

English 9 Curriculum

Unit 1: Plot and Setting

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10-15 days LITERATURE *With a Novel, about 40 days	Conflict drives plot. Exposition establishes setting and characterization Event sequencing is a specific choice made by the author.	What is the purpose of conflict within a story? How are events sequenced and ordered in a story? How do the character choices influence the plot? What is the author's purpose in writing this passage?	Students will know... The elements of plot structure. that the outcome of a central conflict is determined at a story's climax the uses and effectiveness of various plot elements (flashback, flash-forward, foreshadowing, etc.) Identify inciting incidents	Student should be able to apply specific short story plots to a plot diagram Student should be able to analyze various plot elements Student should be able to identify inciting incident & analyze how it propels the plot and conflict Student should be able to identify various plot elements and	"The Most Dangerous Game" "Dog Star" "A Christmas Memory" Excerpt from <i>Capote</i> to compare with "A Christmas Memory" Poem: My Father is a Simple Man Nonfiction: "Can Animals Think?" "Far-Out Housekeeping on the ISS"	Plot Rising action/ complications Falling action Crisis, or turning point Exposition Climax and resolution Chronological order Flashback Flash-forward Foreshadowing Prediction Synonyms connotations Most Dangerous Game: Receding Disarming Prolonged Imprudent	CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.E CC.1.3.9-10.F CC.1.3.9-10.I CC.1.3.9-10.J CC.1.3.9-10. K

					<p>Accompanying Novels: The Hobbit</p> <p><i>Academic English: May read only 2 of the fiction stories, taking time to focus on big ideas and essential questions.</i></p> <p><i>Scholars English follows this curriculum.</i></p> <p><i>Honors English will be more rigorous, more reading outside of class.</i></p>	<p>Surmounted Unruffled Invariably Diverting Impulse protruding</p> <p>Can Animals Think?: Balmy Intangible Awry Devious Beguile</p> <p>Dog Star: Desolating Astronomers Stellar Luminous Misanthropic Terrestrial Default Labyrinthine</p> <p>A Christmas Memory: Inaugurating Exhilarates Dilapidated Paraphernalia Sacrilegious Carnage Prosaic Disposition Suffuse Noncommittal</p>	
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Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
WRITING NARRATIVE *3 days	Organize writing Develop autobiographical narrative adhering to a clear plot structure. Use grade appropriate grammar and punctuation. Substitute common words for stronger adjectives.	How does one develop a clear autobiographical narrative? What are the components of a short autobiographical narrative?	How to properly develop and format a clear autobiographical narrative. How to prewrite with a prescribed plot structure, using a graphic organizer. Write and rewrite drafts of their narrative. Appropriate methods of peer-review and peer-editing	Student should be able to organize their narrative around a clear plot structure Student should be able to create a short story based off of a memory. Student should be able to proofread, evaluate and revise their narrative.	Multi-paragraph autobiographical narrative focusing on constructing one strong paragraph. Pages 66-75 in the Elements of Literature Book	Plot vocabulary from above Dialogue Autobiographical narrative Pre-write Sequence of events Audience Significance Perspective Point of view Purpose Formality Style Connotation Denotation Sensory details	CC.1.4.9-10.N CC.1.4.9-10.O CC.1.4.9-10.P CC.1.4.9-10.Q CC.1.4.9-10.R CC.1.4.9-10.S

Assessments:

English 9: Write between 2-3 paragraphs, focusing on paragraph structure. Reinforce grammar and punctuation in pre-writing phase. Expect to spend more time in pre-writing phase. Expect to write mostly in-class.

Academic English: Write between 3-5 paragraphs, focusing on paragraph structure. Reinforce grammar, expected grammar is not quite mastery stage. Partially write in class, partially outside of class.

Honors: Write 3-5 paragraphs. Reinforce grammar, and expected grammar usage is mostly mastery. Some in-class writing.

All: Write an autobiographical narrative essay; Unit Quiz; question for comprehension; thinking critically and reading check questions; multiple plot charts

