, Visual aid (i.e., Powerpoint)	Rubric for speech
CE1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g. personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g. expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g. autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).	Give a short, formal closing argument speech for a criminal negligence or felonious misconduct trial for either The Nurse or Friar Lawrence	Notecards, Romeo and Juliet text, Visual aid (i.e., Powerpoint)	Rubric for speech

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CE1.3.2 Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.	Give a short, formal closing argument speech for a criminal negligence or felonious misconduct trial for either The Nurse or Friar Lawrence	Notecards, Romeo and Juliet text, Visual aid (i.e., Powerpoint)	Rubric for speech
CE1.3.3 Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.	Give a short, formal closing argument speech for a criminal negligence or felonious misconduct trial for either The Nurse or Friar Lawrence	Notecards, Romeo and Juliet text, Visual aid (i.e., Powerpoint)	Rubric for speech
CE1.3.4 Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).	Give a short, formal closing argument speech for a criminal negligence or felonious misconduct trial for either The Nurse or Friar Lawrence	Notecards, Romeo and Juliet text, Visual aid (i.e., Powerpoint)	Rubric for speech
CE1.3.5 From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.	Give a short, formal closing argument speech for a criminal negligence or felonious misconduct trial for either The Nurse or Friar Lawrence In response to <i>To Kill a Mockingbird</i> : Introduce the elements of a formal essay, with emphasis on writing a thesis and paragraph structure (introduction, body, conclusion)	Notecards, Romeo and Juliet text, Visual aid (i.e., Powerpoint)	Rubric for speech
CE1.3.6 Use speaking, writing, and visual presentations to appeal to audiences of different social, economic and cultural backgrounds and experiences (e.g. include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of	Give a short, formal closing argument speech for a criminal negligence or felonious misconduct trial for either The Nurse or Friar Lawrence	Notecards, Romeo and Juliet text, Visual aid (i.e., Powerpoint)	Rubric for speech

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potential readers).			
CE1.3.7 Participate collaboratively and productively in groups (e.g. response groups, work teams, discussion groups, and committees)-fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.	Give a short, formal closing argument speech for a criminal negligence or felonious misconduct trial for either The Nurse or Friar Lawrence	Notecards, Romeo and Juliet text, Visual aid (i.e., Powerpoint)	Rubric for speech
CE1.3.8 Evaluate own and others' effectiveness in group discussions and formal presentations (e.g. considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).	Give a peer evaluation of the formal closing argument speech and vote for best speech	Ballots	Rubric for speech (same as teachers)
CE1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.	Give a short, formal closing argument speech for a criminal negligence or felonious misconduct trial for either The Nurse or Friar Lawrence	Notecards, Romeo and Juliet text, Visual aid (i.e., Powerpoint)	Rubric for speech
<i>STANDARD 1.4 Develop and use the tools and practices of inquiry and research-generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.</i>	Research the authorship debate using the Harper's article and/or other resources. Write, in own words, 3-4 arguments for both sides, then pick the side the student feels is best.	Harper's article and/or other resources, Writing implements, Notecards and/or graphic organizer	Rubric
CE1.4.1 Identify, explore, and refine topics and questions appropriate for research.	Research the authorship debate using the Harper's article and/or other resources. Write, in own words, 3-4 arguments for both sides, then pick the side the student feels is best.	Harper's article and/or other resources, Writing implements, Notecards and/or graphic organizer	Rubric
CE1.4.2 Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.	Research the authorship debate using the Harper's article and/or other resources. Write, in own words, 3-4 arguments for both sides, then pick the side the student feels is best.	Harper's article and/or other resources, Writing implements, Notecards and/or graphic organizer	Rubric

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CE1.4.3 Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g. argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).	Research the authorship debate using the Harper's article and/or other resources. Write, in own words, 3-4 arguments for both sides, then pick the side the student feels is best.	Harper's article and/or other resources, Writing implements, Notecards and/or graphic organizer	Rubric
CE1.4.4 Interpret, synthesis, and evaluate information/findings in various print sources and media (e.g. fact and opinion, comprehensiveness of the evidence, bias varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.	Research the authorship debate using the Harper's article and/or other resources. Write, in own words, 3-4 arguments for both sides, then pick the side the student feels is best.	Harper's article and/or other resources, Writing implements, Notecards and/or graphic organizer	Rubric
CE1.4.5 Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.	Research the authorship debate using the Harper's article and/or other resources. Write, in own words, 3-4 arguments for both sides, then pick the side the student feels is best.	Harper's article and/or other resources, Writing implements, Notecards and/or graphic organizer	Rubric
CE1.4.6 Use appropriate conventions of textual citation in different contexts (e.g. different academic disciplines and workplace writing situations).	Research the authorship debate using the Harper's article and/or other resources. Write, in own words, 3-4 arguments for both sides, then pick the side the student feels is best.	Harper's article and/or other resources, Writing implements, Notecards and/or graphic organizer	Rubric
CE1.4.7 Recognize the role of research including student research as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g. presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).	Research the authorship debate using the Harper's article and/or other resources. Write, in own words, 3-4 arguments for both sides, then pick the side the student feels is best.	Harper's article and/or other resources, Writing implements, Notecards and/or graphic organizer	Rubric

