Unit:	Literary	Elements and the Short Stor	У			
Essential Question:	Why do	we tell stories?				
Timeline:	Semest	er 1: 2 weeks				
Common Core Standa	rds	Learning Objectives	Suggested Works	Projects and Performance Tasks	Grammar	Terminology
RL. 9.1 Cite strong and thorough textual evides support analysis of what text says explicitly as winferences drawn from text RL.9.5 Analyze how an author's choices concern how to structure a text of events within it, and manipulate time create effects as mystery, tendor surprise RL. 9.3 Analyze how concourse of a text, interactive of the examine and converse of a text, interactive of the examine and converse of a text, interactive of the examine and converse of a text, interactive of the examine and converse of the examine and c	ence to at the vell as a very texts y vell as a very texts y vell as a very text and decrease vell as a very text and d	1. Identify and explain plot structure in short stories. 2. Understand and explain why plots in short stories usually focus on a single event. 3. Analyze how authors create the setting in a short story. 4. Identify and explain characterization techniques in short stories. 5. Write a coherent paragraph with a clear topic sentence and at least three pieces of textual evidence. 1. Identify the point of view in a short story and analyze how point of view affects the reader's interpretation of the story. 2. Identify and explain irony and how it affects the plot of the story. 1. Perform a close reading of a short story. 2. Examine the elements		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. 2. Complete a 2 column dialectical journal in which you identify and analyze the irony in the short story. 3. Complete a theme map. 4. 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. *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. Write a coherent essay of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong	Parts of Speech Review	Plot- basic situation, rising action, climax, falling action, resolution Conflict Character/characte rization Setting Narrator Point of view Theme Irony Style

	T	Т		T	
topics, texts, and issues,	3. Explore the theme.		Villain Essay Prompt)		
building on the other's ideas					
and expressing their own					
clearly and persuasively.	1. Write a coherent essay				
L.9.1 Demonstrate command	of literary analysis with a				
of the conventions of	clear thesis statement, at				
Standard English grammar	least three pieces of				
and usage when writing or	evidence from texts, and a				
speaking.					
RL.9.2 Determine a theme or	strong introduction and				
central idea of a text and	conclusion.				
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.					

Unit:	The No	vel- Honor						
Essential Question:	Is hono	r inherent or bestowed?						
Timeline:	Semest	emester 1: 7 weeks						
Common Core Standa	rds	Learning Objectives	Suggested Works	Projects and Performance Tasks	Grammar	Terminology		
RL. 9.1 Cite strong and thorough textual evide support analysis of what text says explicitly as we inferences drawn from text RL.9.5 Analyze how are author's choices concerned how to structure a textual of events within it, and manipulate time create effects as mystery, termor surprise RL. 9.3 Analyze how concerned to examine and convectors of a text, interactive or surprise of a text, interactive or surprise of a text, interactive	ence to nat the well as in the well as in the erning at, order date such insion, complex er the eact with evelop a evelop a detect with every texts and detect with evelop a detect with every texts.	1. Recognize the importance of historical context to the appreciation of setting and character. 2. Identify major and minor characters. 3. Analyze and explain characterization techniques for major and minor characters. 4. Explain that novels may have more than one plot and explain the use of multiple plots. 5. Recognize the importance of point of view in a novel. 6. Explore the theme. 7. 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.	To Kill a Mockingbird	1. Complete a character x-ray/character analysis. Create a life size portrait of either Zaroff or Rainsford. See sample. (group) 2. Complete a 2 column dialectical journal in which you identify and analyze the characters in the novel. 3. Complete a theme map. 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.	Parts of Speech Review	Plot- basic situation, rising action, climax, falling action, resolution Conflict Character/characte rization Setting Narrator Point of view Theme Irony Style		

			,
topics, texts, and issues,			
building on the other's ideas			
and expressing their own			
clearly and persuasively.			
L.9.1 Demonstrate command			
of the conventions of			
Standard English grammar			
and usage when writing or			
speaking.			
RL.9.2 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.			

Unit:	Poetry- Beauty
Essential Question:	How does poetry reveal what we might not otherwise recognize?
Timeline:	Semester 1: 3 weeks

Timeline: Semester 1: 3 weeks						
Common Core Standards	Learning Objectives	Suggested	Projects and Performance Tasks	Grammar	Terminology	
RL. 9.4 Determine the	1. Define and offer	Works Various poems	1. Select a poem and annotate the	Writing Complete	Alliteration	
meaning of words and	examples of various forms	from the	poem for the poet's use of poetic	Sentences Ch. 18	Analogy	
phrases as they are used in	of poetry.	textbook	devices and explain the poem. In a	Sememors om 18	Assonance	
the text, including figurative	2. Identify the form,	textbook	single paragraph, discuss the		Ballad	
and connotative meanings;	rhyme scheme, and meter	e.g.	poem's theme and the way in		Blank verse	
analyze the cumulative	of poems studied.	"I Wandered	which the poet's use of these		Consonance	
impact of several word	3. Define and explain	Lonely as a	devices illuminates the theme.		Diction	
choices on meaning and tone	poetic devices, such as	Cloud?	devices manimates the theme.		Dramatic poetry	
RL.9.5 Analyze how an	alliteration, assonance,	Cloud:			Figurative language	
author's choices concerning	consonance, and describe				Free verse	
how to structure a text, order	the ways in which they				Haiku	
· ·						
of events within it, and	help reveal the theme(s)				Imagery	
manipulate time create such	of the poem.				Lyric poetry	
effects as mystery, tension,	4. Recognize and explain				Meter	
or surprise	the distinguishing				Narrative poetry	
SL.9.1 Initiate and participate	characteristics of various				Ode	
effectively in a range of	kinds of poetry , such as				Rhyme	
collaborative discussions with	ballads, odes, lyric poetry,				Rhyme scheme	
diverse partners on grade 9	blank verse, haiku and				Rhythm	
topics, texts, and issues,	sonnets.				Sonnet	
building on the other's ideas	5. Describe how poetry					
and expressing their own	differs from prose and					
clearly and persuasively.	explain why authors					
L.9.1 Demonstrate command	would choose one form					
of the conventions of	over another for a					
Standard English grammar	particular purpose.					
and usage when writing or						
speaking.						