Unit 2: Character

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
LITERATURE 13 days	<p>Author word choices determine characterization.</p> <p>Motivation shapes characterization.</p> <p>Character choices drive plot forward.</p>	<p>How does a character's motivation shape characterization?</p> <p>How does an author build direct and indirect characterization?</p> <p>How do character choices drive plot?</p> <p>What is inference?</p> <p>What influence does making inferences have on predictions?</p>	<p>Students will know...</p> <p>Differences between direct and indirect characterization</p> <p>Recognize different types of characters (round, flat, dynamic, static)</p> <p>Recognize character motivations</p>	<p>Student should be able to use graphic organizers to distinguish direct & indirect characterization.</p> <p>Student should be able to evaluate differences in characterization</p> <p>Student should be able to identify character motivations and analyze how it impacts & drives the plot.</p> <p>Student should be able to predict how character motivation will influence plot or character choices.</p>	<p>Short Stories: "Thank You Ma'am" "Helen on 86th Street" "Marigolds"</p> <p>Poems: "Mother to Son" "Forgive My Guilt"</p> <p>Nonfiction: "Teaching Chess, and Life" "Community Service and You" "Feeding Frenzy"</p> <p>Teacher generated graphic organizers</p>	<p>Point of View Narration -1st -2nd -3rd limited -3rd omniscient Appearance Dialogue Dramatic monologue Speech Private thoughts Actions Direct and indirect characterization Conflict Antagonist External conflict Internal conflict Subordinate characters Motivation Flat characters Round characters Dynamic</p>	<p>CC.1.2.9-10.B</p> <p>CC.1.2.9-10.E</p> <p>CC.1.2.9-10.F</p> <p>CC.1.3.9-10.B</p> <p>CC.1.3.9-10.C</p>

						Static Nonfiction: Mentorship Intimidating Endeavors Legislation Bureaucratic Undaunted Helen on 86 th St Embodies Odyssey Litany Incantation Stifled Scourge Polytheism Ramparts Supplication Enunciate Marigolds: Arid Futile Impoverished Poignantly Clarity Placidly Inciting Malicious Contrition	
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content

SHORT STORY WRITING	Building strong paragraphs.	What does a strong paragraph look like?	The student will know... Components of a strong paragraph.	Student should be able to draw inference clues about characterization	suggested writing exercise on page 132, "Write a Short Story".	Conflict Round Dynamic Author's purpose Inference Motivation	GENERAL CC.1.4.9-10A
2 Days	Organize an essay response using details from the text to support claims. Identify and explain how and why an author builds round characters.	How do character choices drive plot? What is an inference?	Placement of thesis & topic sentences. Transitional phrases and grammar usage. How to properly use the text to form citations (quote sandwiches).	Student should be able to use the text to explain when a dynamic character changes, support these claims with examples from the text. Student should be able to identify details and words from the story to support character motivation or changes. Student should be able to infer author's intent.	Using the Constructed Response question on page 143, students can write an essay response identifying when a character changes & support this claim with examples from the text.		CC.1.4.9-10

Assessments: short essay; question for comprehension; unit quiz on pages 140-145; thinking critically and reading check questions
Using the Constructed Response question on page 143, students can write an essay response identifying when a character changes & support this claim with examples from the text. They should further explain how the change impacts the plot. Essay length is up to teacher and class's needs. This constructed response can be used to assess how well students can integrate quotes from the text.

Scholars class could do the suggested writing exercise on page 132, "Write a Short Story".

Teacher Suggestion: *Helen on 86th St* would support reading *The Odyssey* but requires background information on Greek Mythology.

Unit 3: Narrator and Voice

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
LITERATURE 10-15 days *with a novel, about 45 days.	Everyone has a story to share. Conflicts influence characters' motivations and relationships. Point of view affects a readers' understanding.	How does the sequence of a story affect the reader's response? How do conflicts influence the relationships between characters? What part does a narrator's voice play in developing the author's purpose? *How does a story's point of view affect our understanding of it?	Know qualifications for different points of view Understand author's intent Understand conflict and various ways it affects characters	Student should be able to recognize different points of view Student should be able to analyze author's intent Student should be able to analyze and explain conflict and its impact on characters	Short Story: "The Interlopers" "The Necklace" "The Cask of Amontillado" Nonfiction: Poe's Final Days Poe's Death is Rewritten as Case of Rabies, not Telltale Alcohol If Poe had Succeeded when he said Nevermore to Drink Rabies Death Theory Film: Edgar Allen Poe Novels:	The Interlopers: Precipitous Acquiesced Marauders Exasperation Pious Retorted Condolences Languor Reconciliation Succor The Necklace: Incessantly Disconsolate Vexation Pauper Adulation Aghast Privations Exorbitant Cask of Amontillado: Precluded Impunity Retribution Immolation Connoisseurship	CC.1.3.9-10.D CC.1.3.9-10.E CC.1.3.9-10.F CC.1.3.9-10.K

					<i>To Kill a Mockingbird</i> <i>The Adventures of Tom Sawyer and Huckleberry Finn</i>	Impose Recoiling Endeavored Obstinate succession	
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Assessments: Reading Check and Thinking Critically questions; question for comprehension; quiz on pages 202-205; book suggestion on page 194 is Analyzing a nonfiction piece of literature, such as a biography. Could also be differentiated or modified for magazine or news article.