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<p>Standard 1.5 <i>Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g. poetry, fiction and creative nonfiction stories, academic ad literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).</i></p>	Memorize, rehearse, fashion costumes and props for a scene or monologue from the play to be performed for the class or filmed and shown to the class.	Romeo and Juliet Text, Materials for assembling costumes and props, Video camera (if filming).	Performance rubric
<p>CE1.5.1 Use writing, speaking, and visual expression to develop powerful, creative and critical messages.</p>	Memorize, rehearse, fashion costumes and props for a scene or monologue from the play to be performed for the class or filmed and shown to the class.	Romeo and Juliet Text, Materials for assembling costumes and props, Video camera (if filming).	Performance rubric
<p>CE1.5.2 Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.</p>	Memorize, rehearse, fashion costumes and props for a scene or monologue from the play to be performed for the class or filmed and shown to the class.	Romeo and Juliet Text, Materials for assembling costumes and props, Video camera (if filming).	Performance rubric
<p>CE1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g. focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).</p>	Memorize, rehearse, fashion costumes and props for a scene or monologue from the play to be performed for the class or filmed and shown to the class.	Romeo and Juliet Text, Materials for assembling costumes and props, Video camera (if filming).	Performance rubric
<p>CE1.5.4 Use technology tools (e.g. word processing, presentation of multimedia software) to produce polished written and multimedia work (e.g. literary and expository works, proposals, business presentations, advertisements).</p>	Memorize, rehearse, fashion costumes and props for a scene or monologue from the play to be performed for the class or filmed and shown to the class.	Romeo and Juliet Text, Materials for assembling costumes and props, Video camera (if filming).	Performance rubric
<p>CE1.5.5 Respond to and use feedback to strengthen written and multimedia presentations (e.g. clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).</p>	Memorize, rehearse, fashion costumes and props for a scene or monologue from the play to be performed for the class or filmed and shown to the class.	Romeo and Juliet Text, Materials for assembling costumes and props, Video camera (if filming).	Performance rubric

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STANDARD 2.1 <i>Develop critical reading, listening, and viewing strategies.</i>	Create an annotated script and stage drawing for Act II, Scene 2 (balcony scene) after viewing three different versions of the scene and creating a model as a group from previous scene (Act II, Scene 1)	1968 Zeffirelli film, 1936 Olivier film, 1996 Luhrman film, Writing and drawing implements	Rubric
CE2.1.1 Use a variety of pre-reading and previewing strategies (e.g. acknowledge own prior knowledge, make a connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.	Create an annotated script and stage drawing for Act II, Scene 2 (balcony scene) after viewing three different versions of the scene and creating a model as a group from previous scene (Act II, Scene 1) In response to <i>To Kill a Mockingbird</i> : Study basic elements of Southern, depression-era culture.	1968 Zeffirelli film, 1936 Olivier film, 1996 Luhrman film, Writing and drawing implements	Rubric
CE2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g. prefaces, appendices, marginal notes, illustration, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.	Create an annotated script and stage drawing for Act II, Scene 2 (balcony scene) after viewing three different versions of the scene and creating a model as a group from previous scene (Act II, Scene 1)	1968 Zeffirelli film, 1936 Olivier film, 1996 Luhrman film, Writing and drawing implements	Rubric
CE2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixed, and the use of appropriate resource materials such as print and electronic dictionaries.	Create an annotated script and stage drawing for Act II, Scene 2 (balcony scene) after viewing three different versions of the scene and creating a model as a group from previous scene (Act II, Scene 1) Read <i>To Kill a Mockingbird</i>	1968 Zeffirelli film, 1936 Olivier film, 1996 Luhrman film, Writing and drawing implements	Rubric

