



**LITERACY
INSTRUCTIONAL GUIDE**

GRADE 9

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Note: Full **Priority Standards** documents for Reading, Writing, and Communication are located on-line at <http://schools.evergreenps.org>.

Course Understandings

Course Understandings	Course Essential Questions	Course Skills
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Writers utilize basic elements of fiction to create meaning in literature. Literature helps us understand human nature. Everybody is entitled to an opinion about what a text means, but the text supports some interpretations more than others. Novelists often provide insights about human experience through fiction. Classic writing transcends time and place of its origin. Drama is a way to present and gain insights into human nature. Readers research a variety of texts to understand their community and world. Non-fiction texts provide vital information about the world we live in. 	<p><i>By striving to answer the following questions...</i></p> <ul style="list-style-type: none"> How does the author’s use of language, style, and perspective contribute to the purpose of the text? How do we, as writers, utilize elements of fiction to tell a tale with greatest effect? How can fiction reveal truth? How does a story teach readers? How do writers persuade their readers? How does drama help us gain insights into human nature? What role does fate play in the lives and deaths of Romeo and Juliet? How are the themes of <i>Romeo and Juliet</i> relevant in today’s society? What does <i>Romeo and Juliet</i> reveal about the English Renaissance? How and why do we conduct research and report our findings? What is the author’s angle or perspective? What should we do when texts or authors disagree? 	<p><i>Students will develop competency in the following skills...</i></p> <p>READING:</p> <ul style="list-style-type: none"> 1 C 1: Identify, define and analyze literary elements and purpose including character, setting point of view, plot, conflict, theme (2.2.3, 3.4.3). 2 A 1: Evaluate the kind, breadth, and appropriateness of evidence used to support the writer’s reasoning (2.4.3, 2.4.4). 2 B: Identify the reader’s own social cultural point of view and biases that influence perceptions of and responses to a text (3.4.2, 3.4.3). 2 C: Analyze two or more texts addressing the same topic to determine how writers reach similar or different conclusions about social perspectives, cultural perspectives, issues, and/or themes (2.4.6, 2.4.7). 2 D 1: Understand how rhetorical devices and literary techniques enhance meaning and produce an effect on the reader in both literary and non-literary texts (2.3.3, 2.4.2) (<i>mastery</i>). 2 E: Understand, analyze and synthesize information from both informational and literary texts to draw conclusions that go beyond those found in individual sources (2.3.1, 2.3.4). 3 C: Write a sentence that states an arguable concept or conclusion that can be drawn from multiple selections or your question (e.g., a thesis statement for a synthesis essay) (2.4.5, 2.4.6). 3 D 1: Use reading strategies such as questioning, predicting, activating prior knowledge and setting a purpose for reading, varying pace and reread (2.1.3-2.2.2) (<i>mastery</i>). 4 (all): Identify genres and purposefully read a variety of genres, emphasis on the novel (3.4.2-4). <p>WRITING:</p> <ul style="list-style-type: none"> 1 B: Write summaries of concepts discovered in the reading (2.2.1, 2.3.1). 1 E 3: Examine and utilize various modes of discourse: description (2.3.1) (<i>mastery</i>). 3 (all): Use collaborative skills as part of the writing process (1.6.2, 1.5.1). 4 B: Write interpretations and analyses of texts in writing, applying textual evidence to the points asserted (3.1.1, 3.1.2, 1.5.1, 2.2.1, 2.3.1, 3.3.8). <p>COMMUNICATION:</p> <ul style="list-style-type: none"> 1 A, C-E: Presentation skills (1.1.1, 1.1.2, 2.2.2, 3.1.1, 3.3.1) (<i>mastery</i>). 1 B: Listen critically to viewpoints and build upon the ideas of others (1.1.1, 1.1.2, 2.2.2, 3.1.1, 3.3.1) (<i>competency</i>). 2 (all): Group interaction skills (2.2.1, 2.2.2, 4.1.1, 4.1.2) (<i>mastery</i>).

