

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, New Jersey 07003

Curriculum Guide

English 1: Grade 9 – Exploring Literature

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Updated Format for Curriculum Guides
Board Approved: September 9, 2014

English 1: Exploring Literature

(9th grade)

Introduction: This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. It is meant to be a dynamic tool that we, as educators, will revise and modify as it is used during the course of the school year. Below is a series of important points about this supplement and the English language arts course.

The *English 1* curriculum is aligned with both the new *National Common Core Standards* and the 21st century themes and mandates set forth in the 2010 *New Jersey Core Curriculum Content Standards*. Both sets of standards demand that language arts curricula work to promote the selection of increasingly complex texts, a balanced approach to understanding fictional and informational writing, and the integration of technology into the classroom. This document ensures that all English Language Arts standards will be met over the duration of the course. As well, the documents specifically cross-reference the four 21st Century themes (Global Awareness; Civic Literacy; Financial, Economic, Business and Entrepreneurial Literacy; and Health Literacy) and primary inter-disciplinary connections.

Mapping/Sequence: The format in which the curriculum is written follows the parameters of *Understanding by Design*. Each new course curriculum document is written as a series of units containing established transfer goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. In addition, each document stipulates mentor/anchor texts, skills, strategies, tasks, and assessments. Teachers are expected to design lessons that will meet the requirements stipulated in this document; however, they are provided flexibility in how they choose to meet these demands.

The *English 1* course is divided into 6 units each focusing on a different genre (Drama, Epic, Non-fiction, Novel, Poetry, and Short Story). As well, there is a separate writing unit that will be infused into the genre study units over the course of the entire year. There is no set order to the genre units. A teacher may introduce the units as he/she feels best meets the needs of the class.

Pacing: Each of the units provides a time frame that averages between 6 and 8 weeks, taking into consideration the time needed to complete the writing activities that will be done in conjunction with the genre study. The Short Story Unit, however, is split into two separate four-week units. The intent behind this design is to allow the teacher to introduce short stories earlier in the year and then revisit the genre later in the year to establish a deeper understanding.

Resources: In each unit, both electronic and text resources are listed. It is the intention that teachers will be able to access the curriculum document on the district website as well as be able to add to the resources lists periodically throughout the school year. Other valuable sites that should be referenced in planning are <http://www.corestandards.org/the-standards/english-language-arts-standards> and <http://www.commoncore.org/maps/>.

Title of Unit	Writing	Grade Level	9
Curriculum Area	English Language Arts	Time Frame	Year Long
Standards			
<p>W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.9-10.10: 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.</p> <p>L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2: Demonstrate command of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.3: 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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s manual for Writers) appropriate for the discipline and writing type.</p>			

L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
Model/Anchor Text(s)		Suggested Text(s) for Independent Practice/Transfer
District Provided Prompts Grammar for Writing – Level Blue		Eats, Shoots & Leaves by Lynne Truss The Elements of Style by William Strunk and E.B. White
Academic Vocabulary		
Citation, coherence, comma splice (comma fault), descriptive writing (vivid details), genre, intervening word phrases or clauses in writing, non-verbal feedback, revise, target audience Students should be familiar with: antecedent (pronoun/antecedent agreement), clincher sentence, coherent order, compositional structure (structural patterns in composition), elaboration (supportive details), gerund and gerund phrase, participial phrase and participles, sensory detail, synthesize/analyze, thesis statement, writing process		
Essential Questions and Enduring Understandings		
<div>1. Students will know the rules of MLA style writing (specifically format and citations) and be able to apply them in their own writing pieces.</div> <div>2. Students will know what makes a strong thesis and be able to identify, create and defend a thesis statement.</div> <div>3. Students will know the difference between primary and secondary sources and be able to cite them in their work.</div> <div>4. Students will know the purpose for using specific techniques such as style, word choice, and organization and be able to recognize and apply these concepts in their own work.</div>		
Skills →	Strategies/Tasks →	Assessment(s)
<div>1. Identify and apply the rules of MLA style writing including, but not limited to, the specified format of an essay, the format for citations within an essay, and the format for a works cited page.</div> <div>2. Identify, create and defend a thesis.</div> <div>3. Avoid plagiarism by properly citing primary and secondary sources.</div> <div>4. Produce clear and coherent writing to summarize or analyze texts.</div>	<div>• Teacher will provide grammar instruction on basis of need with specific attention to grade level standards. (see academic vocabulary)</div> <div>• Teacher will model identifying and writing a thesis statement. Students will practice identifying and writing thesis statements in teacher provided model texts, their own writing, and the writing of their peers.</div> <div>• Teacher will provide model texts that demonstrate proper essay organization</div>	<div>Minor</div> <div>• Graphic Organizers</div> <div>• Discussion</div> <div>• Self-Assessments</div> <div>• Short quizzes on grammar and writing format</div> <div>• Exit Slips</div> <div>• Daily writing tasks</div> <div>• Journal Entries</div> <div>• Double Entry Journal</div> <div>• Blogs</div>