Unit 4: Comparing Themes

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
LITERATURE 15 days	Language is used to communicate and to deepen understanding. Effective use of vocabulary builds social and academic knowledge. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between the reader and the text.	How do the solutions to conflicts in a story reveal its theme? How does the way people deal with conflict reveal their character? Why might the same theme be explored in different genres of writing by different writers?	Summarize themes Differentiate themes from motifs Make inferences and draw conclusions from the text Analyze a piece of modern literature and explain how it draws on themes, characters, or events from classical works. Explain how the modern work makes a classical theme new.	Student should be able to analyze and explain how conflict reveals a story's theme Student should be able to analyze and explain how conflict reveals character Student should be able to relate theme between genres	Short Stories: "The Sniper" "Cranes" "Liberty" "An American Story" Poem: Exile Nonfiction Texts: "A Country Divided" "Lives in the Crossfire"	The Sniper: Beleaguered Ascetic Fanatic Ruse Silhouetted Remorse Cranes: Averted Obstruction Constitutes Mainstay Refuge Informational Text: Intolerance Negotiations Designate	CC.1.3.9-10.K CC.1.3.9-10.G CC.1.3.9-10.H CC.1.3.9-10.J CC.1.3.9-10.D

					“Internment” “Peace isn’t Impossible”	Absorb Reunification Divergent Coerced Abhor Optimist Condone	
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Assessments: Thinking Critically Questions; question for comprehension; book suggests comparing media coverage exercise on page 270; quiz on pages 279- 281.

Unit 5: Irony and Ambiguity

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
LITERATURE 10-15 days	Language is used to communicate and to deepen understanding. Effective use of vocabulary builds social and academic knowledge. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between the reader and the text.	What does irony teach us about our own expectations? How might not knowing the answer to a story's conflicts make you a deeper thinker? How do writers use symbols to make connections between complex ideas? *How do allegories promote change in	Know the meaning of dramatic irony Know the meaning of different types of irony Understand why something is ambiguous; what creates ambiguity	Student should be able to explain why something is dramatic irony, or a different type of irony Identify moments of ambiguity Student should be able to cite textual evidence that strongly supports idea Student should be able to make inferences and draw conclusions	Short Stories: “The Gift of the Magi” “The Lady, or the Tiger?” Poems: Los Ancianos The Road not Taken Crossing Paths Nonfiction Reading: A Defense of the Jury System	Gift of the Magi: Instigates Agile Depreciate Cascade Ransacking Discreet Scrutiny Nimble Coveted Singed Lady or the Tiger: Exuberant Genial Impartial Allegiance	CC.1.3.9-10.F CC.1.3.9-10.D CC.1.3.9-10.E CC.1.3.9-10.B

		people's thinking?		from text		Procured Dire Retribution Fervent Aspiring deliberation	
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Assessments: Book suggests writing a persuasive essay, but I saved this for the Epic Myth unit. Unit quiz; comprehension check and thinking critically questions; question for comprehension

Unit 6: Symbolism and Allegory

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
LITERATURE 10-15 days With a novel: 5-7 weeks	Language is used to communicate and to deepen understanding. Effective use of vocabulary builds social and academic knowledge. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between the reader and the text.	How is symbolism used to communicate and deepen understanding? How does acquiring new vocabulary assist with learning and understanding literature? How do allegories parallel real life situations?	Recognize symbols in literature Recognize and understand how allegories parallel real life situations Understand that symbolism is used to communicate and deepen our understanding of the text.	i Student should be able to identify and explain symbols in literature Student should be able to identify and explain an allegory Student should be able to identify and explain the differences between an allegory, fairytale, and fable. Student should be able to analyze how	Short Stories: "The Scarlet Ibis" "The Grandfather" "The Golden Kite, the Silver Wind" Poems: If there be Sorrow Nonfiction: "Weapons of the Spirit" "Letter to	Symbol Public symbol Allegory Scarlet Ibis: Sullenly Imminent Iridescent Serene Infallibility Blighted Doggedness Reiterated Precariously Mar Golden Kite,	CC.1.3.9-10.B CC.1.3.9-10.E CC.1.3.9-10.F CC.1.3.9-10.H CC.1.3.9-10.J CC.1.3.9-10.K