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CE2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.	Create an annotated script and stage drawing for Act II, Scene 2 (balcony scene) after viewing three different versions of the scene and creating a model as a group from previous scene (Act II, Scene 1)	1968 Zeffirelli film, 1936 Olivier film, 1996 Luhrman film, Writing and drawing implements	Rubric
CE2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g. compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).	Create an annotated script and stage drawing for Act II, Scene 2 (balcony scene) after viewing three different versions of the scene and creating a model as a group from previous scene (Act II, Scene 1)	1968 Zeffirelli film, 1936 Olivier film, 1996 Luhrman film, Writing and drawing implements	Rubric
CE2.1.6 Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g. documentaries and research presentations) and elements of expository texts (e.g. thesis, supporting ideas, ad statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.	Create an annotated script and stage drawing for Act II, Scene 2 (balcony scene) after viewing three different versions of the scene and creating a model as a group from previous scene (Act II, Scene 1)	1968 Zeffirelli film, 1936 Olivier film, 1996 Luhrman film, Writing and drawing implements	Rubric
CE2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.	Create an annotated script and stage drawing for Act II, Scene 2 (balcony scene) after viewing three different versions of the scene and creating a model as a group from previous scene (Act II, Scene 1)	1968 Zeffirelli film, 1936 Olivier film, 1996 Luhrman film, Writing and drawing implements	Rubric
CE2.1.8 Recognize the conventions of visual and multimedia presentations (e.g. lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.	Create an annotated script and stage drawing for Act II, Scene 2 (balcony scene) after viewing three different versions of the scene and creating a model as a group from previous scene (Act II, Scene 1)	1968 Zeffirelli film, 1936 Olivier film, 1996 Luhrman film, Writing and drawing implements	Rubric

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CE2.1.9 Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.	Create an annotated script and stage drawing for Act II, Scene 2 (balcony scene) after viewing three different versions of the scene and creating a model as a group from previous scene (Act II, Scene 1)	1968 Zeffirelli film, 1936 Olivier film, 1996 Luhrman film, Writing and drawing implements	Rubric
CE2.1.10 Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.	Create an annotated script and stage drawing for Act II, Scene 2 (balcony scene) after viewing three different versions of the scene and creating a model as a group from previous scene (Act II, Scene 1)	1968 Zeffirelli film, 1936 Olivier film, 1996 Luhrman film, Writing and drawing implements	Rubric
CE2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.	Create an annotated script and stage drawing for Act II, Scene 2 (balcony scene) after viewing three different versions of the scene and creating a model as a group from previous scene (Act II, Scene 1)	1968 Zeffirelli film, 1936 Olivier film, 1996 Luhrman film, Writing and drawing implements	Rubric
CE2.1.12 Use a variety of strategies to enhance listening comprehension (e.g. monitor message clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information.	Create an annotated script and stage drawing for Act II, Scene 2 (balcony scene) after viewing three different versions of the scene and creating a model as a group from previous scene (Act II, Scene 1)	1968 Zeffirelli film, 1936 Olivier film, 1996 Luhrman film, Writing and drawing implements	Rubric
STANDARD 2.2 <i>Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g. drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).</i>	Watch (back to back) selected scenes from two or three films and fill out graphic organizer sheets on characters, dramatic effect, and communication of ideas. Listen to and watch a song from West Side Story and write a response that compares this to the written scene from the play	1968 Zeffirelli film, 1936 Olivier film, 1996 Luhrman film, Graphic organizers and writing implements. CD and/or DVD of West Side Story	Rubric for graphic organizer, Rubric for written response

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<p>CE2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g. imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).</p>	<p>Watch (back to back) selected scenes from two or three films and fill out graphic organizer sheets on characters, dramatic effect, and communication of ideas.</p> <p>Listen to and watch a song from West Side Story and write a response that compares this to the written scene from the play</p> <p>In response to <i>To Kill a Mockingbird</i>: Identify literary concepts, particularly symbolism, metaphor, and theme</p>	<p>1968 Zeffirelli film, 1936 Olivier film, 1996 Luhrman film, Graphic organizers and writing implements.</p> <p>CD and/or DVD of West Side Story</p>	<p>Rubric for graphic organizer, Rubric for written response</p>
<p>CE2.2.2 Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.</p>	<p>Watch (back to back) selected scenes from two or three films and fill out graphic organizer sheets on characters, dramatic effect, and communication of ideas.</p> <p>Listen to and watch a song from West Side Story and write a response that compares this to the written scene from the play</p>	<p>1968 Zeffirelli film, 1936 Olivier film, 1996 Luhrman film, Graphic organizers and writing implements.</p> <p>CD and/or DVD of West Side Story</p>	<p>Rubric for graphic organizer, Rubric for written response</p>
<p>CE2.2.3 Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.</p>	<p>Watch (back to back) selected scenes from two or three films and fill out graphic organizer sheets on characters, dramatic effect, and communication of ideas.</p> <p>Listen to and watch a song from West Side Story and write a response that compares this to the written scene from the play</p> <p>In response to <i>To Kill a Mockingbird</i>:</p> <ul style="list-style-type: none"> • Understand Jim Crow culture, history and society as it is revealed through its religious literature and drama; • Study basic elements of Southern, depression-era culture; 	<p>1968 Zeffirelli film, 1936 Olivier film, 1996 Luhrman film, Graphic organizers and writing implements.</p> <p>CD and/or DVD of West Side Story</p>	<p>Rubric for graphic organizer, Rubric for written response</p>

