

<b>Unit:</b>	Literary Elements and the Short Story				
<b>Essential Question:</b>	Why do we tell stories?				
<b>Timeline:</b>	Semester 1: 9 weeks				
<b>Common Core Standards</b>	<b>Learning Objectives</b>	<b>Suggested Works</b>	<b>Projects and Performance Tasks</b>	<b>Grammar</b>	<b>Terminology</b>
<p><b>RL. 9.1</b> 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><b>RL.9.5</b> Analyze how an author’s choices concerning how to structure a text, order of events within it, and manipulate time create such effects as mystery, tension, or surprise</p> <p><b>RL. 9.2</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop a theme.</p> <p><b>W.9.2</b> 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><b>SL.9.1</b> Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade 9</p>	<ol style="list-style-type: none"> <li>1. Identify and explain plot structure in short stories.</li> <li>2. Understand and explain why plots in short stories usually focus on a single event.</li> <li>3. Analyze how authors create the setting in a short story.</li> <li>4. Identify and explain characterization techniques in short stories.</li> <li>5. Write a coherent paragraph with a clear topic sentence and at least three pieces of textual evidence.</li> </ol>	<p>“The Most Dangerous Game”- 2 weeks</p>	<ol style="list-style-type: none"> <li>1. Write a paragraph describing the setting of “The Most Dangerous Game” including textual evidence from the story. (indiv)</li> <li>2. Complete a 2 column dialectical journal in which you identify and analyze quotes from the story that exhibit foreshadowing. (partners)</li> <li>3. Complete a character x-ray/character analysis. Create a life size portrait of either Zaroff or Rainsford. See sample. (group)</li> </ol> <p>*to start the semester off, you can assign students the task of telling their story in a one page paper; this will link to the essential question.</p>	<p><i>Parts of Speech Review</i> Verbs and tense Nouns</p> <p>Task: select a paragraph from the story and have students identify all the verbs providing the tense of each</p> <p>Task: Look at a photograph, painting or magazine advertisement for at least three minutes. On a piece of paper, draw two intersecting lines to make 4 squares (one for each category: people, places, things and ideas). In each square, list the nouns by category that you see in the image. Note whether they are concrete or abstract.</p>	<p>Plot- basic situation, rising action, climax, falling action, resolution</p> <p>Conflict</p> <p>Character/characterization</p> <p>Setting</p>

<p>topics, texts, and issues, building on the other's ideas and expressing their own clearly and persuasively.  <b>L.9.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>					
Common Core Standards	Learning Objectives	Suggested Works	Projects and Performance Tasks	Grammar	Terminology
<p>Same as above add:  <b>RL.9.3</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop a theme.</p>	<ol style="list-style-type: none"> <li>1. Identify the point of view in a short story and analyze how point of view affects the reader's interpretation of the story.</li> <li>2. Identify and explain irony and how it affects the plot of the story.</li> </ol>	<p>"The Cask of Amontillado"- 2 weeks</p>	<ol style="list-style-type: none"> <li>1. Write a paragraph answering the question: Is Montresor a reliable narrator? Cite at least three reasons to support your argument. Students must use textual evidence.</li> <li>2. Complete a 2 column dialectical journal in which you identify and analyze the irony in the short story.</li> </ol>	<p><i>Parts of Speech Review</i>                      Verbs and tense-agreement of subject and verb                      Nouns-capitalization of common and proper</p>	<p>Plot- basic situation, rising action, climax, falling action, resolution                      Conflict                      Character/characterization                      Setting                      Narrator                      Point of view                      Irony</p>
Common Core Standards	Learning Objectives	Suggested Works	Projects and Performance Tasks	Grammar	Terminology
<p>Same as above add:  <b>RL.9.2</b> 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>	<ol style="list-style-type: none"> <li>1. Perform a close reading of a short story.</li> <li>2. Examine the elements of the short story with a focus on irony.</li> <li>3. Explore the theme.</li> </ol>	<p>"The Gift of the Magi"- 2 weeks</p>	<ol style="list-style-type: none"> <li>1. Complete a 2 column dialectical journal in which you identify and analyze the irony in the short story.</li> <li>2. Complete a theme map.</li> <li>3. Examine the author's use of humor, the narrator's voice, presence and purpose of alliterations, repetitions and colors. Collect quotes and share as a class.</li> </ol>	<p><i>Parts of Speech Review:</i>                      Adjectives and Adverbs</p> <p>Task: Select 2 paragraphs. Identify adjectives in the 1<sup>st</sup> and adverbs in the 2<sup>nd</sup>.</p>	<p>Plot- basic situation, rising action, climax, falling action, resolution                      Conflict                      Character/characterization                      Setting                      Narrator                      Point of view</p>