				<p>words and phrases shape meaning</p> <p>Student should be able to cite strong textual evidence for support</p> <p>Student should be able to explain how the author's syntax shapes tone and meaning of a piece</p> <p>Student should be able to analyze how an author draws on and transforms themes, topics, and character types</p>	<p>President Roosevelt"</p> <p>"On the Abolition of the Threat of War"</p> <p>"The Arms Race"</p> <p>Novels: <i>The Illustrated Man</i> <i>Animal Farm</i> <i>The Pearl</i></p>	<p>the Silver Wind: Omens Lurked Portents Acclaimed Pandemonium Spurn Eclipse Sustain Monotony Enduring</p> <p>Nonfiction: Eradicate Phenomenon Conceivable Abolish Radical Conviction Invincible Inevitable Vanquished Renunciation</p>	
<p>Assessments/ Modifications: Recommended novels—<i>Animal Farm</i> (higher achievers), <i>The Pearl</i> (moderate to lower achievers), or segments from <i>The Illustrated Man</i> (low achievers). I assessed students' knowledge throughout the novels with various worksheets, activities, questioning for comprehension, projects and essays. <i>Animal Farm</i> Assessments: various chapter quizzes; Unit test; PowerPoint analyzing the relationship between the allegorical characters and historical figures. <i>The Pearl</i> Assessments: various quizzes, including vocabulary and chapter; Unit test; essay explaining how Steinbeck uses symbolism to enhance meaning in the book</p>							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
1-2 weeks WRITING	Writing is a means of documenting thinking.	How do we document our thinking and writing so that we avoid plagiarizing	Basic MLA style formatting, including appropriate headings,	<i>Animal Farm</i> : Student should be able to create a PowerPoint	Purdue OWL's MLA PowerPoint; their website is	Plagiarism MLA style guide Works Cited	CC.1.4.9-10. B CC.1.5.9-10.A

	<p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p> <p>Purpose, topic and audience guide types of writing.</p> <p>Information to gain or expand knowledge can be acquired through a variety of sources.</p>	<p>sources?</p> <p>How do we convey ideas, thoughts, and feelings in writing?</p> <p>How do we adopt an academic tone with writing that is appropriate for our audience?</p>	<p>parenthetical citations and an appropriate works cited page.</p>	<p>comparing the allegorical characters to the real historical figures from the Russian Revolution.</p> <p>The Pearl: Student should be able to construct an essay explaining how symbolism and irony enhance comprehension in The Pearl.</p>	<p>an easily accessed resource as well.</p>	<p>Page Parenthetical citations</p>	<p>CC.1.5.9-10.B</p> <p>CC.1.5.9-10.C</p> <p>CC.1.5.9-10.D</p> <p>CC.1.5.9-10.E</p> <p>CC.1.5.9-10.F</p>
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Unit 7: Poetry

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<p>POETRY</p> <p>2-4 weeks</p>	<p>Poets use words and images to communicate a theme.</p> <p>Poets “paint a picture” with their words to describe situations.</p> <p>Listening provides the opportunity to learn, reflect, and respond.</p> <p>Writing is a recursive</p>	<p>Why does poetry express emotion more effectively than other types of writing?</p> <p>How does poetry reveal what we otherwise might not recognize?</p> <p>What constitutes as a poem?</p> <p>How do readers interpret their</p>	<p>Various poetic elements, such as form, rhyme scheme, figurative language, etc.</p> <p>Know why poets differ structure, break from or adhere to structure in their poetry.</p> <p>Know why poetry moves an audience.</p> <p>Know different</p>	<p>Student should be able to identify various poetic elements with regard to form, rhyme scheme, and meter.</p> <p>Student should be able to describe how differing structures (i.e., rhyme, rhythm) arise in poetry and explain why authors might</p>	<p>“A Blessing”</p> <p>“Woman Work”</p> <p>“Daily”</p> <p>“in Just—”</p> <p>Haikus</p> <p>“Once by the Pacific”</p> <p>“Country Scene”</p> <p>“Tiburon”</p> <p>“Folding Won Tons In”</p> <p>“Hope” is the thing with feathers</p> <p>“Internment”</p> <p>“Fog”</p>	<p>Imagery</p> <p>Image</p> <p>Catalog Poem</p> <p>Haiku</p> <p>Sonnet</p> <p>Elizabethan sonnet</p> <p>Petrarchan sonnet</p> <p>Iambic pentameter</p> <p>Lyric poem</p> <p>Figure of speech</p> <p>Simile</p> <p>Metaphor</p>	<p>CC. 1.3.9-10.J</p> <p>CC. 1.3.9-10.K</p> <p>CC.1.3.9-10.H</p> <p>CC.1.3.9-10.E</p> <p>CC.1.3.9-10.F</p>