<ol style="list-style-type: none"> 5. Produce clear and coherent argument style writing using reasoning and valid evidence. 6. Produce clear and coherent narrative writing to develop real or imagined experiences. 7. Conduct short as well as sustained research to provide evidence and citing the sources. 8. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking including, but not limited to, capitalization, punctuation, and spelling. 	<p>(Introduction, Body, Conclusion, and paragraph format). Students will incorporate this organization into their writing throughout the year.</p> <ul style="list-style-type: none"> • Students will conduct research and gather information to develop a one page paper centered on a teacher created thesis that includes primary sources. Students will expand upon this essay through peer editing and teacher conferences. Students will create a works cited page. • Teacher will provide students with short writing tasks/prompts that focus literary elements and themes present in the anchor texts. Students will write responses using journals, double-entry journals, writer's workshop notebooks, blogs, etc. • Students will produce multiple types of clear and coherent writing within each reading unit such as: <p><u>Drama:</u> Students will write argument and/or informative/explanatory essays throughout unit summarizing or analyzing the anchor and suggested texts. The following is a list of possible essay topics: -Who is to blame for the deaths of Romeo and Juliet? -Trace how fate has brought the two lovers together.</p>	<ul style="list-style-type: none"> • Grammar Activities • Thesis Activities <p><u>Major</u></p> <ul style="list-style-type: none"> • Works Cited pages • End of Unit Writing Assessments for Drama, Novel, Short Story, Non-Fiction, Epic and Poetry units • Process Research Paper
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	<p>-Discuss the internal conflict(s) that Juliet is experiencing throughout the play.</p> <p>-What role did Mercutio serve in the play?</p> <p>-Discuss the role chance or coincidence had in the play. How did it affect the ending?</p> <p><u>Novel:</u></p> <p>Students will write argument and/or informative/explanatory essays throughout unit summarizing or analyzing the anchor and suggested texts. The following is a list of possible essay topics:</p> <p>-How is Tom Robinson's case similar to the Scottsboro trials?</p> <p>-How has the role of women changed from the 1930's to today?</p> <p>-Explain why Sheriff Tate did not want people to know Boo Radley killed Bob Ewell. Use evidence from the text to support your answer.</p> <p>-Should you stand up for what you believe in, no matter the consequence? Why/why not? Support your answer with evidence from the text.</p> <p>-Students will research primary and secondary source documents to study the time period and specific historical events that influenced the author in writing the novel. Students will present information</p>	
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	<p>in essays, PowerPoint, Prezi, or other formats.</p> <p><u>Non-Fiction:</u></p> <ul style="list-style-type: none">- Students will write informative/explanatory essay summarizing or analyzing one of the anchor or suggested texts. <p><u>Short Story:</u></p> <ul style="list-style-type: none">-Students will write a narrative essay that engages the reader in real or imagined experiences. Students may write original story or change the ending of one of the anchor or suggested texts.- Write a scene from one story in dramatic form or in graphic novel form or role-play/act out a scene or create an interview with a character from the story. <p><u>Epic:</u></p> <ul style="list-style-type: none">- Students will write argument and/or informative/explanatory essays throughout unit summarizing or analyzing the anchor and suggested texts.- Write a part of the epic poem in graphic novel form or write and role-play/act out a scene or create an interview with a character from the Epic. <p><u>Poetry:</u></p> <ul style="list-style-type: none">-Write two poems and explain the form and devices used.	
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Additional Resources

Better Answers: Written Performance that Looks Good and Sounds Smart – Ardith Davis Cole
http://www.mlahandbook.org/fragment/public_index.jsessionid=864716DF22424193E4EB7671EC7C4D4B

Title of Unit	Drama	Grade Level	9
Curriculum Area	English Language Arts	Time Frame	6-8 Weeks
Standards			
<p>RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.2: Determine a theme or central idea of a 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.</p> <p>RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4: 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).</p> <p>RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including how it is emphasized or absent in each treatment.</p> <p>RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare.)</p> <p>RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.9-10.2: Determine a central idea of a text and analyze 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.</p> <p>RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>			

W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10: 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.

SL.9-10.1: 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.

SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Model/Anchor Text(s)	Suggested Text(s) for Independent Practice/Transfer
<i>The Most Excellent and Lamentable Tragedy of Romeo and Juliet</i> by William Shakespeare Act I, Act II, Act III	<i>The Most Excellent and Lamentable Tragedy of Romeo and Juliet</i> by William Shakespeare Act IV, Act V
Academic Vocabulary	
Allusion, character motivation, couplet, dialect, dramatic monologue, elements of plot (introduction, rising action, conflict, climax, falling action, resolution), excerpt, figurative language (simile, metaphor), genre, irony, recurring themes, Shakespearean English, soliloquy, iambic Pentameter	
Essential Questions and Enduring Understandings	
<ol style="list-style-type: none"> 1. What makes literature timeless? 2. How do family and society influence a person's actions? 3. Drama can often imitate everyday life experiences. 4. Literary themes transcend time. 	

Skills →	Strategies/Tasks →	Assessment(s)
<ol style="list-style-type: none"> 1. Identify differences and similarities between today's theatre and Shakespearean theatre. (RI.9-10.2) 2. Recall and summarize the personal background of William Shakespeare. (RI.9-10.7) 3. Apply reading comprehension strategies to interpret the language in a literary work. (RL.9-10.4) 4. Apply reading strategies to recognize and explain multiple literary elements (See Academic Vocabulary) in a literary work. (RL.9-10.2, RL.9-10.3, (RL.9-10.4)) 5. Analyze how characters develop over the course of a text. (RL.9-10.3) 6. Apply interpretive reading strategies for literary analysis citing evidence from the text. (RL.9-10.1) 7. Evaluate the effect of point of view in a literary work. (RL.9-10.6) 8. Evaluate the representation of a subject or a key scene in two different artistic mediums. (RL.9-10.7) 9. Explain how one literary work may influence another literary work. (RL.9-10.9) 10. Express opinions clearly and persuasively through effective participation in small and large group discussions. (SL.9-10.1, SL.9-10.4, SL.9-10.6) 	<ul style="list-style-type: none"> • Teacher will model close reading and annotation. • Teacher will provide and model strategies for literary analysis such as, but not limited to the use of graphic organizers, T-charts and double-entry journals. • Students will read and listen to the audio of anchor and suggested texts. • Student will practice close reading strategies; use post-its or copied texts for annotation; use different graphic organizers, T-charts and double entry journals to exhibit mastery of modeled skills. • Teacher will provide reading comprehension strategies such as, but not limited to the use of graphic organizers, KWL charts, scene study guides, etc. • Students will practice reading comprehension strategies to identify and analyze anchor texts. • Teacher will pronounce vocabulary identified in text. Students will repeat words and use resources provided to find the definitions. Students will recall new vocabulary in writing throughout unit. 	<p><u>Minor</u></p> <ul style="list-style-type: none"> • Graphic Organizers • Discussion • Self-Assessments • Short quizzes on scenes and terms • Use of evidence in summaries or short Analytical writing tasks • Text annotation • Exit Slips • Daily writing tasks • Journal Entries • Double Entry Journal • Blogs • Iambic Pentameter activity • Writing – Romeo and Juliet's wedding vows • Writing – Romeo's apology letter to Juliet • Shakespeare Insults/Compliments activity <p><u>Major</u></p> <ul style="list-style-type: none"> • Independent application of modeled and practiced skill with transfer text. • Write a scene in modern English or in graphic novel form or role-play/act out a scene or create an interview with a character from the play. Additionally, use Powerpoint, Prezi, or