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<p>STANDARD 2.3 <i>Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.</i></p>	<p>Watch PBS documentary segment (or a similar one) on the adolescent brain and/or read article “The Adolescent Brain” and annotate the text.</p> <p>Watch selected scene from Breakfast Club and write a response about peer pressure in decision making.</p>	<p>PBS documentary segment (from Macomb flash drive), Article “The Adolescent Brain” (from Macomb flash drive), DVD of film Breakfast Club</p>	<p>Collect annotated texts for evaluation using rubric, Rubric for written response</p>
<p>CE2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.</p>	<p>Watch PBS documentary segment (or a similar one) on the adolescent brain and/or read article “The Adolescent Brain” and annotate the text.</p> <p>Watch selected scene from Breakfast Club and write a response about peer pressure in decision making. <i>Read To Kill a Mockingbird</i></p>	<p>PBS documentary segment (from Macomb flash drive), Article “The Adolescent Brain” (from Macomb flash drive), DVD of film Breakfast Club</p>	<p>Collect annotated texts for evaluation using rubric, Rubric for written response</p>
<p>CE2.3.2 Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.</p>	<p>Watch PBS documentary segment (or a similar one) on the adolescent brain and/or read article “The Adolescent Brain” and annotate the text.</p> <p>Watch selected scene from Breakfast Club and write a response about peer pressure in decision making.</p>	<p>PBS documentary segment (from Macomb flash drive), Article “The Adolescent Brain” (from Macomb flash drive), DVD of film Breakfast Club</p>	<p>Collect annotated texts for evaluation using rubric, Rubric for written response</p>
<p>CE2.3.3 Critically read and interpret instructions for a variety of tasks (e.g. completing assignments, using software, writing college and job applications).</p>	<p>Watch PBS documentary segment (or a similar one) on the adolescent brain and/or read article “The Adolescent Brain” and annotate the text.</p> <p>Watch selected scene from Breakfast Club and write a response about peer pressure in decision making.</p>	<p>PBS documentary segment (from Macomb flash drive), Article “The Adolescent Brain” (from Macomb flash drive), DVD of film Breakfast Club</p>	<p>Collect annotated texts for evaluation using rubric, Rubric for written response</p>
<p>CE2.3.4 Critically interpret primary and secondary research-related documents (e.g. historical and government documents, newspapers, critical and technical articles, and subject-specific books).</p>	<p>Watch PBS documentary segment (or a similar one) on the adolescent brain and/or read article “The Adolescent Brain” and annotate the text.</p> <p>Watch selected scene from Breakfast</p>	<p>PBS documentary segment (from Macomb flash drive), Article “The Adolescent Brain” (from Macomb flash drive), DVD of film Breakfast Club</p>	<p>Collect annotated texts for evaluation using rubric, Rubric for written response</p>

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	Club and write a response about peer pressure in decision making.		
CE2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.	Watch PBS documentary segment (or a similar one) on the adolescent brain and/or read article “The Adolescent Brain” and annotate the text. Watch selected scene from Breakfast Club and write a response about peer pressure in decision making.	PBS documentary segment (from Macomb flash drive), Article “The Adolescent Brain” (from Macomb flash drive), DVD of film Breakfast Club	Collect annotated texts for evaluation using rubric, rubric for written response
CE2.3.6 Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.	Watch PBS documentary segment (or a similar one) on the adolescent brain and/or read article “The Adolescent Brain” and annotate the text. Watch selected scene from Breakfast Club and write a response about peer pressure in decision making.	PBS documentary segment (from Macomb flash drive), Article “The Adolescent Brain” (from Macomb flash drive), DVD of film Breakfast Club	Collect annotated texts for evaluation using rubric, Rubric for written response
CE2.3.7 Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g. book talks, literature circles, film clubs).	Watch PBS documentary segment (or a similar one) on the adolescent brain and/or read article “The Adolescent Brain” and annotate the text. Watch selected scene from Breakfast Club and write a response about peer pressure in decision making. Read <i>To Kill a Mockingbird</i> .	PBS documentary segment (from Macomb flash drive), article “The Adolescent Brain” (from Macomb flash drive), DVD of film Breakfast Club	Collect annotated texts for evaluation using rubric, Rubric for written response
CE2.3.8 Develop and apply personal, shared, and academic criteria to evaluate own and others’ oral, written, and visual texts.	Watch PBS documentary segment (or a similar one) on the adolescent brain and/or read article “The Adolescent Brain” and annotate the text. Watch selected scene from Breakfast Club and write a response about peer pressure in decision making.	PBS documentary segment (from Macomb flash drive), Article “The Adolescent Brain” (from Macomb flash drive), DVD of film Breakfast Club	Collect annotated texts for evaluation using rubric, Rubric for written response