	process that conveys ideas, thoughts, and feelings.	poems?	characteristics of poetry, recognize them in a text and be able to explain them.	<p>choose one form over another.</p> <p>Student should be able to engage with a given text and describe the ways in which it moves the audience.</p> <p>Student should be able to recognize and explain the distinguishing characteristics of various kinds of poetry, such as lyric, haiku, and sonnets</p>	<p>“Fire and Ice”</p> <p>“The Seven Ages of Man”</p> <p>“Women”</p> <p>“Boy at the Window”</p> <p>“I Wandered Lonely as a Cloud”</p> <p>“The Courage That My Mother Had”</p> <p>“Ballad of Birmingham”</p> <p>“The Gift”</p> <p>“Legal Alien”</p> <p>“The Base Stealer”</p> <p>“American Hero”</p> <p>Nonfiction:</p> <p>Eyeglasses for the Mind</p> <p>I Never Saw Daffodils so Beautiful</p> <p>The History Behind the Ballad</p>	<p>Direct metaphor</p> <p>Implied metaphor</p> <p>Extended metaphor</p> <p>Personification</p> <p>End-stopped line</p> <p>Diction</p> <p>Denotation</p> <p>Connotation</p> <p>Monologue</p> <p>Tone</p> <p>Rhyme</p> <p>Rhythm</p> <p>Approximate rhyme</p> <p>Exact rhyme</p> <p>End rhyme</p> <p>Internal rhyme</p> <p>Meter</p> <p>Foot</p> <p>Anapest</p> <p>Dactyl</p> <p>Scanning</p> <p>Free verse</p> <p>Ballad</p> <p>Repetition</p> <p>Refrain</p> <p>Folk ballads</p> <p>Literary ballads</p> <p>Speaker</p> <p>Persona</p> <p>Alliteration</p> <p>Sentence structure</p> <p>Onomatopoeia</p>	
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Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<p>WRITING POETRY</p> <p>Concurrent to the unit</p>	<p>Poets use words and images to communicate a theme.</p> <p>Poets “paint a picture” with their words to describe situations.</p>	<p>Why does poetry express emotion more effectively than other types of writing?</p> <p>How does poetry reveal what we otherwise might not recognize?</p> <p>What constitutes as a poem?</p> <p>How do readers interpret their poems?</p>	<p>Identify various poetic elements with regard to form, rhyme scheme, and meter.</p> <p>Describe how differing structures (i.e., rhyme, rhythm) arise in poetry and explain why authors might choose one form over another.</p> <p>Engage with a given text and describe the ways in which it moves the audience.</p> <p>Recognize and explain the distinguishing characteristics of various kinds of poetry, such as lyric, haiku, and sonnets</p>	<p>Student should be able to identify various poetic elements with regard to form, rhyme scheme, and meter.</p> <p>Student should be able to describe how differing structures (i.e., rhyme, rhythm) arise in poetry and explain why authors might choose one form over another.</p> <p>Student should be able to engage with a given text and describe the ways in which it moves the audience.</p> <p>Student should be able to recognize and explain the distinguishing characteristics of various kinds of</p>	<p>Write various poems related to the subject matter, styles, or poetic elements discussed in this unit.</p> <p>Analyze a poem at the end of the unit. Provide a possible list from the unit and students analyze it according to a rubric.</p>	<p>Same vocabulary as the unit.</p>	<p>CC.1.4.9-10.A</p>

				poetry, such as lyric, haiku, and sonnets			
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
POEM ANALYSIS Scholars English: 1 week	<p>Writing is a means of documenting thinking.</p> <p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p> <p>Purpose, topic and audience guide types of writing.</p> <p>Information to gain or expand knowledge can be acquired through a variety of sources.</p>	<p>Why do authors repeatedly use themes and motifs?</p> <p>How do authors develop style?</p> <p>How does an author's background contribute to themes, motifs, and stylistic choices.</p>	<p>Understand that authors repeatedly use the same themes and motifs</p> <p>Authors develop styles</p> <p>Authors' backgrounds contribute to themes, motifs, and styles.</p>	Write an essay analyzing a poem or pair of poems by the same author.	Poems from the book Websites: Poetry Foundation Poets PBS	<p>Same vocabulary as the unit</p> <p>Plagiarism MLA style formatting Works Cited Parenthetical citations/ in-text citations</p>	<p>CC.1.4.9-10.B</p> <p>CC.1.5.9-10.A</p> <p>CC.1.5.9-10.B</p> <p>CC.1.5.9-10.C</p> <p>CC.1.5.9-10.D</p> <p>CC.1.5.9-10.E</p> <p>CC.1.5.9-10.F</p>

Assessments/ Modifications:

English 9: will likely take more time and get through less poems each day; however, it would be useful to allow them time for analysis and making connections; assess through creating poems; identifying poetic devices; unit test; question for comprehension; thinking critically and reading check questions; allow them to listen to the poems on cd

Academic English: Should get through several poems a day, usually poems with the same theme or style; assess through creating poems; identifying poetic devices; unit test; question for comprehension; thinking critically and reading check questions

Scholars English: I recommend deviating from the book for this class. A suggested activity is having them identify a theme in a poem and bring in a poem with a similar theme. I gave them a completely different writing activity at the end, and they did quite a lot more reading outside of class. Assessments: unit test, poetry analysis essay; creating and editing several poems; peer editing; questioning for understanding; reading check and thinking critically questions from the book. On page 480 in the book, the suggested writing is Analyzing a Poem.