<p>11. Produce clear and coherent arguments and/or informative/explanatory writing to summarize or analyze anchor and/or suggested texts as well as additional resources. (W.9-10.1, W.9-10.2, W.9-10.4, W.9-10.6, W.9-10.8, W.9-10.9, W.9-10.10, L.9-10.4, L.9-10.5, L.9-10.6)</p>	<ul style="list-style-type: none"> • Teacher will model the “think aloud” using an anchor text. Students will practice this strategy independently and in small groups. • Students will participate in small and large group discussions. Teacher will model effective discussion strategies and monitor student discussions providing feedback when necessary. • Teacher will provide students with short writing tasks/prompts that focus literary elements and themes present in the anchor text. Students will write and/or discuss (in small groups) their responses using journals, double-entry journals, writer’s workshop notebooks, etc. • Students will write argument and/or informative/explanatory essays throughout unit summarizing or analyzing the anchor and suggested texts. Students can share these essays through peer editing and posting them in the classroom or on blogs. • Teacher will provide students with information on academic vocabulary. Students will incorporate these terms in writings and discussions throughout unit. • Teacher will introduce the <i>The Tragical History of Romeus and Juliet</i> 	<p>other audio/visual presentation to supplement project.</p> <ul style="list-style-type: none"> • Written character analysis, ABC flipbook, Montague/Capulet family crests with explanations, Mock Playbill • End of Unit Writing Assessment – Students will write argument and/or informative/explanatory essays throughout unit summarizing or analyzing the anchor and suggested texts. The following is a list of possible essay topics: <ul style="list-style-type: none"> ○ Who is to blame for the deaths of Romeo and Juliet? ○ Trace how fate has brought the two lovers together. ○ Discuss the internal conflict(s) that Juliet is experiencing throughout the play. ○ What role did Mercutio serve in the play? ○ Discuss the role chance or coincidence had in the play. How did it affect the ending?
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	<p>by Arthur Brooke, which was the inspiration for <i>Romeo and Juliet</i>. Students will compare/contrast the two texts noting similarities and differences.</p> <ul style="list-style-type: none"> • Students will view scenes from the film version(s) of <i>Romeo and Juliet</i> and compare and contrast a scene from the film with a scene from the text. • Students will view scenes from the film version(s) of <i>West Side Story</i> and compare and contrast themes or a scene from the film with themes or a scene from the <i>Romeo and Juliet</i>. 	
Additional Resources		
<p><i>The Tragical History of Romeus and Juliet</i> by Arthur Brooke http://www.shakespeare-navigators.com/romeo/BrookeIndex.html <i>Romeo and Juliet</i> – Film (1968) <i>Romeo + Juliet</i> – Film (1997) http://www.sparknotes.com/shakespeare/romeojuliet/ <i>West Side Story</i> – Film (1961) <i>Shakespeare in America</i> – Brief Film overview of Shakespeare’s life and plays (located in English Office)</p>		

Title of Unit	Non-Fiction	Grade Level	9
Curriculum Area	English Language Arts	Time Frame	6-8 weeks
Standards			
<p>RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-10.2: Determine a theme or central idea of a 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.</p> <p>RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-10.2: Determine a central idea of a text and analyze 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.</p> <p>RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.4: Determine the meaning of words and phrases as they are used in a 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).</p> <p>RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious.</p> <p>RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>			

W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

SL.9-10.1: 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.

SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

L.9-10.5: Demonstrate understanding of figurative language, world relationships, and nuances in word meanings.

L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Model/Anchor Text(s)	Suggested Text(s) for Independent Practice/Transfer
<ol style="list-style-type: none">1. “I Have a Dream” by Martin Luther King, Jr. (excerpt Pg. 164)2. “New Directions” by Maya Angelou (After Benchmark)3. “The Gettysburg Address”, by Abraham Lincoln	<ol style="list-style-type: none">1. from <i>Rosa Parks: My Story</i> by Rosa Parks (Excerpt Pg. 168)2. “Before Hip Hop was Hip Hop” by Rebecca Walker3. From “A Lincoln Preface” by Carl Sandberg (p. 152)4. “Arthur Ashe Remembered” by John McPhee (p. 682)5. “Fly Away” by Ralph Helfer4. “Robo-Legs” by Michael Marriott