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HSCE	Activities	Resources/Materials	Assessment
<p>STANDARD 3.1 <i>Develop the skills of close and contextual literary reading.</i></p>	<p>As an introduction to the play, choose an early speech, photocopy it, and in small groups, break text into sections, read closely and annotate, and present to class with interpretation to teach reading using punctuation rather than ends of lines.</p> <p>Find examples of, record and annotate examples of the motifs of opposites (light and dark, day and night, birth and death, dream and reality, adults and children, love and hate, etc.)</p>	<p>Romeo and Juliet text, Photocopied pages from play, Writing implements.</p>	<p>Rubric for annotation, Rubric for motif examples</p>
<p>CE3.1.1 Interpret literary language (e.g. imagery, allusions, symbolism, metaphor) while reading literary and expository works.</p>	<p>As an introduction to the play, choose an early speech, photocopy it, and in small groups, break text into sections, read closely and annotate, and present to class with interpretation to teach reading using punctuation rather than ends of lines.</p> <p>Find examples of, record and annotate examples of the motifs of opposites (light and dark, day and night, birth and death, dream and reality, adults and children, love and hate, etc.)</p> <p>Read <i>To Kill a Mockingbird</i> In response to <i>To Kill a Mockingbird</i>: Discuss themes of character, prejudice, empathy, responsibility, and isolation</p>	<p>Romeo and Juliet text, Photocopied pages from play, Writing implements.</p>	<p>Rubric for annotation, Rubric for motif examples</p>

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HSCE	Activities	Resources/Materials	Assessment
<p>CE3.1.2 Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.</p>	<p>As an introduction to the play, choose an early speech, photocopy it, and in small groups, break text into sections, read closely and annotate, and present to class with interpretation to teach reading using punctuation rather than ends of lines.</p> <p>Find examples of, record and annotate examples of the motifs of opposites (light and dark, day and night, birth and death, dream and reality, adults and children, love and hate, etc.)</p> <p>In response to <i>To Kill a Mockingbird</i>: Discuss themes of character, prejudice, empathy, responsibility, and isolation</p>	<p>Romeo and Juliet text, Photocopied pages from play, Writing implements.</p>	<p>Rubric for annotation, Rubric for motif examples</p>
<p>CE3.1.3 Recognize a variety of plot structures and elements (e.g. story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.</p>	<p>As an introduction to the play, choose an early speech, photocopy it, and in small groups, break text into sections, read closely and annotate, and present to class with interpretation to teach reading using punctuation rather than ends of lines.</p> <p>Find examples of, record and annotate examples of the motifs of opposites (light and dark, day and night, birth and death, dream and reality, adults and children, love and hate, etc.)</p> <p>In response to <i>To Kill a Mockingbird</i>: Identify literary concepts, particularly symbolism, metaphor, and theme</p>	<p>Romeo and Juliet text, Photocopied pages from play, Writing implements.</p>	<p>Rubric for annotation, Rubric for motif examples</p>

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HSCE	Activities	Resources/Materials	Assessment
<p>CE3.1.4 Analyze characteristics of specific works and authors (e.g. voice, mood, time sequence, author vs narrator, stated vs implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.</p>	<p>As an introduction to the play, choose an early speech, photocopy it, and in small groups, break text into sections, read closely and annotate, and present to class with interpretation to teach reading using punctuation rather than ends of lines.</p> <p>Find examples of, record and annotate examples of the motifs of opposites (light and dark, day and night, birth and death, dream and reality, adults and children, love and hate, etc.)</p>	<p>Romeo and Juliet text, Photocopied pages from play, Writing implements.</p>	<p>Rubric for annotation, Rubric for motif examples</p>
<p>CE3.1.5 Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.</p>	<p>As an introduction to the play, choose an early speech, photocopy it, and in small groups, break text into sections, read closely and annotate, and present to class with interpretation to teach reading using punctuation rather than ends of lines.</p> <p>Find examples of, record and annotate examples of the motifs of opposites (light and dark, day and night, birth and death, dream and reality, adults and children, love and hate, etc.)</p>	<p>Romeo and Juliet text, Photocopied pages from play, Writing implements.</p>	<p>Rubric for annotation, rubric for motif examples</p>