Course Frameworks: Semester 1

Unit of Study: Elements of Fiction – Creative Writing Unit	
<i>Students will develop competency in the following skills...</i>	
READING Standard(s)	
<ul style="list-style-type: none"> • 1 C 1: Identify, define and analyze literary elements and purpose including character, setting point of view, plot, conflict, theme (2.2.3, 3.4.3). • 2 D 1: Understand how rhetorical devices and literary techniques enhance meaning and produce an effect on the reader in both literary and non-literary texts (2.3.3, 2.4.2) (<i>mastery</i>). • 3 D 1: Use reading strategies such as questioning, predicting, activating prior knowledge and setting a purpose for reading, varying pace and reread (2.1.3-2.2.2) (<i>mastery</i>). • 4 (all): Identify genres and purposefully read a variety of genres, emphasis on the novel (3.4.2-4). 	
WRITING Standard(s)	
<ul style="list-style-type: none"> • 1 E 3: Examine and utilize various modes of discourse: description (2.3.1) (<i>mastery</i>). 	
COMMUNICATION Standard(s)	
<ul style="list-style-type: none"> • 2 (all): Group interaction skills (2.2.1, 2.2.2, 4.1.1, 4.1.2) (<i>mastery</i>). 	
Enduring Understandings	
<ul style="list-style-type: none"> • Literature helps us understand human nature. • Writers utilize basic elements of fiction to create meaning in literature. 	
Essential Question(s)	
<ul style="list-style-type: none"> • How does the author’s use of language, style, and point of view contribute to the purpose of the text? • How do we, as writers, utilize the elements of fiction to tell a tale with the greatest effect? 	
Students will know...	Students will be able to ...
Reading <ul style="list-style-type: none"> • The elements of fiction • Literary techniques and devices used to develop style Writing <ul style="list-style-type: none"> • Characteristics of analytical paragraphs • Elements of descriptive writing Communication <ul style="list-style-type: none"> • Skills for effective group interaction and problem-solving/feedback 	Reading <ul style="list-style-type: none"> • Apply reading strategies • Analyze effective use of the elements of fiction • Analyze author’s use of language and style Writing <ul style="list-style-type: none"> • Write a summary • Write an analytical paragraph using evidence from the reading • Apply the writing process to produce an original short story Communication <ul style="list-style-type: none"> • Offer verbal analysis of literary techniques • Provide effective feedback to other writers
Evidences of Learning (Performance Tasks)	Other Evidences
55 Fiction Performance Task Scenario In 1987 a contest was established to collect stories that contained 55 words or less. Some of the winning stories have been published in <i>The World’s Shortest Stories</i> and <i>The World’s Shortest Stories of Love and Death</i> . Your task is to try your hand at creating a piece of 55 Fiction. In order to be fiction, not an essay or poem, it must have the following: setting, characterization, conflict, and resolution.	<ul style="list-style-type: none"> • Reading logs/journaling • Summaries • Written and verbal analysis (individual and group) • Informal discussions – partner, small group, large group
Resources	
<ul style="list-style-type: none"> • <i>Elements of Literature</i> • Supplementary texts (short stories, etc.) 	

PERFORMANCE BASED ASSESSMENT: Elements of Fiction Unit

55 Fiction

Performance Task:

You are an author who has been asked to contribute to a short story writing contest organized by *New Times*, an independent alternative weekly in San Luis Obispo, California. The idea was proposed by *New Times* founder and publisher Steve Moss. Winning submissions will be published in the 2010 *55 Fiction* book. The editorial board of the *New Times* will be reading and judging your entry. The challenge is that every word must count. Plot and narrative must be paired down to their utter essence. There is no room for fluff. You will create a story that communicates setting, characterization, conflict and resolution in 55 words or less.

Product/Other Evidence:

In 1987 a contest was established to collect stories that contained 55 words or less. Some of the winning stories have been published in *The World's Shortest Stories* and *The World's Shortest Stories of Love and Death*. Your task is to try your hand at creating a piece of 55 Fiction. In order to be fiction, not an essay or poem, it must have the following:

- **Setting:** The story has to be happening during a specific time, at a specific place.
- **Characterization:** At least one character: people, animals, trolls, trees, etc.
- **Conflict:** During the story the characters must face adversity (a problem): The friends fight, the tree burns, the squirrel is run over.
- **Resolution:** The outcome of the story. The conflict is resolved at least through a character learning something. Bill found out his wife wanted him dead. Sarah found out her friend is a liar.
- **Rules:**
 - It has to be 55 words or less.
 - Hyphenated words don't count as single words. For example blue-green dress is three words, not two.
 - The title is not used in the word count but cannot be more than seven words long.
 - Contractions (can't, won't, etc.) count as single words.
 - Numbers count as words, whether expressed as numerals, "2" or "529,454", which would count as one word or words "two hundred" which would be two words toward the total count.
 - Punctuation does not count toward the word count.