			5. "Second Inaugural Address" by Abraham Lincoln 6. "Glory and Hope" by Nelson Mandela
Academic Vocabulary			
Explicit Language, inference, central idea, order, logic, figurative language, connotation, technical meanings, point of view, purpose, rhetoric, fallacious reasoning, argument, diction, citation, active listening skills, target audience, non-verbal feedback, non-verbal language (gestures, body language)			
Essential Questions and Enduring Understandings			
1. Background knowledge is crucial for reflection and comprehension. 2. A writer's choice of words can powerfully affect the meaning of the text. 3. Why is it important to reflect on the memoir, the essay, and the speech?			
Skills →	Strategies/Tasks →	Assessment(s)	
12. Identify the memoir, the essay, and the speech and generate writing samples in each style. (RI.9-10.4, RI.9-10.6, W.9-10.2, W.9-10.3, W.9-10.4, W.9-10.5) 13. Apply reading comprehension strategies to interpret the language in a literary work. (RI.9-10.4) 14. Apply reading strategies to recognize and explain multiple literary elements (See Academic Vocabulary) in a literary work. (RI.9-10.2, RI.9-10.6, RI.9-10.2, RI.9-10.3, RI.9-10.6) 15. Apply interpretive reading strategies for literary and text analysis citing evidence from the text. (RI.9-10.1, RI.9-10.1) 16. Express opinions clearly and persuasively through effective participation in small and large group discussions. (SL.9-10.1, SL.9-10.2, SL.9-10.3) 17. Produce clear and coherent writing to summarize or analyze informative,	<ul style="list-style-type: none"> Teacher will model close reading and annotation. Teacher will provide and model strategies for literary analysis such as, but not limited to the use of graphic organizers, T-charts and double-entry journals. Students will read and listen to the audio of anchor and suggested texts. Student will practice close reading strategies; use post-its or copied texts for annotation; use different graphic organizers, T-charts and double entry journals to exhibit mastery of modeled skills. Teacher will provide reading comprehension strategies such as, but not limited to the use of graphic 	<u>Minor</u> <ul style="list-style-type: none"> Graphic Organizers Discussion Self-Assessments Short quizzes on terms Use of evidence in summaries or short analytical writing tasks Text annotation Exit Slips Daily writing tasks Journal Entries Double Entry Journal Blogs Study Guides <u>Major</u> <ul style="list-style-type: none"> Independent application of modeled and practiced skill with transfer text. 	

<p>explanatory, and/or narrative texts. (W.9-10.2, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.6)</p>	<p>organizers, KWL charts, study guides, etc.</p> <ul style="list-style-type: none"> • Students will practice reading comprehension strategies to identify and analyze anchor texts. • Teacher will pronounce vocabulary identified in text. Students will repeat words and use resources provided to find the definitions. Students will recall new vocabulary in writing throughout unit. • Teacher will model the “think aloud” using an anchor text. Students will practice this strategy independently and in small groups. • Students will participate in small and large group discussions. Teacher will model effective discussion strategies and monitor student discussions providing feedback when necessary. • Teacher will provide students with short writing tasks/prompts that focus literary elements and themes present in the anchor text. Students will write and/or discuss (in small groups) their responses using journals, double-entry journals, writer’s workshop notebooks, etc. • Students will write argument and/or informative/explanatory essays throughout unit summarizing or 	<ul style="list-style-type: none"> • PowerPoint, Prezi, or other audio/visual presentation. • End of Unit Writing Assessment – Students will write informative/explanatory essay summarizing or analyzing one of the anchor or suggested texts.
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	<p>analyzing the anchor and suggested texts. Students can share these essays through peer editing and posting them in the classroom or on blogs.</p> <ul style="list-style-type: none"> • Teacher will provide students with information on academic vocabulary. Students will incorporate these terms in writings and discussions throughout unit. • Teacher will provide students with primary and secondary source documents. Students will read and analyze documents over the course of the unit building on comprehension and analytical skill sets. 	
Additional Resources		
<p>“Before Hip Hop was Hip Hop” by Rebecca Walker www.rebeccawalker.com/before-hip-hop-was-hip-hop</p> <p>“The Gettysburg Address”, by Abraham Lincoln http://www.abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm</p> <p>Burke’s <i>50 Essential Lessons</i></p> <p>“Second Inaugural Address” by Abraham Lincoln http://www.abrahamlincolnonline.org/lincoln/speeches/inaug2.htm</p> <p>“Glory and Hope” – <i>NY Times</i> archives http://www.nytimes.com/1994/05/11/world/south-africa-s-new-era-mandela-s-address-glory-and-hope.html</p>		

Title of Unit	Novel	Grade Level	9
Curriculum Area	English Language Arts	Time Frame	6-8 weeks
Standards			
<p>RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.2: Determine a theme or central idea of a 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.</p> <p>RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4: 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).</p> <p>RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p> <p>RI.9-10.10: By the end of grade 9 read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>			

W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.3: 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.

Model/Anchor Text(s)	Suggested Text(s) for Independent Practice/Transfer
<i>To Kill a Mockingbird</i> – Part One, by Harper Lee and/or Selected Chapters from <i>Great Expectations</i> by Charles Dickens <i>Black Boy</i> by Richard Wright (9 Honors only) (9 Honors must use two of the texts listed above)	<i>To Kill a Mockingbird</i> – Part Two, by Harper Lee Selected Chapters from <i>Great Expectations</i> by Charles Dickens <i>Black Boy</i> by Richard Wright (9 Honors only) (9 Honors must use two of the texts listed above)
Academic Vocabulary	
<ul style="list-style-type: none"> Plot (introduction, rising action, climax or turning point, falling action, resolution or denouement) characters and characterization (round, flat, static, dynamic) setting point of view (1st and 3rd person) theme flashback irony mood description 	<ul style="list-style-type: none"> symbolism allusion character motivation genre irony(situational, verbal, dramatic) narration omniscient recurring themes conflict and types of conflict (man. vs. man, man vs. environment, man v. himself, internal, external)
Essential Questions and Enduring Understandings	

1. There are often roles and expectations for individuals in society.
2. Novels allow readers to explore common world themes.
3. Literature reveals the nature of humanity and the human condition.
4. How can gender stereotypes influence people's behavior?
5. How do readers deepen their understanding of text?