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HSCE	Activities	Resources/Materials	Assessment
<p>CE3.1.6 Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.</p>	<p>As an introduction to the play, choose an early speech, photocopy it, and in small groups, break text into sections, read closely and annotate, and present to class with interpretation to teach reading using punctuation rather than ends of lines.</p> <p>Find examples of, record and annotate examples of the motifs of opposites (light and dark, day and night, birth and death, dream and reality, adults and children, love and hate, etc.)</p>	<p>Romeo and Juliet text, Photocopied pages from play, Writing implements.</p>	<p>Rubric for annotation, Rubric for motif examples</p>
<p>CE3.1.7 Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.</p>	<p>As an introduction to the play, choose an early speech, photocopy it, and in small groups, break text into sections, read closely and annotate, and present to class with interpretation to teach reading using punctuation rather than ends of lines.</p> <p>Find examples of, record and annotate examples of the motifs of opposites (light and dark, day and night, birth and death, dream and reality, adults and children, love and hate, etc.)</p> <p>In response to <i>To Kill a Mockingbird</i>: Discuss themes of character, prejudice, empathy, responsibility, and isolation</p>	<p>Romeo and Juliet text, Photocopied pages from play, Writing implements.</p>	<p>Rubric for annotation, Rubric for motif examples</p>

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HSCE	Activities	Resources/Materials	Assessment
<p>CE3.1.8 Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.</p>	<p>As an introduction to the play, choose an early speech, photocopy it, and in small groups, break text into sections, read closely and annotate, and present to class with interpretation to teach reading using punctuation rather than ends of lines.</p> <p>Find examples of, record and annotate examples of the motifs of opposites (light and dark, day and night, birth and death, dream and reality, adults and children, love and hate, etc.)</p> <p>In response to <i>To Kill a Mockingbird</i>: Discuss themes of character, prejudice, empathy, responsibility, and isolation</p>	<p>Romeo and Juliet text, Photocopied pages from play, Writing implements.</p>	<p>Rubric for annotation, Rubric for motif examples</p>
<p>CE3.1.9 Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.</p>	<p>As an introduction to the play, choose an early speech, photocopy it, and in small groups, break text into sections, read closely and annotate, and present to class with interpretation to teach reading using punctuation rather than ends of lines.</p> <p>Find examples of, record and annotate examples of the motifs of opposites (light and dark, day and night, birth and death, dream and reality, adults and children, love and hate, etc.)</p> <p>In response to <i>To Kill a Mockingbird</i>:</p> <ul style="list-style-type: none"> • Understand Jim Crow culture, history and society as it is revealed through its religious literature and drama. • Discuss themes of character, prejudice, empathy, responsibility, and isolation. 	<p>Romeo and Juliet text, Photocopied pages from play, Writing implements.</p>	<p>Rubric for annotation, Rubric for motif examples</p>

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HSCE	Activities	Resources/Materials	Assessment
<p>CE3.1.10 Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.</p>	<p>As an introduction to the play, choose an early speech, photocopy it, and in small groups, break text into sections, read closely and annotate, and present to class with interpretation to teach reading using punctuation rather than ends of lines.</p> <p>Find examples of, record and annotate examples of the motifs of opposites (light and dark, day and night, birth and death, dream and reality, adults and children, love and hate, etc.)</p> <p>In response to <i>To Kill a Mockingbird</i>: Discuss themes of character, prejudice, empathy, responsibility, and isolation.</p>	<p>Romeo and Juliet text, Photocopied pages from play, Writing implements.</p>	<p>Rubric for annotation, Rubric for motif examples</p>
<p>STANDARD 3.2 <i>Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g. myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).</i></p>	<p>Listen to and read lyrics from “Parents Just Don’t Understand” and do a “tear, pair and share” on the characters in the song (see flashdrive)</p> <p>Readings from “Shakespeare Alive” on background and customs of Shakespeare’s England</p>	<p>CD of “Parents Just Don’t Understand”, Copies of lyrics and form for the “tear, pair share” activity, Copy of “Shakespeare Alive”</p>	<p>Rubric for “tear, pair and share” activity</p>
<p>CE3.2.1 Recognize a variety of literary genres and forms (e.g. poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.</p>	<p>Listen to and read lyrics from “Parents Just Don’t Understand” and do a “tear, pair and share” on the characters in the song (see flashdrive)</p> <p>Readings from “Shakespeare Alive” on background and customs of Shakespeare’s England</p> <p>Read <i>To Kill a Mockingbird</i>.</p> <p>In response to <i>To Kill a Mockingbird</i>: Understand Jim Crow culture, history and society as it is revealed through its religious literature and drama;</p>	<p>CD of “Parents Just Don’t Understand”, Copies of lyrics and form for the “tear, pair share” activity, Copy of “Shakespeare Alive”</p>	<p>Rubric for “tear, pair and share” activity</p>

