

Course: 9th Grade Literature and Composition

Unit & Theme: Unit 1: The Corruption of Society

Teachers: K. Davis, F. Benford, Hutsell/Glass

Extended Text(s): *Anthem* by Ayn Rand

Focus Standards
<ul style="list-style-type: none">• ELACC9-10RL1&RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.• ELACC9-10RL2: Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.• ELACC9-10RI2: Determine a central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.• ELACC9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).• ELACC9-10RI4: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).• ELACC9-10W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.• ELACC9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.• ELACC9-10W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.• ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.• ELACC9-10L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.• ELACC9-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.• ELACC9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Assessments	Details
<i>close-reading analysis (focus on literary text/passage)</i>	Using an excerpt from <i>Anthem</i> , students draw on evidence in the text to answer a specific question related to the message the text conveys.
<i>close-reading analysis (must include informational text/passage, possibly as part of a comparison of two passages)</i>	Using an excerpt from a nonfiction piece (TBA) students draw on evidence in the text to answer a specific question related to the message the text conveys.
<i>argument or explanatory essay (topic related to unit theme and/or extended literary or informational text)</i>	Students write an essay discussing the theme of “Harrison Bergeron.” (August 18-29)
<i>Socratic seminar (synthesis of texts, literary and informational (including media), related to central theme of unit)</i>	How can individuals battle corruption in their society?

Unit Map

Dates	Monday/Tuesday	Wednesday/Thursday	Friday/Monday	Tuesday/Wednesday	Thursday/Friday
Aug. 18 through Aug.	<p>THIS WEEK: MON/THURS</p> <ul style="list-style-type: none"> Revisit theme statements for “Harrison Bergeron” and discuss feedback. Model writing supporting paragraphs for theme statements and how to weave them into an essay. Students draw on evidence in the text to support their theme statement in two paragraphs (one piece of text evidence per paragraph). 	<p>THIS WEEK: TUES/WED</p> <ul style="list-style-type: none"> Class presentations by Mr. May and Dr. Daniels 	<p>THIS WEEK: FRI/MON</p> <ul style="list-style-type: none"> ASSESSMENT: Students use paragraphs as the body of an essay discussing the theme of “Harrison Bergeron.” Begin reading <i>Anthem</i>. (At home/first chapters) 	<ul style="list-style-type: none"> Short lecture/class discussion on symbolism and language in the novel. Close reading of passages in the first chapter of <i>Anthem</i>. 	<ul style="list-style-type: none"> View clips from <i>Elysium</i> that depict the inequality between the people of earth and those on the space station Elysium. Students take notes on the individual scenes, imagery, dialogue, and themes. Class and small group discussion over how the government in the film <i>Elysium</i> oppresses the people. Compare and contrast to corrupt societies seen so far in other works.
Sept. 1 through Sept.	<ul style="list-style-type: none"> Finish reading <i>Anthem</i> Complete close reading from excerpts of the later chapters of <i>Anthem</i>. Discuss recurring themes. 	<ul style="list-style-type: none"> Discuss characterization in <i>Anthem</i>. Students describe the personality of a chosen character and support that characterization with text evidence. 	<ul style="list-style-type: none"> Socratic Seminar (1 day): What is utopia, and why don't we have it? How does society and government manifest its corruption? Use large groups and model the habits for effective Socratic Seminars. 	<ul style="list-style-type: none"> Using an excerpt from <i>Anthem</i>, model and practice with students how to draw on evidence in the text to answer a specific question related to the message the text conveys. 	<ul style="list-style-type: none"> ASSESSMENT: Using an excerpt from <i>Anthem</i>, students draw on evidence in the text to answer a specific question related to the message the text conveys.
Sept. 15 through Sept.	<ul style="list-style-type: none"> Read the poem “Bagram, Afghanistan, 2002” and complete annotation, starting individually, and then working in small groups. Discuss themes in the poem and practice theme statements supported by paragraphs with text evidence. 	<ul style="list-style-type: none"> Socratic Seminar (1 day): How does fiction help us examine and address corruption? Use smaller groups and time their sessions. 	<ul style="list-style-type: none"> View “We the People, and the Republic We Must Reclaim,” followed by class discussion and annotation of the transcript. Write main idea statements to address the message of the piece, including how he constructs the message through rhetorical strategy. 	<ul style="list-style-type: none"> Using an excerpt from “We the People, and the Republic We Must Reclaim,” model answering a specific question about the text, using text evidence. Give the students a different excerpt to practice on their own. 	<ul style="list-style-type: none"> ASSESSMENT: Using an excerpt from a nonfiction piece (“Bystanders to Genocide”) students draw on evidence in the text to answer a specific question related to the message the text conveys.
Sept. 29 through Oct.	<ul style="list-style-type: none"> In small groups, students read different short texts on government or business corruption. After writing main idea statements, students find and collect evidence supporting the main idea according to rhetorical strategy. 	<ul style="list-style-type: none"> In small groups, students discuss which text from the previous class period presented the best argument or information about corruption. After choosing the best text, students defend their selection verbally, explaining what makes it a stronger and more useful piece than the others. 	<ul style="list-style-type: none"> Read the poem “CHOICES” and complete annotation, starting individually, and then working in small groups. Discuss themes in the poem and practice theme statements supported by paragraphs with text evidence. 	<ul style="list-style-type: none"> ASSESSMENT: Socratic Seminar (2 day): How can individuals battle corruption in their society? Preparation day Provide organizer sheets 	<ul style="list-style-type: none"> ASSESSMENT: Socratic Seminar (2 day): How can individuals battle corruption in their society? Presentation day Smaller groups, timed talks

Potential Activities to Include in Outline	Rough All Unit Text Map
<ul style="list-style-type: none"> • Assessment (diagnostic, formative, summative) • Mini-Lessons • Whole-Class Instruction • Small-Group Activity • Differentiation/Grouping • Reading Due Dates • Close-Reading Activity • Writing Process Activity • Discussion Activity • Language or Syntax Activity 	<p>Unit 1: Noble Individual Rising above Corruption in Society Focus Standards: W3; W5; L6;</p> <ul style="list-style-type: none"> • Primary text: Anthem by Ayn Rand • Harrison Bergeron (short story) • Bystanders to Genocide (article) • CHOICES (poem) • Bagram, Afghanistan, 2002 (poem) • We the People, and the Republic We Must Reclaim (TED Talk) • My Battle Against Government Corruption (TED Talk) • Elysium (film) <p>Unit 2: How does our environment impact our emotional identity? Focus Standards: W1;</p> <ul style="list-style-type: none"> • Primary text: Lord of the Flies by William Golding • Everyday Use (short story) • Dulce et Decorum Est (poem) • Undertaker (poem) • Zimmer's Head Thudding against the Blackboard (poem) <p>Unit 3: How does adversity draw out our nobility and our duality? Focus Standards: RL3; W7; W8;</p> <ul style="list-style-type: none"> • Primary text: Jane Eyre by Charlotte Bronte • A Good Man is Hard to Find (short story) • Doing Without (poem) • Flounder (poem) <p>Unit 4: How does humor and wonder help us cope with life's catastrophes? Focus Standards: RL6; RI6; L5;</p> <ul style="list-style-type: none"> • Primary text: A Midsummer Night's Dream by William Shakespeare • Shakespeare's Sonnet 116 (poem) • i thank You God (poem)