Skills →	Strategies/Tasks →	Assessment(s)
<ol style="list-style-type: none"> 1. Apply interpretive reading strategies for literary analysis citing evidence from the text. (RL.9-10.1) 2. Apply interpretive reading strategies to analyze and respond to literary elements (see academic vocabulary section) within each story such as, but not limited to identifying universal themes, how characters develop and interact, how setting influences the plot and characters, etc. (RL-10.2, 10.3, 10.5,) 3. Apply interpretive reading strategies to determine the meaning of words and phrases in a text. (RL.9-10.4) 4. Analyze how characters develop over the course of a text. (RL.9-10.3) 5. Explain how real world events may influence a literary work citing evidence from non-fiction and US documents of literary significance. (RI.9-10.1, RI.9-10.9) 6. Express opinions clearly and persuasively through effective participation in small and large group discussions. (SL.9-10.1, SL.9-10.4, SL.9-10.6) 	<ul style="list-style-type: none"> • Teacher will model close reading and annotation. • Teacher will provide and model strategies for literary analysis such as, but not limited to the use of graphic organizers, T-charts and double-entry journals. • Students will read and listen to the audio of anchor and suggested texts. • Student will practice close reading strategies; use post-its or copied texts for annotation; use different graphic organizers, T-charts and double entry journals to exhibit mastery of modeled skills. • Teacher will provide reading comprehension strategies such as, but not limited to the use of graphic organizers, KWL charts, study guides, etc. • Students will practice reading comprehension strategies to identify and analyze anchor texts. • Teacher will pronounce vocabulary identified in text. Students will repeat 	<p><u>Minor</u></p> <ul style="list-style-type: none"> • Graphic Organizers • Discussion • Self-Assessments • Short quizzes on chapters and terms • Use of evidence in summaries or short Analytical writing tasks • Text annotation • Exit Slips • Daily writing tasks • Journal Entries • Double Entry Journal • Blogs • Study Guides • Family Crest Activity • Boo Radley – Superstition or Reality Activity • Who I am Collage <p><u>Major</u></p> <ul style="list-style-type: none"> • Independent application of modeled and practiced skill with transfer text. • Powerpoint, Prezi, or other audio/visual presentation on time

<p>7. Produce clear and coherent arguments and/or informative/explanatory writing to summarize or analyze anchor and/or suggested texts as well as additional resources. (W.9-10.1, W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.8, L.9-10.1, L.9-10.3)</p> <p>8. Conduct and present research by gathering information from multiple authoritative print and digital sources, avoiding plagiarism and following a standard format for citation. (W.9-10.7, W.9-10.8)</p>	<p>words and use resources provided to find the definitions. Students will recall new vocabulary in writing throughout unit.</p> <ul style="list-style-type: none"> • Teacher will model the “think aloud” using an anchor text. Students will practice this strategy independently and in small groups. • Students will participate in small and large group discussions. Teacher will model effective discussion strategies and monitor student discussions providing feedback when necessary. • Teacher will provide students with short writing tasks/prompts that focus literary elements and themes present in the anchor text. Students will write and/or discuss (in small groups) their responses using journals, double-entry journals, writer’s workshop notebooks, etc. • Students will write argument and/or informative/explanatory essays throughout unit summarizing or analyzing the anchor and suggested texts. Students can share these essays through peer editing and posting them in the classroom or on blogs. • Teacher will provide students with information on academic vocabulary. Students will incorporate these terms 	<p>period and specific historical events influencing the novel.</p> <ul style="list-style-type: none"> • Write a scene in dramatic or in graphic novel form or role-play/act out a scene or create an interview with a character from the novel. • Written character analysis, ABC flipbook, Family crests with explanations, Mock Playbill • End of Unit Writing Assessment – Students will write argument and/or informative/explanatory essays throughout unit summarizing or analyzing the anchor and suggested texts. The following is a list of possible essay topics: <ul style="list-style-type: none"> -How is Tom Robinson’s case similar to the Scottsboro trials? -How has the role of women changed from the 1930’s to today? -Explain why Sheriff Tate did not want people to know Boo Radley killed Bob Ewell. Use evidence from the text to support your answer. -Should you stand up for what you believe in, no matter the consequence? Why/why not? Support your answer with evidence from the text.
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	<p>in writings and discussions throughout unit.</p> <ul style="list-style-type: none"> • Teacher will provide students with primary and secondary source documents to study the time period and specific historical events that influenced the author in writing the novel. Students will present information on teacher assigned topics to class in PowerPoint, Prezi, or other audio/visual format. Teacher and students will continue to incorporate knowledge of these events into unit writing and class discussions. • Students will view scenes from the film version(s) of the novel and compare and contrast a scene from the film with a scene from the text. 	
<p style="text-align: center;">Additional Resources</p> <p> http://law2.umkc.edu/faculty/projects/ftrials/scottsboro/scottsb.htm http://www.universalteacher.org.uk/gcse/mockingbird.htm http://www.sparknotes.com/lit/mocking/ https://www.youtube.com/watch?v=3xM8hvEE2dI Film version of <i>To Kill a Mockingbird</i> Film version of <i>Great Expectations</i> http://www.myteacherpages.com/webpages/rspriggs/english_i.cfm?subpage=1708610 http://www.sparknotes.com/lit/greatex/ </p>		

Great Expectations Audio Book:

https://www.youtube.com/playlist?annotation_id=annotation_747059&feature=iv&list=PL899A9A014634AF04&src_vid=gDy8vbliNSA

http://charlesdickenspage.com/dickens_london.html

<http://www.superteachertools.com/jeopardy/usergames/Feb201108/game1298853767.php>

Title of Unit	Poetry	Grade Level	9
Curriculum Area	English Language Arts	Time Frame	2-4 weeks
Standards			
<p>RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.2: Determine a theme or central idea of a 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.</p> <p>RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4: 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).</p> <p>RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.9-10.2: Determine a central idea of a text and analyze 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.</p> <p>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.9-10.10: 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.</p>			

SL.9-10.1: 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.

SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexible from a range of strategies.

L.9-10.5: Demonstrate understanding of figurative language, world relationships, and nuances in word meanings.

L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Model/Anchor Text(s)	Suggested Text(s) for Independent Practice/Transfer
<p>“Fire and Ice” by Robert Frost (472)</p> <p>“Hope is the thing with feathers” by Emily Dickinson (908)</p> <p>“The Eagle” by Alfred, Lord Tennyson (906)</p> <p>“Dream Deferred” by Langston Hughes (904)</p>	<p>“Dreams” by Langston Hughes (905)</p> <p>“Summer” by Walter Dean Myers (937)</p> <p>“The Seven Ages of Man” by William Shakespeare (944)</p> <p>“Casey at the Bat” by Ernest Lawrence Thayer (42)</p> <p>“The Road Not Taken” by Robert Frost (188)</p> <p>“Women” by Alice Walker (327)</p> <p>“Maggie and Milly and Molly and May” by E.E. Cummings (328)</p> <p>“Litany” by Billy Collins</p>
Academic Vocabulary	
<p>Allusion, couplet, epic, figurative language (simile, metaphor, personification, alliteration, onomatopoeia, symbolism, imagery, lyric devices, hyperbole, litotes), genre, revise, target audience, form, line, stanza, rhyme, consonance, assonance, refrain, rhythm, meter, blank verse, haiku, cinquain, lyric poem, sonnet, narrative poem, free verse poem, concrete poem,</p>	
Essential Questions and Enduring Understandings	
<ol style="list-style-type: none"> Poetry is a form of expression which uses language to create an emotional effect revealing the nature of humanity and the human condition. How is poetry a reflection of society? 	

3. Why share personal experiences and observations through writing?

Skills →	Strategies/Tasks →	Assessment(s)
<p>18. Recall and summarize the personal background of Emily Dickinson, Langston Hughes, and Alfred, Lord Tennyson. (RI.9-10.2)</p> <p>19. Examine different styles of poetry and the elements that distinguish one from the next. (RL.9-10.10)</p> <p>20. Apply reading comprehension strategies to interpret the language in a literary work of poetry. (RL.9-10.4)</p> <p>21. Apply reading strategies to recognize and explain multiple literary elements (See Academic Vocabulary) in a literary work. (RL.9-10.2, RL.9-10.3, RL.9-10.6)</p> <p>22. Express opinions clearly and persuasively through effective participation in small and large group discussions. (SL.9-10.1, SL.9-10.2, SL.9-10.3)</p> <p>23. Produce clear and coherent writing to summarize or analyze and create poetry. (W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9, W.9-10.10, L.9-10.4, L.9-10.5, L.9-10.6)</p>	<ul style="list-style-type: none"> • Teacher will model close reading and annotation. • Teacher will provide and model strategies for literary analysis such as, but not limited to the use of graphic organizers, T-charts and double-entry journals. • Students will read and listen to the audio of anchor and suggested texts. • Student will practice close reading strategies; use post-its or copied texts for annotation; use different graphic organizers, T-charts and double entry journals to exhibit mastery of modeled skills. • Teacher will provide reading comprehension strategies such as, but not limited to the use of graphic organizers, KWL charts, poetry study guides, etc. • Students will practice reading comprehension strategies to identify and analyze anchor texts • Teacher will pronounce vocabulary identified in text. Students will repeat words and use resources provided to find the definitions. Students will 	<p><u>Minor</u></p> <ul style="list-style-type: none"> • Graphic Organizers • Discussion • Self-Assessments • Short quizzes on poetry terms • Exit Slips • Daily poetry writing tasks • Journal Entries • Double Entry Journal • Song Lyrics assignment • Simile/Metaphor assignment • Blogs <p><u>Major</u></p> <ul style="list-style-type: none"> • End of Unit Writing Assessment – Write two poems and explain the form and devices used. • Independent application of modeled and practiced skill with transfer text. • Powerpoint, Prezi, or other audio/visual presentation.

	<p>recall new vocabulary in writing throughout unit.</p> <ul style="list-style-type: none">• Teacher will model the “think aloud” using an anchor text. Students will practice this strategy independently and in small groups.• Students will participate in small and large group discussions. Teacher will model effective discussion strategies and monitor student discussions providing feedback when necessary.• Teacher will provide students with short writing tasks/prompts that focus literary elements and themes present in the anchor texts. Students will write and/or discuss (in small groups) their responses using journals, double-entry journals, writer’s workshop notebooks, etc.• Students will write multiple forms of poetry throughout unit focusing on poetic form and devices. Students can share these poems by posting them in the classroom or on blogs.• Teacher will provide students with information on academic vocabulary. Students will incorporate these terms in writings and discussions throughout unit.• Students will write similes and metaphors about items provided in a	
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	<p>bag and classmates must guess the items.</p> <ul style="list-style-type: none"> Teacher will model the analyzing of poetic devices in teacher provided song lyrics. Students will practice skill with independently chosen song lyrics. 	
Additional Resources		
www.poets.org http://www.poets.org/poetsorg/poet/langston-hughes http://www.poets.org/poetsorg/poet/emily-dickinson http://www.poets.org/poetsorg/poet/lord-alfred-tennyson http://www.poetryfoundation.org/learning/resources http://www.loc.gov/rr/program/bib/lcpoetry/ https://www.youtube.com/watch?v=RTnxJdxhU7o http://poetzorahoward.tumblr.com/		