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HSCE	Activities	Resources/Materials	Assessment
CE3.2.2 Identify different types of poetry (e.g. epic, lyric, sonnet, free verse) and explain how specific features (e.g. figurative language, imagery, rhythm, alliteration, etc.) influence meaning.	Analyze the form of the sonnet in terms of iambic meter and rhyme scheme. Keep a symbols log in the play	Romeo and Juliet Text, Sonnets	Student sonnets, Quiz or test
CE3.2.3 Identify how elements of dramatic literature (e.g. dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.	Listen to and read lyrics from “Parents Just Don’t Understand” and do a “tear, pair and share” on the characters in the song (see flashdrive) Readings from “Shakespeare Alive” on background and customs of Shakespeare’s England	CD of “Parents Just Don’t Understand”, Copies of lyrics and form for the “tear, pair share” activity, Copy of “Shakespeare Alive”	Rubric for “tear, pair and share” activity
CE3.2.4 Respond by participating actively and appropriately in small and large group discussions about literature (e.g. posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).	Listen to and read lyrics from “Parents Just Don’t Understand” and do a “tear, pair and share” on the characters in the song (see flashdrive) Readings from “Shakespeare Alive” on background and customs of Shakespeare’s England	CD of “Parents Just Don’t Understand”, Copies of lyrics and form for the “tear, pair share” activity, Copy of “Shakespeare Alive”	Rubric for “tear, pair and share” activity
CE3.2.5 Respond to literature in a variety of ways (e.g. dramatic interpretation, reader’s theatre, literature circles, illustration, writing in a character’s voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.	Listen to and read lyrics from “Parents Just Don’t Understand” and do a “tear, pair and share” on the characters in the song (see flashdrive) Readings from “Shakespeare Alive” on background and customs of Shakespeare’s England	CD of “Parents Just Don’t Understand”, Copies of lyrics and form for the “tear, pair share” activity, Copy of “Shakespeare Alive”	Rubric for “tear, pair and share” activity
STANDARD 3.3 <i>Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.</i>			
CE3.3.1 Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g. Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.	Listen to and read lyrics from “Parents Just Don’t Understand” and do a “tear, pair and share” on the characters in the song (see flashdrive) Readings from “Shakespeare Alive” on background and customs of Shakespeare’s England	CD of “Parents Just Don’t Understand”, Copies of lyrics and form for the “tear, pair share” activity, Copy of “Shakespeare Alive”	Rubric for “tear, pair and share” activity

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HSCE	Activities	Resources/Materials	Assessment
CE3.3.2 Read and analyze classic contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.	Listen to and read lyrics from “Parents Just Don’t Understand” and do a “tear, pair and share” on the characters in the song (see flashdrive) Readings from “Shakespeare Alive” on background and customs of Shakespeare’s England Read <i>To Kill a Mockingbird</i> .	CD of “Parents Just Don’t Understand”, Copies of lyrics and form for the “tear, pair share” activity, Copy of “Shakespeare Alive”	Rubric for “tear, pair and share” activity
CE3.3.3 Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g. religious, biographical, feminist, multicultural, political).	Research the authorship debate using the Harper’s article and/or other resources. Write, in own words, 3-4 arguments for both sides, then pick the side the student feels is best.	Harper’s article and/or other resources, Writing implements, Notecards and/or graphic organizer	Rubric
CE3.3.4 Demonstrate knowledge of American minority literature and the contributions of minority writers.	Listen to and read lyrics from “Parents Just Don’t Understand” and do a “tear, pair and share” on the characters in the song (see flashdrive).	CD of “Parents Just Don’t Understand”, Copies of lyrics and form for the “tear, pair share” activity.	Rubric for “tear, pair and share” activity
CE3.3.5 Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.	Examine Italian source text for Romeo and Juliet	Source text	Unit test
CE3.3.6 Critically examine standards of literary judgment (e.g. aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g. canon formation, “classis” vs. “popular” texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).	Research the authorship debate using the Harper’s article and/or other resources. Write, in own words, 3-4 arguments for both sides, then pick the side the student feels is best. Journal on whether or not Shakespeare should be included in the ninth grade curriculum In response to <i>To Kill a Mockingbird</i> : Understand Jim Crow culture, history and society as it is revealed through its religious literature and drama;	Harper’s article and/or other resources, Writing implements, Notecards and/or graphic organizer	Rubric for research project, Journal rubric