*At the end, focus heavily on sonnets and iambic pentameter to set them up for Shakespeare. After this, I would recommend reading *Romeo and Juliet*

Unit 8: Evaluating Style

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
LITERATURE 10-15 days	<p>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.</p> <p>Purpose, topic, and audience guide types of writing.</p> <p>Language is used to communicate and deepen understanding.</p> <p>Effective use of vocabulary builds social and academic knowledge.</p>	<p>How do authors develop style?</p> <p>How does an author's background contribute to themes, motifs, and stylistic choices.</p>	<p>Authors develop styles</p> <p>Authors' backgrounds contribute to themes, motifs, and styles.</p>	<p>For excerpt from Jurassic Park: Student should be able to analyze the representation of a subject or key scene in two different artistic mediums, including what is absent or emphasized in each.</p> <p>Student should be able to use context clues to evaluate style</p> <p>Student should be able to make inferences and draw conclusions based on author's explicit assumptions/ beliefs.</p> <p>Student should be able to analyze author's choices on plot structure and</p>	<p>Evaluating Style: A writer's personal stamp</p> <p>A Sound of Thunder</p> <p>Excerpt from Jurassic Park</p> <p>To Da-duh in Memoriam</p> <p>How to Eat a Guava</p> <p>Poems: The Tropics in New York</p> <p>Informational Texts: Rising Tides An Arctic Floe of Climate Questions</p>	<p>Annihilate</p> <p>Expendable</p> <p>Depression</p> <p>Paradox</p> <p>Delirium</p> <p>Resilient</p> <p>Remit</p> <p>Revoke</p> <p>Primeval</p> <p>Subliminal</p> <p>Receding</p> <p>Catastrophic</p> <p>Implications</p> <p>Indiscriminate</p> <p>Deficient</p> <p>Equitable</p> <p>Demise</p> <p>Ominous</p> <p>Impending</p> <p>Ignorance</p> <p>Unrelenting</p> <p>Formidable</p> <p>Reproved</p> <p>Truculent</p> <p>Decrepit</p> <p>Admonished</p> <p>Perennial</p> <p>Austere</p> <p>Protracted</p> <p>Menacing</p>	<p>CC.1.3.9-10.C</p> <p>CC.1.3.9-10.B</p> <p>CC.1.3.9-10.E</p> <p>CC.1.3.9-10.F</p> <p>CC.1.3.9-10.H</p>

				time manipulation to create such effects as mystery, tension, or surprise.			
<p>Assessments/ Modifications: The book suggests analyzing a short story writing response on page 548. Some suggestions might be to analyze a children's short story, or have them find a short story from a favorite author. The novel The Illustrated Man might fit nicely in here.</p> <p>Assessments: unit quiz in book on pages 557-559; thinking critically and comprehension check questions; question for understanding; peer reviews/ edits; constructed response or essay</p>							
<p align="center">Unit 9: Biographical and Historical Approach</p>							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
LITERATURE 5-10 days	<p>Speeches and nonfiction historical texts are literature.</p> <p>Effective speaking and listening are essential for productive communication</p> <p>Writing is a recursive process that conveys ideas, thoughts or feelings.</p> <p>Spoken language can be represented in print.</p>	<p>How have authors or speakers built literature around important and influential historical events?</p> <p>How does history affect literature?</p> <p>How does audience affect an author's purpose?</p>	<p>Understand and recognize various rhetorical devices</p> <p>How speeches affect historical events, public image, or national morale</p>	<p>Student should be able to identify and analyze various rhetorical devices</p> <p>Student should be able to explain how rhetoric affects historical events, public image, or national morale</p>	<p>Literary Roots: the Writer's Life and Times</p> <p>American History</p> <p>Volar</p> <p>A Warm, Clear Day in Dallas</p> <p>Address to Congress, November 27, 1963</p> <p>Students React to President Kennedy's</p>	<p>Historical setting Biographical</p> <p>Literally Discreet Linger Infatuated Vigilant Enthralled Elation Distraught Dilapidated Solace</p> <p>Denouncing Virtuous Controversial Conspiracy</p>	<p>CC.1.2.9-10.A</p> <p>CC.1.2.9-10.B</p> <p>CC.1.2.9-10.C</p> <p>CC.1.2.9-10.D</p> <p>CC.1.2.9-10.E</p> <p>CC.1.2.9-10.G</p> <p>CC.1.2.9-10.H</p> <p>CC.1.2.9-10.I</p>