Title of Unit	Short Story	Grade Level	9
Curriculum Area	English Language Arts	Time Frame	Two units, four weeks each
Standards			
<p>RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.2: Determine a theme or central idea of a 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.</p> <p>RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4: 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).</p> <p>RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide</p> <p>RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.9-10.2: Determine a central idea of a text and analyze 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.</p> <p>RI.9-10.4: Determine the meaning of words and phrases as they are used in a 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).</p> <p>RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>			

SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Model/Anchor Text(s)		Suggested Text(s) for Independent Practice/Transfer				
“The Most Dangerous Game” by Richard Connell “The Gift of the Magi” by O’Henry “The Necklace” by Guy de Maupassant “The Cask of Amontillado” by Edgar Allan Poe		“The Interlopers” by Saki (Benchmark) “The Golden Kite, The Silver Wind” by Ray Bradbury (Benchmark) “Checkouts” by Cynthia Rylant “If I Forget Thee, Oh Earth...” by Arthur C. Clark “The Secret Life of Walter Mitty” by James Thurber				
Academic Vocabulary						
<ul style="list-style-type: none">Plot (introduction, rising action, climax or turning point, falling action, resolution or denouement)characters and characterization (round, flat, static, dynamic)settingpoint of view (1st and 3rd person)themeflashbackironymooddescription		<ul style="list-style-type: none">symbolismallusioncharacter motivationgenreirony(situational, verbal, dramatic)narrationomniscientrecurring themesconflict and types of conflict (man. vs. man, man vs. environment, man v. himself, internal, external)				
Essential Questions and Enduring Understandings						
<ul style="list-style-type: none">1. What makes literature timeless?2. What is needed to resolve conflict?3. All short stories share the same characteristics and follow a prescribed structure that includes the use of multiple literary elements.4. Short stories reveal the universality of humanity and the human condition.						
Skills		→	Strategies/Tasks	→	Assessment(s)	

<p>9. Apply interpretive reading strategies for literary analysis citing evidence from the text. (RL.9-10.1)</p> <p>10. Apply interpretive reading strategies to analyze and respond to literary elements (see academic vocabulary section) within each story such as, but not limited to identifying universal themes, how characters develop and interact, how setting influences the plot and characters, etc. (R.L-10.2, 10.3, 10.5,)</p> <p>11. Apply interpretive reading strategies to determine the meaning of words and phrases in a text. (RL.9-10.4)</p> <p>12. Analyze how characters develop over the course of a text. (RL.9-10.3)</p> <p>13. Express opinions clearly and persuasively through effective participation in small and large group discussions. (SL.9-10.3, SL.9-10.4)</p> <p>14. Produce clear and coherent informative/explanatory writing to summarize or analyze anchor and/or suggested texts as well as additional resources. (W.9-10.2, W.9-10.8, L.9-10.5)</p> <p>15. Produce clear and coherent narrative writing to engage the reader in real or imagined experiences. (W.9-10.3, W.9-10.8, L.9-10.5)</p>	<ul style="list-style-type: none"> • Teacher will model close reading and annotation. • Teacher will provide and model strategies for literary analysis such as, but not limited to the use of graphic organizers, T-charts and double-entry journals. • Students will read and listen to the audio of anchor and suggested texts. • Student will practice close reading strategies; use post-its or copied texts for annotation; use different graphic organizers, T-charts and double entry journals to exhibit mastery of modeled skills. • Teacher will provide reading comprehension strategies such as, but not limited to the use of graphic organizers, KWL charts, study guides, etc. • Students will practice reading comprehension strategies to identify and analyze anchor texts. • Teacher will pronounce vocabulary identified in text. Students will repeat words and use resources provided to find the definitions. Students will recall new vocabulary in writing throughout unit. • Teacher will model the “think aloud” using an anchor text. Students will 	<p><u>Minor</u></p> <ul style="list-style-type: none"> • Graphic Organizers • Discussion • Self-Assessments • Short quizzes on chapters and terms • Exit Slips • Daily writing tasks • Use of evidence in summaries or short Analytical writing tasks • Text annotation • Journal Entries • Double Entry Journal • Blogs • Study Guides <p><u>Major</u></p> <ul style="list-style-type: none"> • Independent application of modeled and practiced skill with transfer text. • Write a scene from one story in dramatic form or in graphic novel form or role-play/act out a scene or create an interview with a character from the story. • Create a story board or use another form of retelling for one of the stories • Powerpoint, Prezi, or other audio/visual presentation • End of Unit Writing Assessment – Narrative essay that engages the reader in real or imagined
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16.	<p>practice this strategy independently and in small groups.</p> <ul style="list-style-type: none"> • Students will participate in small and large group discussions. Teacher will model effective discussion strategies and monitor student discussions providing feedback when necessary. • Teacher will provide students with short writing tasks/prompts that focus literary elements and themes present in the anchor text. Students will write and/or discuss (in small groups) their responses using journals, double-entry journals, writer's workshop notebooks, etc. • Students will write a narrative essay and informative/explanatory essays throughout unit summarizing or analyzing the anchor and suggested texts. Students can share these essays through peer editing and posting them in the classroom or on blogs. • Teacher will provide students with information on academic vocabulary. Students will incorporate these terms in writings and discussions throughout unit. • Students will view scenes from the film version(s) of the stories or examine other artistic mediums and 	<p>experiences. Students may write original story or change the ending of one of the anchor or suggested texts.</p>
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	compare and contrast a scene from the film with a scene from the text.	
Additional Resources		
<p><i>Prentice Hall Literature Supplemental Workbook</i> – Fiction and Non-Fiction Reading warm-ups for each short story</p> <p>Article on The Hatfield's and the McCoys - http://www.history.com/shows/hatfields-and-mccoys/articles/the-hatfield-mccoy-feud</p> <p>Internet articles on Edgar Allen Poe, Carnivale in Italy, and the Secret Mason Society</p>		

Title of Unit	Epic	Grade Level	9
Curriculum Area	English Language Arts	Time Frame	6-8 Weeks
Standards			
<p>RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.2: Determine a theme or central idea of a 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.</p> <p>RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RI.9-10.2: Determine a central idea of a text and analyze 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.</p> <p>RI.9-10.4: Determine the meaning of words and phrases as they are used in a 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).</p> <p>W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.9-10.1: 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.</p> <p>SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>			

L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing

L.9-10.5: Demonstrate understanding of figurative language, world relationships, and nuances in word meanings.