Student Assessment and Reflection:

Each student will write a self assessment based on the following questions:

- What was the learning goal or target?
- How well did you meet the goal?
- Did the individual activities help you meet the goal? Why or why not?
- Why is the learning goal important to you?

55 Fiction Scoring Guide

Rough Draft due _____

Final Draft due _____

	Exceeds (4)	Proficient (3)	Developing (2)	Incomplete (1)
SETTING	Vivid, descriptive words are used to tell when/ where the story took place.	Some vivid, descriptive words are used to tell the audience when/where the story took place.	The reader can figure out when/where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when/where the story took place.
CHARACTERIZATION	The main characters are named and clearly described in text. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.
CONFLICT	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.
RESOLUTION	The solution to the character's problem is easy to understand, and is logical. There are no loose ends.	The solution to the character's problem is easy to understand, and is somewhat logical.	The solution to the character's problem is a little hard to understand.	No solution is attempted or it is impossible to understand.
SPELLING AND PUNCTUATION	There are no spelling or punctuation errors in the final draft.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.

Course Framework: Semesters 1 & 2

Unit of Study: Novel Study Expository Writing	
<i>Students will develop competency in the following skills...</i>	
READING Standard(s)	
<ul style="list-style-type: none"> • 2 B: Identify the reader’s own social cultural point of view and biases that influence perceptions of and responses to a text (3.4.2, 3.4.3). • 3 C: Write a sentence that states an arguable concept or conclusion that can be drawn from multiple selections or your question (e.g., a thesis statement for a synthesis essay) (2.4.5, 2.4.6). • 4 B 7: Interpret, analyze, and evaluate fiction and non-fiction according to their use of literary genre and conventions, with an emphasis on the novel (3.4.2-4). 	
WRITING Standard(s)	
<ul style="list-style-type: none"> • 1 B: Write summaries of concepts discovered in the reading (2.2.1, 2.3.1). • 3 (all): Use collaborative skills as part of the writing process (1.6.2, 1.5.1). • 4 B: Write interpretations and analyses of texts in writing, applying textual evidence to the points asserted (3.1.1, 3.1.2, 1.5.1, 2.2.1, 2.3.1, 3.3.8). 	
COMMUNICATION Standard(s)	
<ul style="list-style-type: none"> • 1 B: Listen critically to viewpoints and build upon the ideas of others (3.1.1, 3.3.1, 4.1.1, 4.1.2) (<i>competency</i>). • 2 (all): Group interaction skills (2.2.1, 2.2.2, 4.1.1, 4.1.2) (<i>mastery</i>). 	
Enduring Understandings	
<ul style="list-style-type: none"> • Novelists often provide insights about human experience through fiction. • Everybody is entitled to an opinion about what a text means, but the text supports some interpretations more than others. 	
Essential Question(s)	
<ul style="list-style-type: none"> • How can fiction reveal truth? • How does story teach readers? • How do writers persuade their readers? 	
Students will know...	Students will be able to...
Reading <ul style="list-style-type: none"> • How to read a novel • Reading strategies to aid reading comprehension • Plot and characters of the novel • Meanings of key words in context Writing <ul style="list-style-type: none"> • Stylistic techniques the author employs • The writing process in expository writing Communication <ul style="list-style-type: none"> • Skills for effective group interaction and problem-solving/feedback 	Reading <ul style="list-style-type: none"> • Use reading strategies to comprehend text • Think critically and use evidence to support their interpretations of the text Writing <ul style="list-style-type: none"> • Demonstrate their understanding of the text in expository writing Communication <ul style="list-style-type: none"> • Demonstrate their understanding of the text in small and large group settings
Evidences of Learning (Common Summative Assessment) How does an individual’s personality reveal the theme? Choose a character in the novel. Write an analytical essay explaining how the character’s personality reveals a theme. Use specific evidence from the text to support your argument.	Other Evidences <ul style="list-style-type: none"> • Reading logs/journaling • Summaries • Written and verbal analysis (individual and group) • Informal discussions – partner, small group, large group
Resources	
<ul style="list-style-type: none"> • Assigned or self-selected novels (<i>Of Mice and Men</i>) • See additional Character Analysis documents in All Shared Folder 	