					Death Beware of the Dog Wounded and Trapped	Immortal Vitalized Resolve Tolerance Bigotry Defiant Primary Source Secondary source Opinions Facts Credible Purpose Audience Undulating Giddy Unconscious Idly Delirious Obsession Hoisted Beckoned Historical period Conflicts Inference	
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
WRITING About 10 school days, running concurrent to	Using someone else's information without giving proper credit is plagiarism.	How do we cite evidence without plagiarizing? How do we give our research papers	How to properly use MLA formatting in a research paper.	Student should be able to clearly cite sources Student should be able to write clearly	Writing a Research Paper MLA formatting	All MLA vocabulary	CC.1.8.9.A CC.1.8.9.B

the Historical Text Unit. Class will likely need 3-5 days in the library or computer lab.	Citing evidence appropriately gives your research paper credibility.	credibility?		and concisely. Student should be able to give a speech communicating the importance of a speech in collaboration with the historical event on which it is based.			
SPEAKING 3-5 days, depending on the size of the class	The ability to clearly present information is important.	How does research translate into the spoken word? How can research be communicated to mass audiences?	How to present ideas clearly and concisely in an informative speech. Self-edit their speeches to essential and relative material Create a suitable introduction and a clear ending	Student should be able to clearly present information to their peers Student should be able to construct organized speeches with a clear beginning, middle and conclusion. Student should be able to cite sources	Informative Speech about research topic	Rhetoric Informative speech Audience Body language	CC.1.6.9-10.A CC.1.6.9-10.B

Assessments/ Modifications: On page 610, the book suggests writing a research paper. Students usually do this in American Cultures, so it may be redundant here; however, collaborating with an American Cultures teacher would be useful in this unit.
Thinking critically or reading check questions; question for comprehension; unit quiz; essay, debate, or news analysis

Unit 10: Epic and Myth

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
LITERATURE 3- 6 weeks	<p>Odysseus is an epic hero on an epic journey</p> <p>Heroes used to be formulaic but modern heroes differ</p> <p>Each culture had expectations of heroes and epic texts</p>	<p>What is an epic hero's journey?</p> <p>What are the qualifications for an epic hero?</p> <p>What are the characteristics of an epic?</p> <p>What is epic language, specifically the epic simile?</p> <p>How do we recognize and analyze theme in a text?</p> <p>How have our views and values changed concerning heroes & heroic characteristics?</p>	<p>Understand epic language, the heightened figurative language</p> <p>Understand theme and how we analyze theme in a text</p> <p>Understand epic characteristics</p> <p>Understand epic hero characteristics</p> <p>Understand character types</p>	<p>Student should be able to compare and analyze epic similes</p> <p>Student should be able to distinguish and analyze theme in an epic</p> <p>Student should be able to compare epic heroes to modern heroes—how have our values changed?</p> <p>Student should be able to explain epic texts and language.</p>	<p>"The Odyssey"</p> <p>Nonfiction: Where I Find My Heroes Heroes with Solid Feet</p> <p>"The Fenris Wolf"</p>	<p>Odyssey: Adversity Formidable Ravage Profusion Adversary Rancor Abominably Ardor Tumult Restitution</p> <p>Nonfiction: Advocate Defers Emaciated Annihilate Emulate</p> <p>Fenris Wolf: Odin Ve Frigga Thor Balder Tyr Loki Frey Freya Bragi</p>	<p>CC.1.1.9.A</p> <p>CC.1.1.9.B</p> <p>CC.1.1.9.C</p> <p>CC.1.1.9.D</p> <p>CC.1.1.9.E</p> <p>CC.1.2.9.A</p> <p>CC.1.2.9.C</p> <p>CC.1.2.9.E</p>
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content

PERSUASIVE ESSAY 3-5 days	Odysseus is an epic hero on an epic journey	Is Odysseus a Noble Character?	Support claims with evidence from the text	Student should be able to use quote sandwiches	Page. 734 in book on persuading with cause and effect	Vocabulary from the Odyssey	CC.1.4.9.C
	Heroes used to be formulaic but modern heroes differ	How have our views and values changed concerning heroes & heroic characteristics?	Understand epic characteristics	Student should be able to write a short persuasive paper on whether or not Odysseus is a noble character			CC.1.5.9.A
	Each culture had expectations of heroes and epic texts	Would Odysseus make a good modern hero?	Understand epic hero characteristics				CC.1.5.9.B
		What is an epic hero's journey?	Understand character types	Student should be able to present a persuasive argument			CC.1.5.9.C
		What are the qualifications for an epic hero?					CC.1.5.9.D
							CC.1.5.9.E
							CC.1.5.9.F

Assessments/ Modifications:

English 9- this class may only read segments of The Odyssey, or the first half, depending on ability; assess through quizzes, comprehension checks, question for understanding, persuasive essay

Academic English- read the first half of The Odyssey, watch the film version; assess through quizzes and unit test, comprehension checks, question for understanding, persuasive essay

Scholars English- read half or the complete Odyssey, as well as more academic translations, comparing the language in the two versions; assess through quizzes and unit test, comprehension checks, question for understanding, persuasive essay