Common Core Standards	Learning Objectives	Suggested Works	Projects and Performance Tasks	Grammar	Terminology
Review all of the above	1. Analyze symbolism in a short story and explain how it contributes to the story's theme.	"The Scarlet Ibis"- 2 weeks	1. Lesson plan (in binder)	Commas with items in a series  Task: Select a newspaper or magazine article and highlight all the commas that are used in a series or for subordinate clauses.	Theme Irony Style  Plot- basic situation, rising action, climax, falling action, resolution Conflict Character/characterization Setting Narrator Point of view Theme Irony Style Symbolism Tone
Review-1 week	1. Write a coherent essay of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion.		<u>"The Scarlet Ibis" is a reflective story. It is told from a first-person point-of-view with the narrator looking back into his past. On page 166 the narrator says, "But all of us must have something or someone to be proud of, and Doodle had become mine. I did not know then that pride is a wonderful, terrible thing, a seed that bears two vines, life and death." What is meant by this statement, and how has the narrator's life been impacted by what happens to Doodle? How</u>		

			<p><u>does this reinforce the overarching theme? Using textual evidence, write a well-developed, complex essay in response to these questions.</u></p>		
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<b>Unit:</b>	Poetry- Beauty				
<b>Essential Question:</b>	How does poetry reveal what we might not otherwise recognize?				
<b>Timeline:</b>	Semester 1: 3 weeks				
<b>Common Core Standards</b>	<b>Learning Objectives</b>	<b>Suggested Works</b>	<b>Projects and Performance Tasks</b>	<b>Grammar</b>	<b>Terminology</b>
<p><b>RL. 9.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of several word choices on meaning and tone</p> <p><b>RL.9.5</b> Analyze how an author’s choices concerning how to structure a text, order of events within it, and manipulate time create such effects as mystery, tension, or surprise</p> <p><b>SL.9.1</b> Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade 9 topics, texts, and issues, building on the other’s ideas and expressing their own clearly and persuasively.</p> <p><b>L.9.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>	<ol style="list-style-type: none"> <li>1. Define and offer examples of various forms of poetry.</li> <li>2. Identify the form, rhyme scheme, and meter of poems studied.</li> <li>3. Define and explain poetic devices, such as alliteration, assonance, consonance, and describe the ways in which they help reveal the theme(s) of the poem.</li> <li>4. Recognize and explain the distinguishing characteristics of various kinds of poetry , such as ballads, odes, lyric poetry, blank verse, haiku and sonnets.</li> <li>5. Describe how poetry differs from prose and explain why authors would choose one form over another for a particular purpose.</li> </ol>	<p>Various poems from the textbook</p> <p>e.g. “I Wandered Lonely as a Cloud?”</p>	<p><u>1. Select a poem and annotate the poem for the poet’s use of poetic devices and explain the poem. In a single paragraph, discuss the poem’s theme and the way in which the poet’s use of these devices illuminates the theme.</u></p>	<p><i>Parts of Speech Review</i></p> <p>Prepositions</p> <p>Task: Look at a photograph taken during a basketball game or other sporting events. Then, using adverbs and prepositions listed by your teacher, write two sentences for each event that describe what is happening in the picture. The first sentence should use the word as a preposition and the second as an adverb.</p> <p>Colons</p> <p>Task: Select a newspaper or magazine article that uses colons. Highlight where they are used and explain why.</p>	<p>Alliteration</p> <p>Analogy</p> <p>Assonance</p> <p>Ballad</p> <p>Blank verse</p> <p>Consonance</p> <p>Diction</p> <p>Dramatic poetry</p> <p>Figurative language</p> <p>Free verse</p> <p>Haiku</p> <p>Imagery</p> <p>Lyric poetry</p> <p>Meter</p> <p>Narrative poetry</p> <p>Ode</p> <p>Rhyme</p> <p>Rhyme scheme</p> <p>Rhythm</p> <p>Sonnet</p>

<b>Unit:</b>	Drama- Fate				
<b>Essential Question:</b>	Are we governed by fate or free will?				
<b>Timeline:</b>	Semester 1: 6 weeks				
<b>Common Core Standards</b>	<b>Learning Objectives</b>	<b>Suggested Works</b>	<b>Projects and Performance Tasks</b>	<b>Grammar</b>	<b>Terminology</b>
<p><b>RL.9.3</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop a theme.</p> <p><b>SL.9.1</b> Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade 9 topics, texts, and issues, building on the other’s ideas and expressing their own clearly and persuasively.</p> <p><b>L.9.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>	<ol style="list-style-type: none"> <li>1. Identify and explain the elements of drama in general.</li> <li>2. Explain the structure of the plot(s) and describe the dramatic techniques the playwright uses to advance them.</li> <li>3. Trace the development of major and minor characters and explain how characterization advances the plot or theme.</li> <li>4. Analyze the playwright’s use of irony.</li> <li>5. Identify the poetic devices used in <i>Romeo and Juliet</i> and explain their effect.</li> </ol>	<p><i>Romeo and Juliet</i></p>	<p><u>1. Are we governed by fate or free will? After reading <i>Romeo and Juliet</i>, write an essay that addresses the question and support your position with evidence from the text.</u></p>	<p><i>Parts of Speech Review</i></p> <p>Pronouns and Pronoun Antecedent Agreement</p> <p>Task: Select a newspaper or magazine article and highlight the pronouns and identify their antecedents.</p>	<p>Aside</p> <p>Comedy</p> <p>Dialogue</p> <p>Dramatic irony</p> <p>Foil</p> <p>Iambic pentameter</p> <p>Irony-situational and verbal</p> <p>Monologue</p> <p>Protagonist</p> <p>Soliloquy</p> <p>Tragedy</p> <p>Tragic flaw</p> <p>Tragic hero</p>

