ENDURING UNDERSTANDING:
Creativity is expressed differently across cultures, but holds an important role everywhere.

ESSENTIAL QUESTION: Why does creativity matter and how do you express your creativity?

LITERARY TEXT(S):
I Am Somebody (song)
Euphoria (poem)

FOCUS INFORMATIONAL TEXT(S):
Creativity at Work (news article)
The Hidden Secrets of the Creative Mind (interview)
Hip-Hop as Culture (essay)
Slam: Performance Poetry Lives On (essay)
The Creativity Crisis (excerpt)

BIG IDEAS

SELECTED READINGS OF COMPLEX TEXTS

SUGGESTED EXTENDED TEXT(S):
Hole in My Life, by Jack Gantos
The Stone Goddess, by Mindong Ho
Anthem, by Ayn Rand

INTERDISCIPLINARY CONNECTIONS:
Workplace Workshop: Research jobs in an art museum, Analyze the job outlook.

PERFORMANCE ASSESSMENT:

Summative:
- Quarter 2 Unit Assessment
- Write a persuasive essay (position paper) about an issue that matters to you.
- In The Creativity Crisis (excerpt), you read about the importance of creativity and about a “crisis” that the authors believe is occurring.
  What do the authors think must be done about creativity? Cite details from the selection to support your analysis.
- Descriptive Presentation (Listening and Speaking Workshop, Edge Unit 2) Describe an event.

Formative:
- Required Close Reading selection
- Edge reading strategies and activities and cluster tests (optional)
- Routine writing (power writing, dictations, journals, Writers’ Workshop, etc.)
- Routine listening/speaking (dictations, Cornell notetaking from lectures, read alouds, role plays, cloze listening, interviews, presentations)
- Routine grammar activities (SEI Super Strategies)

TARGETED STANDARDS, IN ADDITION TO THE CONSTANT STANDARDS

Reading – Informational Focus

V-R-4: Analyze text for expression, enjoyment, and response to other related content areas.
LI-8 Summarize the main idea (explicit or implicit) and supporting details in text.
LI-10 Locate signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)
LI-12 Determine the author’s point of view and/or main purpose (i.e., to inform, to persuade, to entertain).
LI-26 Explain the purpose of print (font) features on a page in nonfiction text.
LI-34 Differentiate the structural elements between types of poetry. (e.g., stanza, verse, rhyme, scheme, and rhythm)
LI-35 Explain different elements of figurative language, including simile, metaphor, and personification in a literary selection.

Writing: Persuasive Focus

V-W-1: Express his or her thinking and ideas in a variety of writing genres.
LI-4 Write a process document that includes multiple step instructions with heading and sub heading with instructional support.
LI-7 Write a persuasive text that states a position/claim and supports arguments with evidence.

V-W-2: Identify and apply conventions of standard English in his or her communications.
LI-2 Spell words correctly.
LI-7 Use colons to punctuate time, salutations, and sentences introducing lists.
LI-11 Use transitions and paragraph breaks to indicate an organizational structure.

V-W-3: Use the steps of the writing process as a writing piece moves toward completion.
LI-1 Generate and organize ideas before writing and maintain a record of ideas (e.g., brainstorming, listing, journaling, webbing, etc.).
LI-9 Add transitional words and phrases to the draft in order to clarify meaning.

V-W-4: Integrate elements of effective writing to develop engaging and focused text.
LI-9 Create an ending that provides a sense of resolution or closure.
LI-7 Use transitions among sentences, paragraphs, and ideas.

Listening and Speaking – Descriptive Presentation

V-LS-2: Express orally his or her own thinking and ideas.
LS-2:LI-8 Deliver a prepared presentation that includes the main idea, detailed information and explanations, and a valid conclusion.
LS-2:LI-10 Provide multiple step directions/instructions with specific details.
LS-2:LI-11 Provide an appropriate response to given formal and informal instructions.

Language – Grammar – V-L-1 Identify and apply conventions of standard English in his or her communications. Personal pronouns, simple present tense and present progressive tenses auxiliary and modal verbs
(PRO):LI-1 Use personal subjective pronouns.
(V):LI-1 Define and classify the physical action, mental action, and state of being (i.e., to be) verbs as the base form.
(V):LI-5 Use simple present tense irregular verbs to produce declarative, negative, and interrogative simple sentences
(V):LI-7 Produce declarative, negative, and interrogative simple sentences using present progressive tense verbs with subject-verb agreement.
(V):LI-8 Differentiate between the use of simple present and present progressive by responding to a prompt.
(V):LI-16 Distinguish between the auxiliary (i.e., helping) verb and the main verb.
(V):LI-17 Produce sentences using modal auxiliary verbs, negative modals and present progressive modals with subject-verb agreement
(V):LI-23 Differentiate between the use of action verbs and non-action/stative verbs (e.g., "I am longing for a vacation." versus "I want a vacation.")
(V):LI-24 Differentiate between the use of action verbs and non-action/stative verbs in context. (e.g., see/watch, hear/listen)
(V):LI-28 Produce declarative, negative, and interrogative simple sentences using present perfect progressive tense verbs
ADV):LI-9 Produce contrast adverbs with instructional support. (e.g., while, although, whereas)
Constant Standards – taught throughout the year

V-R-2: Identify and manipulate the sounds of the English language and decode words.
V-R-3: Read with fluency and accuracy.
V-R-4: Analyze text for expression, enjoyment, and response to other related content areas.

V-W-1: Express his or her thinking and ideas in a variety of writing genres.
V-W-2: Identify and apply conventions of standard English in his or her communications.
V-W-3: Use the steps of the writing process as a writing piece moves toward completion.
V-W-4: Integrate elements of effective writing to develop engaging and focused text.

V-LS-1: Listen actively to the ideas of others in order to acquire new knowledge.
V-LS-2: Express orally his or her own thinking and ideas.

(V:LI-8 Use an auxiliary and/or modal auxiliary verb phrase in a complete sentence.
(Q:LI-2 Produce questions in the simple present tense that require a yes or no response.
(Q:LI-3 Produce questions, beginning with various form of "to be" and containing a complement, which require yes or no responses.
(Q:LI-4 Produce questions in the present progressive tense that require a yes or no response.
(Q:LI-13 Produce questions in the past perfect progressive tense that require a yes or no response.
(Q:LI-15 - 19 Produce interrogative sentences beginning with "what" "where" "who" and "whom" "when" "why"
(Q:LI-23 Produce interrogative sentences with "to be" + "there" + subject + prepositional phrase.
(Q:LI-24 Produce Yes/No questions beginning with a modal auxiliary verb.
(SC:LI-3) Produce sentences with a subject, linking verb, and complement (S-V-C) with subject-verb agreement.
(SC:LI-5) Produce complete sentences with a subject, verb, and direct object (S-V-O) with subject-verb agreement.

Language – Vocabulary - V-L-2: Acquire English language vocabulary and use it in relevant contexts.
LI-2 Identify the meaning/usage of sight words and apply them in context.
LI-3 Identify the meaning/usage of high frequency words and apply them in context.
LI-18 Distinguish the literal and figurative meanings of idioms.
LI-20 Identify and apply cross-categorical academic vocabulary. (e.g., describe, explain, evaluate, paragraph)