



Expository Reading & Writing Course Common Core Assignments Regarding Language Arts

The Language Arts Department at Addams Middle School in the Lawndale Elementary School District must complete the E.R.W.C. Reading and Writing Program in the 2014-15 school year. Using the Common Core theme of aligning different curricular standards such as history and art with language arts, three Team USC teachers at Addams Middle School have aligned the state history standard regarding the Renaissance with the language arts E.R.W.C. program. The three teachers are language arts teacher Dr. Robin Potchka, arts teacher AnneMarie D'Agostino, and world history teacher Dr. Doug Neufeld. The following is this Common Core alignment of history and art with E.R.W.C. and language arts.

Part

A

Reading Rhetorically: PRE-Reading Activity

Renaissance Unit

ACTIVITY 1:
Getting Ready to Read
QuickWrite #1:
Change

*K-W-L: What was so much more exciting about the **RENAISSANCE** when compared with the Middle Ages?*

1. When you think about your future, what excites you? Is life exciting for you today when compared with when you were 5 years old? Why?
2. When you think about YOUR future, what changes would YOU like to see happen?
3. Why is CHANGE necessary? (environment..., arts, science, lit.)
4. What changes have taken place in the near past? (music, art, etc.)
5. Why was CHANGE necessary for those who lived in Medieval Times?
6. What changes do you see in your future?
7. What changes do you see are necessary in the U.S.?
8. What changes do you see are necessary on a global scale?
9. In what area can you contribute to make change?
10. Describe a change you would make in order to make something better.

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<p align="center">Reading Rhetorically: PRE-Reading Activity</p>	<p align="center">Renaissance Unit</p>
<p>ACTIVITY 2: Getting Ready to Read QuickWrite #2 Teacher will show YouTube video clips about change throughout the present and back in time and its relationship with the Renaissance.</p>	<ul style="list-style-type: none"> • Human Ancestry Made Easy: http://www.youtube.com/watch?v=gW-0by_hZYI (9 min) • Origins in Africa: http://www.youtube.com/watch?v=EnWTi8SrUOs (7 min) • What Everyone Should Know About Skin Color and race: https://www.youtube.com/watch?v=FpuRomBygyQ (8:18 min) • http://www.youtube.com/watch?v=0Ejh_hb15Fc re: Middle School 8th grade football team and special needs team player • http://www.youtube.com/watch?v=VCOyhgKRrv4 re: High school basketball team with special needs student • http://www.youtube.com/watch?v=gtkHsARkHbg re: High school football team helps a girl with disability being bullied • http://www.youtube.com/watch?v=Hpq2_vOTBcU re: What is Change? (Episode 2) • http://www.youtube.com/watch?v=Adk1QUnALGo from “Pursuit of Happiness” • http://www.youtube.com/watch?v=xeBHshlQu88 re: Great Motivation Speech for Success...I Can Do It <p>After watching clip(s), students respond to the following:</p> <ol style="list-style-type: none"> 1. What in the clips inspired you for positive change? Why? 2. List positive changes that you saw achieved in any field. (art, sci., lit.) 3. What was good about the change?
<p>ACTIVITY 3: Deciding What You Think On a scale of 1-5, students will note the extent to which they agree/disagree to four statements about change and its relationship to the Renaissance.</p>	<ol style="list-style-type: none"> 1. Change is always good! 2. After having lived during the Middle Ages, I looked forward to change in the Renaissance! 3. Change during the Renaissance allowed people to enjoy life more. People were more educated and were happier citizens. 4. Change in my future will allow me to enjoy life more. <p>Refer to Activity 3 in the Student Hand-Out File.</p>

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<p><u>ACTIVITY 4:</u> <u>Exploring Key Concepts</u> In the article students will be reading, “Renaissance (1300s-1600s)” by Sarah Bradford Landau, students will work in pairs to fill in the first chart with words that seem similar in meaning to the words at the top of each column. In the second chart, fill in words that do not seem to be similar to any of the others. Students will be ready to share what each group formed. Students will be read to share group responses.</p>	<p>Students will work in pairs to use the following words to fill in the first chart with words that seem similar in meaning to the words at the top of each column. In the second chart, students will fill in words that do not seem similar to any of the others. Renaissance, secular, Filippo Brunelleschi, architecture, Leonardo DaVinci, Rafael, Michelangelo</p> <p>Refer to Activity 4 in the Student Hand-Out File.</p>
<p><u>ACTIVITY 5:</u> <u>Surveying the Text</u> Students will read “Renaissance (1300s-1600s)” by Sarah Bradford Landau. The story was acquired from the following web site: http://www.scholastic.com/browse/article.jsp?id=3753904</p>	<p>Students will as a class discuss the following questions about the article:</p> <ol style="list-style-type: none"> 1. What is the title (hint) about the topic TITLE OF ARTICLE? 2. What are the subtitles? What does it tell you about what the article might say? 3. What do you know about the author of the article and where it was published? Do you expect to find the author’s ideas believable? Will it be interesting? 4. What can you tell about the article after looking at its length, the lengths of its paragraphs, and subheadings throughout the article?
<p><u>ACTIVITY 6:</u> <u>Making Predictions & Asking Questions</u> Students will read the first four paragraphs.</p>	<p>After reading the first four paragraphs, students will complete the following sentences:</p> <ol style="list-style-type: none"> 1. Read the first four paragraphs. What are they about? 2. I predict that the article will be about _____. 3. Now read the last two sentences of the article. What do they mean? 4. I predict that the author will argue that change during the Renaissance _____.

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<p><u>ACTIVITY 7:</u> <u>Understanding Key Vocabulary --</u> <u>Synonyms</u></p>	<p>Throughout the article, “<i>Renaissance (1300s - 1600s)</i>” uses many synonyms and key language related to change and vocabulary. Students will look over the text quickly, highlighting any of these 24 vocabulary words that they find. Then students will list them on a blank chart. Renaissance, secular, Filippo Brunelleschi, architecture, Leonardo DaVinci, Rafael, Michelangelo</p> <p>Refer to Activity 7 in the Student Hand-Out File.</p>
<p><u>ACTIVITY 8:</u> <u>Vocabulary Self-Assessment</u> Before reading the article, students will write if they know the word, have a better idea what the word means, or if they still don't know what it means. IF say they know the word, they have to write the definition of the word. The other part of the chart will be finished at a later time.</p>	<p>Twelve of the 24 vocabulary words are listed in the chart for this activity. This chart will help students track whether these words are familiar. The first activity is using the parts of the charts with the white background. Students will be asked to finish the parts of the chart with the gray background later. The 12 words are: Renaissance, humanism, Leonardo DaVinci, Michelangelo, perception, realism, intricate, Rafael, Ospedale degli Innocenti, proportion, Filippo Brunelleschi</p> <p>Refer to Activity 8 in the Student Hand-Out File.</p>