<b>Unit:</b>	Epic Poetry- Heroism				
<b>Essential Question:</b>	Are epic heroes brave, smart, or lucky?				
<b>Timeline:</b>	Semester 2: 12 weeks				
<b>Common Core Standards</b>	<b>Learning Objectives</b>	<b>Suggested Works</b>	<b>Projects and Performance Tasks</b>	<b>Grammar</b>	<b>Terminology</b>
<p><b>RL.9.2</b> 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><b>RL.9.3</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop a theme.</p> <p><b>RI. 9.1</b> 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><b>RI.9.2</b> 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><b>RI.9.7</b> Analyze various accounts of a subject in</p>	<p>1. Identify and explain the elements of an epic poem.</p> <p>2. Identify and explain the characteristics of an epic hero.</p> <p>3. Analyze the relationship between myths or legends and epic poetry.</p> <p>4. Examine the historical context of literary works.</p> <p>5. Compare and contrast how related themes may be treated in different genres (here, epic poetry and contemporary nonfiction).</p> <p>6. Write an explanatory essay in which you describe how your assigned historical figure exhibits the characteristics of an epic hero. State your thesis clearly and include at least three pieces of evidence to support it.</p>	<p><i>Odyssey</i> Weeks 1-4: Intro and Part One</p> <p>Weeks 5-6 Part Two</p> <p>Weeks 7-9 DBQ and begin research</p> <p>Weeks 10-12 Finish research paper; it may carry over into next unit</p>	<p>1. Marking the text w/epic hero reading</p> <p>2. <a href="#">DBQ for Cesar Chavez</a></p> <p>3. <a href="#">Research paper</a></p>	<p><i>Parts of Speech Review</i></p> <p>Conjunctions and Conjunctive Adverbs (subordinate clauses/ independent clauses)</p> <p>Task: Select three paragraphs from one of the informational texts read in class. Highlight all the conjunctive adverbs. Identify what kids they are and explain when and why they are used instead of conjunctions.</p> <p>Semicolons: Use an excerpt from a class reading explain the reason for each semicolon.</p>	<p>Allusion</p> <p>Chronological order</p> <p>The classical epic poem</p> <p>Epic poetry</p> <p>Epic simile</p> <p>Epithet</p> <p>Evidence</p> <p>Hero</p> <p>Heroic couplet</p> <p>Invocation</p> <p>Narrative</p> <p>Oral tradition</p> <p>Thesis statement</p>

<p>different mediums (a persons' life story told in both print and multimedia), determining which details are emphasized in each account.</p> <p><b>RI.9.3</b> 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><b>SL.9.1</b> Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade 9 topics, texts, and issues, building on the other's ideas and expressing their own clearly and persuasively.</p> <p><b>L.9.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>					
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<b>Unit:</b>	Literary Non-fiction- Freedom				
<b>Essential Question:</b>	How far would you go to find freedom?				
<b>Timeline:</b>	Semester 2: 5 weeks				
<b>Common Core Standards</b>	<b>Learning Objectives</b>	<b>Suggested Works</b>	<b>Projects and Performance Tasks</b>	<b>Grammar</b>	<b>Terminology</b>
<p><b>RI. 9.1</b> 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><b>RI.9.2</b> 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</p> <p><b>RI.9.3</b> 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><b>RI.9.4</b> 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</p>	<p>1. Identify and explain the characteristics of a memoir and a speech.</p> <p>2. Identify and explain the effect of stylistic devices used in memoir.</p> <p>3. Identify and analyze the effect of rhetorical strategies in speeches such as alliteration, repetition, and extended metaphors.</p>	<p>“Gettysburg Address” Abraham Lincoln 1 Week</p> <p>“I Have a Dream” Martin Luther King 2 Weeks</p> <p>“Learning to Read and Write” Frederick Douglass 2 Weeks</p>	<p>1. Marking the text w/ 3 readings</p> <p>2. Culminating Project:</p>	<p><i>Parts of Speech Review</i></p> <p>Interjections</p>	<p>Alliteration Autobiography Ethos, pathos, logos Extended metaphor Memoir Repetition</p>

<p>the language of a court opinion differs from that of a newspaper).</p> <p><b>RI.9.9</b> 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><b>Review Week</b></p>					
<p><b>Finals Week</b></p>					