Course Framework: Semester 2

Unit of Study: Drama/Shakespeare (<i>Romeo and Juliet</i>)	
<i>Students will develop competency in the following skills...</i>	
READING Standard(s)	
<ul style="list-style-type: none"> • Skill 2 D 1: Understand how rhetorical devices and literary techniques enhance meaning and produce an effect on the reader in both literary and non-literary texts (2.3.3, 2.4.2) (<i>mastery</i>). • Skill 3 D 1: Use reading strategies such as questioning, predicting, activating prior knowledge and setting a purpose for reading, varying pace and reread (2.1.3-2.2.2) (<i>mastery</i>). • Skill 4 B 1: Interpret, analyze, and evaluate fiction and non-fiction according to their use of literary genre and conventions, with emphasis on drama (3.4.2-4). 	
WRITING Standard(s)	
<ul style="list-style-type: none"> • Skill 3 (all): Use collaborative skills as part of the writing process (1.6.2, 1.5.1). 	
COMMUNICATION Standard(s)	
<ul style="list-style-type: none"> • Skill 1 (all): Presentation skills (1.1.1, 1.1.2, 2.2.2, 3.1.1, 3.3.1). • Skill 2 (all): Group interaction skills (2.2.1, 2.2.2, 4.1.1, 4.1.2). 	
Enduring Understandings	
<ul style="list-style-type: none"> • Drama is a way to present and gain insights into human nature. • Classic writing transcends time and place of its origin. 	
Essential Question(s)	
<ul style="list-style-type: none"> • How does drama help us gain insights into human nature? • What role does fate play in the lives and deaths of Romeo and Juliet? • How are the themes of <i>Romeo and Juliet</i> relevant in today’s society? • What does <i>Romeo and Juliet</i> reveal about the English Renaissance? 	
Students will know...	Students will be able to...
Reading <ul style="list-style-type: none"> • The plot and characters of <i>Romeo and Juliet</i> • How to read classical drama • Reading strategies to aid reading comprehension • Meanings of key words in context • Various stylistic techniques that William Shakespeare employs • Background information about Renaissance England Writing <ul style="list-style-type: none"> • Journaling techniques to hold thinking • How to effectively cite textual evidence to support analysis Communication <ul style="list-style-type: none"> • Effective individual and group performance techniques and strategies 	Reading <ul style="list-style-type: none"> • Read classical drama • Use reading strategies to comprehend text • Translate Shakespeare’s language into contemporary language • Make connections between <i>Romeo and Juliet</i> and their own lives and world around them Writing <ul style="list-style-type: none"> • Think critically and use text evidence to support their opinions • Explore and express their opinions in writing Communication <ul style="list-style-type: none"> • Read or perform dramatically
Evidences of Learning (Performance Tasks)	Other Evidences
<p>You are a part of a creative team! Your task? To sell me, the Producer, on a movie adaptation of <i>Romeo and Juliet</i>. The group must work together, and agree on all aspects of the show. Each member will have a specific job: director, casting director, music director, and costume director.</p>	<ul style="list-style-type: none"> • Read or perform dramatically • Translation of Shakespeare’s language • Essay or combination objective/subjective test that demonstrates understanding of the play • Character journal • Illustrated glossary • Mask project • Summative assessments – such as unit test provided with textbook materials
Resources	
<ul style="list-style-type: none"> • <i>Romeo and Juliet</i> (textbook or individual copies of play) • Supplementary texts (English Renaissance, etc.) 	

PERFORMANCE BASED ASSESSMENT: Drama Unit

Romeo and Juliet

Performance Task:

You are going to become a Hollywood director and part of a creative team! Your task? To sell the Producer of *Evergreen Productions*, on a movie adaptation of *Romeo and Juliet*. Your group may have **no more than FOUR (4)** members and MUST work together, and agree on all aspects of the show. Each member will have a specific job.

Product/Other Evidence:

Director: The director will be responsible for submitting your proposal. This proposal must be typed OR written neatly in blue or black in and must be ONE page in length and cover the following details:

1. Theme: What is the overall theme of your production? Will it be traditional Elizabethan? Will it be modern? Will it be about rival snowboarding gangs? **Describe** your theme using multiple details! (*Paragraph #1*)
2. Setting: **Where and when** does it take place? Italy? Africa? New York? (Your setting and time period should match your theme.) (*Paragraph #2*)
3. How does this setting contribute to the **Tone** of the production? (Does your choice of setting change Shakespeare's intentions and make this play your own, or does your setting reinforce Shakespeare's intentions? Be specific.) (*Paragraph #3*)
4. Explain to me **Why** you chose this theme/time/location. If you cannot come up with a reason other than "Bob likes snowboarding," I will not accept your proposal. Work hard to convince me why I should finance your movie. Why will people want to come and see it? What makes it special? (*Paragraph #4*)