L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Model/Anchor Text(s)		Suggested Text(s) for Independent Practice/Transfer		
<i>The Odyssey: Part One</i> by Homer		<i>The Odyssey: Part Two</i> by Homer		
Academic Vocabulary				
Allusion, character motivation,epic, figurative language (extended metaphor, personification), genre, recurring themes, conflict (man v. man, man v. self, man v. environment, man v. supernatural, external, internal)				
Essential Questions and Enduring Understandings				
<div>1. How do choices affect the outcome of life?</div> <div>2. A writers’ choice of words can powerfully affect the meaning of the text.</div> <div>3. A hero can take many forms.</div> <div>4. What is an epic hero?</div>				
Skills	→	Strategies/Tasks	→	Assessment(s)
<div>1. Identify and define an epic poem.</div> <div>2. Recall the background of Homer and the Trojan War and how each relate to <i>The Odyssey</i>. (RI.9-10.2, RI.9-10.4)</div> <div>3. Apply reading comprehension strategies to interpret the language in a literary work. (RL.9-10.2, RL.9-10.3, RL.9-10.5)</div> <div>4. Apply reading strategies to recognize and explain multiple literary elements (See Academic Vocabulary) in a literary work. (RL.9-10.2, RL.9-10.3, RL.9-10.5)</div> <div>5. Analyze how characters develop over the course of a text. (RL.9-10.3)</div>		<div>• Teacher will model close reading and annotation.</div> <div>• Teacher will provide and model strategies for literary analysis such as, but not limited to the use of graphic organizers, T-charts and double-entry journals.</div> <div>• Students will read and listen to the audio of anchor and suggested texts.</div> <div>• Student will practice close reading strategies; use post-its or copied texts for annotation; use different graphic organizers, T-charts and double entry</div>		<div>Minor</div> <div>• Graphic Organizers</div> <div>• Discussion</div> <div>• Self-Assessments</div> <div>• Short quizzes on scenes and terms</div> <div>• Use of evidence in summaries or short Analytical writing tasks</div> <div>• Text annotation</div> <div>• Exit Slips</div> <div>• Daily writing tasks</div> <div>• Journal Entries</div> <div>• Double Entry Journal</div> <div>• Blogs</div>

<p>6. Apply interpretive reading strategies for literary analysis citing evidence from the text. (RL.9-10.1)</p> <p>7. Examine a cultural experience reflected in a work of literature from outside the United States. (RL.9-10.6)</p> <p>8. Summarize and make inferences in class discussion or seminar format. (SL.9-10.1, SL.9-10.3, SL.9-10.4)</p> <p>9. Express opinions clearly and persuasively through effective participation in small and large group discussions. (SL.9-10.1, SL.9-10.3, SL.9-10.4)</p> <p>10. Produce clear and coherent arguments and/or informative/explanatory writing to summarize or analyze anchor and/or suggested texts as well as additional resources. (W.9-10.1, W.9-10.4, W.9-10.6, W.9-10.9, L.9-10.1, L.9-10.4, L.9-10.5, L.9-10.6)</p>	<p>journals to exhibit mastery of modeled skills.</p> <ul style="list-style-type: none"> • Teacher will provide reading comprehension strategies such as, but not limited to the use of graphic organizers, KWL charts, scene study guides, etc. • Students will practice reading comprehension strategies to identify and analyze anchor texts. • Teacher will pronounce vocabulary identified in text. Students will repeat words and use resources provided to find the definitions. Students will recall new vocabulary in writing throughout unit. • Teacher will model the “think aloud” using an anchor text. Students will practice this strategy independently and in small groups. • Students will participate in small and large group discussions. Teacher will model effective discussion strategies and monitor student discussions providing feedback when necessary. • Teacher will provide students with short writing tasks/prompts that focus literary elements and themes present in the anchor text. Students will write and/or discuss (in small groups) their responses using 	<p><u>Major</u></p> <ul style="list-style-type: none"> • Independent application of modeled and practiced skill with transfer text. • Write a part of the epic poem in graphic novel form or write and role-play/act out a scene or create an interview with a character from the Epic. Additionally, use Powerpoint, Prezi, or other audio/visual presentation to supplement project. • Written character analysis, ABC flipbook, family crests with explanations, Mock Playbill, or travel journal • End of Unit Writing Assessment – Students will write argument and/or informative/explanatory essays throughout unit summarizing or analyzing the anchor and suggested texts.
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	<p>journals, double-entry journals, writer's workshop notebooks, etc.</p> <ul style="list-style-type: none"> • Students will write argument and/or informative/explanatory essays throughout unit summarizing or analyzing the anchor and suggested texts. Students can share these essays through peer editing and posting them in the classroom or on blogs. • Teacher will provide students with information on academic vocabulary. Students will incorporate these terms in writings and discussions throughout unit. 	
Additional Resources		
http://www.webenglishteacher.com/homer.html http://learning.blogs.nytimes.com/teaching-topics/the-odyssey/ Scenes from the film <i>Troy</i>		