Unit 11: Shakespeare/ Drama

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
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LITERATURE 5 weeks	<p>Conflict drives plot.</p> <p>The English language has evolved over time.</p> <p>Themes are universal and stand the test of time.</p> <p>Authors use dramatic irony to enhance plot.</p>	<p>What is the purpose of conflicts within a story?</p> <p>How does an author establish theme?</p> <p>Why does dramatic irony enhance the plot?</p>	<p>Students will know...</p> <p>The elements of dramatic plot structure.</p> <p>that the outcome of a central conflict is determined at a story's climax</p> <p>themes of Shakespearean text</p> <p>different types of irony, their structure and importance</p>	<p>Student should be able to analyze dramatic plot structure and development of time and sequence.</p> <p>Student should be able to recognize and analyze themes; provide examples from text to support claims.</p> <p>Student should be able to justify use of dramatic irony.</p>	<p>"Romeo and Juliet", another Shakespearean tragedy, or a combination of Shakespearean texts</p> <p>Various Sonnets</p> <p>News Articles for Nonfiction Reading</p> <p>Modern songs related to literature</p> <p>Modern film adaptations</p>	<p>Plot</p> <p>Rising action/ complications</p> <p>Falling action</p> <p>Crisis, or turning point</p> <p>Exposition</p> <p>Climax and resolution</p> <p>Chronological order</p> <p>Drama</p> <p>Theme</p> <p>Dialogue</p> <p>Monologue</p> <p>Soliloquy</p> <p>Archaic</p> <p>End-stopped line</p> <p>Run-on line</p> <p>Blank verse</p> <p>Iambic pentameter</p> <p>Couplets</p> <p>Prose</p>	<p>CC.1.3.9–10.E</p> <p>CCSS.ELA-Literacy.RL.9-10.2</p> <p>CCSS.ELA-Literacy.RL.9-10.9</p> <p>CCSS.ELA-Literacy.RL.9-10.1</p> <p>L.F.2.3.3</p>
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<p>WRITING NARRATIVE</p> <p>10 days</p>	<p>Write arguments to support claims</p> <p>Introduce precise claims</p> <p>Organize writing</p>	<p>How does one develop clear persuasive arguments?</p> <p>What are the components of a clear persuasive</p>	<p>Students will know...</p> <p>Multi- paragraph organization, including a thesis. Students will focus on one strong opening paragraph.</p>	<p>Student should be able to write a multi-paragraph essay intended to persuade the audience</p>	<p>Multi-paragraph persuasive essay. If using the play Romeo and Juliet, a suggested topic is the</p>	<p>Thesis statement</p> <p>Supporting sentences</p> <p>Topic sentences</p> <p>Multi-paragraph essay</p>	<p>CC.1.4.9–10.R</p> <p>CCSS.ELA-Literacy.RL.9-10.1</p> <p>CCSS.ELA-Literacy.W.9-</p>

	<p>Develop claims and counterclaims</p> <p>Present claims and have the language tailored to the audience</p>	argument?	<p>How to properly insert quotations with appropriate formatting (quote sandwiches)</p> <p>Format an essay in MLA, using the text as their source.</p> <p>How to properly develop and format clear persuasive arguments in writing.</p>	<p>Student should be able to use textual examples to support claims</p> <p>Student should be able to insert quote citations where necessary</p>	importance of familial or personal responsibility, and which is more important.	<p>Concluding sentence</p> <p>Persuasive essay</p> <p>Claims and Counterclaims</p>	<p>10.1</p> <p>CCSS.ELA-Literacy.W.9-10.1a</p> <p>CCSS.ELA-Literacy.W.9-10.1b</p> <p>CCSS.ELA-Literacy.W.9-10.1c .</p> <p>CCSS.ELA-Literacy.W.9-10.1d</p> <p>CCSS.ELA-Literacy.W.9-10.1e .</p> <p>CCSS.ELA-Literacy.W.9-10.4</p> <p>CCSS.ELA-Literacy.W.9-10.5</p> <p>CCSS.ELA-Literacy.W.9-10.9</p> <p>CSS.ELA-</p>
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							Literacy.W.9-10.9a CSS.ELA-Literacy.W.9-10.9b
<p>Assessments/ Modifications:</p> <p>English 9: take a longer time to read, very little outside reading; explain as we go, possibly more time preparing to read. Maybe show them videos of key scenes as you go through.</p> <p>Academic English: Reads full play, half in class, half outside; watches film; writes essay</p> <p>Scholars: reads full play, does primarily outside reading after Act 1; watches film; writes essay</p> <p>Assessments: unit test; small quizzes throughout; thinking critically and comprehension check questions; final project ;essay comparing the film to the play, length and focus dependent on classroom and teacher's evaluation</p>							