Casting Director: The casting director will be responsible for presenting your choices of *whom* you have chosen to be in this show. The casting director will create a "casting book." The casting book will include:

5. Each character's name
6. The name of the actor selected (you can use famous film/stage actors)
7. A picture of the actor
8. For each character you must also explain (3-5 sentences) why you chose that particular actor for the role in the play, using text evidence to support your claim. Remember, you must cast the entire show, from Romeo to the servants!

Music Director: The music director must choose music to fit your theme. Important moments and important characters deserve a good soundtrack! The music director will submit a proposal for what music will be used where and for whom.

The proposal must include the following items:

1. Theme music for the character Romeo
2. Theme music for the character Juliet
3. Theme music for the character Mercutio
4. Theme music for the character Tybalt

(This list is continued on the next page.)

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5. Theme music for one other character of your choosing
6. Theme music for the Party Scene
7. Theme music for a Fight Scene of your choosing
8. For each character (4-6 sentences) use text evidence to explain why you chose that particular piece of music for the character/section of the play and how it illustrates the **Tone** of the play.

You will be required to play the music during your presentation, so make sure it is school appropriate.

Costume Designer: The costume designer will be responsible for creating costumes that fit your theme AND characters. You may choose to either draw your own costumes or cut them out of magazines/newspapers/catalogs. Your costume proposal must include the following items:

1. Costume idea/picture for the character Romeo
2. Costume idea/picture for the character Juliet
3. Costume idea/picture for the character Mercutio
4. Costume idea/picture for the character Tybalt
5. Costume idea/picture for one other character of your choosing
6. Using text evidence, explain (3-5 sentences) why you chose that particular costume for the character. How do your choices fit your theme and character?

Performance: Each member of your group will also be required to perform pieces of the show during your presentation. You may choose any that you like, but each group member **MUST** have at least **four lines**. You may need to do two small scenes with two members in each.

Final Presentation: Your final presentation will be your sales pitch to the head of ***Evergreen Productions***. Each member will present his or her section and their scenes.

Scoring: You will be scored as a group AND individually. In addition, your group members will be scoring YOU based on how much you contributed. Choose your groups wisely.

Student Assessment and Reflection:

Each student will write a self assessment based on the following questions:

- What was the learning goal or target?
- How well did you meet the goal?
- Did the individual activities help you meet the goal? Why or why not?
- Why is the learning goal important to you?

***Romeo and Juliet* Group Project Scoring**

NAME: _____

TOTAL SCORE: _____/100

Clarity = DETAILS! Did you explain? Illustrate? Justify? How thorough were you?

Director's Proposal:	4 Excellent clarity	3 Consistent clarity	2 Infrequent clarity	1 No clarity
Professional Appearance of Proposal (Typed or neatly written in ink?)				
Overall Theme Description				
Time/Setting Justification				
Explanation of WHY you chose what you chose				
Production Specifics (Budget, location shoots, technology?)				

NAME: _____

TOTAL SCORE: _____/100

Clarity = DETAILS! Did you explain? Illustrate? Justify? How thorough were you?

Costume Designer:	4 Excellent clarity	3 Consistent clarity	2 Infrequent clarity	1 No clarity
Professional Appearance of Costume Book (Binder? Portfolio?)				
Romeo costume idea/picture or sketch/justification				
Juliet costume idea/picture or sketch/justification				
Mercutio costume idea/picture or sketch/justification				
Tybalt Theme Music/Lyrics/Artist Info/Justification				
_____ (Character Choice) costume idea/picture or sketch/justification				

(Project Scoring continued next page)

GRADE 9 LITERACY

(Continued from previous page)

NAME: _____

TOTAL SCORE: _____/100

Clarity = DETAILS! Did you explain? Illustrate? Justify? How thorough were you?

Casting Director:	4 Excellent clarity	3 Consistent clarity	2 Infrequent clarity	1 No clarity
Professional Appearance of Casting Book (Binder? Portfolio?)				
All characters from character list matched to an actor/actress				
Pictures of each actor/character				
Explanation of casting (1-2 sentences minimum)				

NAME: _____

TOTAL SCORE: _____/100

Clarity = DETAILS! Did you explain? Illustrate? Justify? How thorough were you?