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HSCE	Activities	Resources/Materials	Assessment
STANDARD 3.4 <i>Examine mass media, film, series fiction, and other texts from popular culture popular culture.</i>			
CE3.4.1 Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.	Create an annotated script and stage drawing for Act II, Scene 2 (balcony scene) after viewing three different versions of the scene and creating a model as a group from previous scene (Act II, Scene 1) Watch selected scenes from Breakfast Club and write response on peer pressure and decision making	1968 Zeffirelli film, 1936 Olivier film, 1996 Luhrman film, Writing and drawing implements DVD of Breakfast Club	Rubric
CE3.4.2 Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.	Create an annotated script and stage drawing for Act II, Scene 2 (balcony scene) after viewing three different versions of the scene and creating a model as a group from previous scene (Act II, Scene 1) Watch selected scenes from Breakfast Club and write response on peer pressure and decision making	1968 Zeffirelli film, 1936 Olivier film, 1996 Luhrman film, Writing and drawing implements DVD of Breakfast Club	Rubric
CE3.4.3 Understand the ways people use media in their personal and public lives.	Students bring in advertisement from newspaper or magazine or online that features one of the thematic ideas from Romeo and Juliet such as parent-child relationships, decision making, love, etc. and write an accompanying paragraph that explains the way the advertisement portrays the idea	Newspapers, Magazines, Internet access	Rubric

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HSCE	Activities	Resources/Materials	Assessment
CE3.4.4 Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.	Students bring in advertisement from newspaper or magazine or online that features one of the thematic ideas from Romeo and Juliet such as parent-child relationships, decision making, love, etc. and write an accompanying paragraph that explains the way the advertisement portrays the idea	Newspapers, Magazines, Internet access	Rubric
STANDARD 4.1 <i>Understand and use the English language effectively in a variety of contexts and settings.</i>			
CE4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.	Comparison and Contrast essay on two films. Closing argument in Friar Lawrence or Nurse trial.	Romeo and Juliet Text, Notecards, Visual aids	Writing Rubric, Speech Rubric
CE4.1.2 Use resources to determine word meanings, pronunciations, and word etymologies (e.g. context, print and electronic dictionaries, thesauruses, glossaries, and others).	Students will record original sentence, define and write original sentences with selected vocabulary from the text	Romeo and Juliet text, Dictionary	Vocabulary Test
CE4.1.3 Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g. persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).	Comparison and Contrast essay on two films Closing argument in Friar Lawrence or Nurse trial Analyze different subtext tools such as inflection, pause, non-verbal communication	Romeo and Juliet Text, Notecards, Visual aids	Writing Rubric, Speech Rubric, Large group discussion
CE4.1.4 Control standard English structures in a variety of contexts (e.g. formal speaking, academic prose, business, and public writing) using language carefully and precisely.	Comparison and Contrast essay on two films Closing argument in Friar Lawrence or Nurse trial Analyze different subtext tools such as inflection, pause, non-verbal communication	Romeo and Juliet Text, Notecards, Visual aids	Writing Rubric, Speech Rubric, Large group discussion

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HSCE	Activities	Resources/Materials	Assessment
CE4.1.5 Demonstrates use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.	Students will record original sentence, define and write original sentences with selected vocabulary from the text Using editing codes established by teacher, students will analyze and correct punctuation, grammar and phrasing errors in model sentences and their own writing	Romeo and Juliet text, Dictionary Handouts on grammar, Punctuation concepts from teacher	Vocabulary Test Teacher analysis of student corrections, Grammar quizzes
<i>STANDARD 4.2 Understand how language variety reflects and shapes experience.</i>			
CE4.2.1 Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g. ethnic communities, social groups, professional organizations).	Analysis of Shakespeare's language including syntax, verb endings, and pronouns, pointing out differences	Romeo and Juliet text	Quiz on Shakespeare's language
CE4.2.2 Understand the implications and potential consequences of language use (e.g. appropriate professional speech; sexist, racist, homophobic language).	Worksheet on compliments and insults from "Shakespeare Set Free"	Worksheet, "Shakespeare Set Free"	Evaluation (key) for worksheet, Follow up quiz
CE4.2.3 Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.	Analysis of Shakespeare's language including syntax, verb endings, and pronouns, pointing out differences	Romeo and Juliet text	Quiz on Shakespeare's language
CE4.2.4 Understand the appropriate uses and implications of casual or informal versus language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g. propaganda, homophobic language, and racial, ethnic, or gender epithets).	Worksheet on compliments and insults from "Shakespeare Set Free"	Worksheet, "Shakespeare Set Free"	Evaluation (key) for worksheet, Follow up quiz

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HSCE	Activities	Resources/Materials	Assessment
<p>CE4.2.5 Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.</p>	<p>Students bring in advertisement from newspaper or magazine or online that features one of the thematic ideas from Romeo and Juliet such as parent-child relationships, decision making, love, etc. and write an accompanying paragraph that explains the way the advertisement portrays the idea</p>	<p>Newspapers, Magazines, Internet access</p>	<p>Rubric</p>