Music Director:	4 Excellent clarity	3 Consistent clarity	2 Infrequent clarity	1 No clarity
Professional Appearance of Music Info (Portfolio? Binder?)				
Romeo Theme Music/Lyrics/Artist Info/Justification				
Juliet Theme Music/Lyrics/Artist Info/Justification				
Mercutio Theme Music/Lyrics/Artist Info/Justification				
Tybalt Theme Music/Lyrics/Artist Info/Justification				
_____ (Character Choice) Theme Music/Lyrics/Artist Info/Justification				
Party Scene Theme Music/Lyrics/Artist Info/Justification				
Fight Scene Theme Music/Lyrics/Artist Info/Justification				
Copy of music				

Course Framework: Semester 2

Unit of Study: Nonfiction Reading Research Paper	
<i>Students will develop competency in the following skills...</i>	
READING Standard(s)	
<ul style="list-style-type: none"> • 2 A 1: Evaluate the kind, breadth, and appropriateness of evidence used to support the writer’s reasoning (2.4.3, 2.4.4). • 2 C: Analyze two or more texts addressing the same topic to determine how writers reach similar or different conclusions about social perspectives, cultural perspectives, issues, and/or themes (2.4.6, 2.4.7). • 2 E: Understand, analyze and synthesize information from both informational and literary texts to draw conclusions that go beyond those found in individual sources (2.3.1, 2.3.4). 	
WRITING Standard(s)	
<ul style="list-style-type: none"> • 1 B: Write summaries of concepts discovered in the reading (2.2.1, 2.3.1). • 3 B: Have the basic skills needed to learn how to manage electronic files effectively and to perform tasks associated with the writing process. (E.g. the ability to manage multiple logins and passwords for different environments (portals, virtual classrooms, campus computer labs, Ed-Line, E-mail, etc.) (1.5.1, 1.6.2). • 3 C: Save writing in electronic file format that is accessible by others, including peers and instructor (1.5.1, 1.6.2) • 4 B: Write interpretations and analyses of texts in writing and applying textual evidence to the points asserted (1.5.1, 2.2.1, 2.3.1, 3.1.1, 3.1.2, 3.3.8). 	
COMMUNICATION Standard(s)	
<ul style="list-style-type: none"> • 1 (all): Presentation skills (1.1.1, 1.1.2, 2.2.2, 3.1.1, 3.3.1) (<i>mastery</i>). • 1 B: Listen critically to viewpoints and build upon the ideas of others (1.1.1, 1.1.2, 2.2.2, 3.1.1, 3.3.1) (<i>competency</i>). • 2 (all): Group interaction skills (2.2.1, 2.2.2, 4.1.1, 4.1.2) (<i>mastery</i>). 	
Enduring Understandings	
<ul style="list-style-type: none"> • Non-fiction texts provide vital information about the world we live in. • Readers research a variety of texts to understand their community and world. 	
Essential Question(s)	
<ul style="list-style-type: none"> • How and why do we conduct research and report our findings? • What is the author’s angle or perspective? • What should we do when texts or authors disagree? 	
Students will know ...	Students will be able to ...
Reading <ul style="list-style-type: none"> • How to use a variety of sources – electronic and otherwise • That not all sources are equally reliable • Opinions become valid only when supported Writing <ul style="list-style-type: none"> • MLA style for documentation and format of paper • How to effectively use text evidence to support opinions Communication <ul style="list-style-type: none"> • That opposing a viewpoint requires the hearing and understanding of that viewpoint • Skills for effective group interaction and problem-solving/feedback 	Reading <ul style="list-style-type: none"> • Research and take notes from a variety of sources • Determine validity of sources Writing <ul style="list-style-type: none"> • Support opinions and ideas • Document sources and use all steps in the writing process to produce a MLA research paper Communication <ul style="list-style-type: none"> • Offer verbal rebuttals to opposing viewpoints • Provide effective feedback to other writers
Evidences of Learning (Common Summative Assessment)	Other Evidences
<ul style="list-style-type: none"> • Students will conduct research and compose a MLA format research paper 	<ul style="list-style-type: none"> • Guiding questions • Research notes • Thesis statement • Outline • Rough draft • Works Cited • Small and large group presentations
Resources	
<ul style="list-style-type: none"> • Computer lab time and database access • Media center time • Public library card 	