Unit:	Drama-	- Fate							
Essential Question:	Are we	governed by fate or free will?	overned by fate or free will?						
Timeline:	Semest	er 1: 6 weeks	1: 6 weeks						
Common Core Standa	rds	Learning Objectives	Suggested Works	Projects and Performance Tasks	Grammar	Terminology			
RL.9.3 Analyze how co	mplex	1. Identify and explain the	Romeo and	1. Are we governed by fate or free	Writing Complete	Aside			
characters develop over	er the	elements of drama in	Juliet	will? After reading Romeo and	Sentences Ch. 18	Comedy			
course of a text, intera	ct with	general.		Juliet, write an essay that		Dialogue			
other characters, and		2. Explain the structure of		addresses the question and		Dramatic irony			
advance the plot or de	velop a	the plot(s) and describe		support your position with		Foil			
theme.		the dramatic techniques		evidence from the text.		lambic pentameter			
SL.9.1 Initiate and part	icipate	the playwright uses to				Irony-situational			
effectively in a range o	of	advance them.				and verbal			
collaborative discussio	ns with	3. Trace the development				Monologue			
diverse partners on gra	ade 9	of major and minor				Protagonist			
topics, texts, and issue	s,	characters and explain				Soliloquy			
building on the other's	ideas	how characterization				Tragedy			
and expressing their o	wn	advances the plot or				Tragic flaw			
clearly and persuasive	ly.	theme.				Tragic hero			
L.9.1 Demonstrate con	nmand	4. Analyze the							
of the conventions of		playwright's use of irony.							
Standard English gram	mar	5. Identify the poetic							
and usage when writin	g or	devices used in Romeo							
speaking.		and Juliet and explain							

their effect.

Unit:	Epic Poetry- Heroism
Essential Question:	Are epic heroes brave, smart, or lucky?
Timeline:	Semester 2: 4 weeks

	ter 2: 4 weeks	•			
Common Core Standards	Learning Objectives	Suggested Works	Projects and Performance Tasks	Grammar	Terminology
RL.9.2 Determine a theme or	1. Identify and explain the			Ch. 19 Writing	Allusion
central idea of a text and	elements of an epic poem.			Effective Sentences	Chronological order
analyze in detail its	2. Identify and explain the				The classical epic
development over the course	characteristics of an epic				poem
of the text, including how it	hero.				Epic poetry
emerges and is shaped and	3. Analyze the relationship				Epic simile
refined by specific details;	between myths or legends				Epithet
provide an objective	and epic poetry.				Evidence
summary of the text.	4. Examine the historical				Hero
RL.9.3 Analyze how complex	context of literary works.				Heroic couplet
characters develop over the	5. Compare and contrast				Invocation
course of a text, interact with	how related themes may				Narrative
other characters, and	be treated in different				Oral tradition
advance the plot or develop a	genres (here, epic poetry				Thesis statement
theme.	and contemporary				
RI. 9.1 Cite strong and	nonfiction).				
thorough textual evidence to					
support analysis of what the					
text says explicitly as					
well as inferences drawn					
from the text.					
RI.9.2 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.					
RI.9.7 Analyze various					
accounts of a subject in					

different mediums (a			
persons' life story told in both			
print and multimedia),			
determining which details are			
emphasized in each account.			
RI.9.3 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.			
SL.9.1 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.			
L.9.1 Demonstrate command			
of the conventions of			
Standard English grammar			
and usage when writing or			
speaking.			

Unit:	The Novel- Freedom
Essential Question:	How far would you go to find freedom?
Timeline:	Semester 2: 5 weeks

Timeline:	Semest	er 2: 5 weeks				
Common Core Standar	rds	Learning Objectives	Suggested Works	Projects and Performance Tasks	Grammar	Terminology
RL. 9.1 Cite strong and		1. Identify and explain the	In the Time of		Ch. 17: Correcting	Plot- basic
thorough textual evide	nce to	characteristics of a	Butterflies		Common errors	situation, rising
support analysis of wha	at the	memoir and a speech.				action, climax,
text says explicitly as w	ell as	2. Identify and explain the				falling action,
inferences drawn from	the	effect of stylistic devices				resolution
text		used in memoir.				Conflict
RL.9.5 Analyze how an		3. Identify and analyze the				Character/characte
author's choices conce	rning	effect of rhetorical				rization
how to structure a text	, order	strategies in speeches				Setting
of events within it, and		such as alliteration,				Narrator
manipulate time create	e such	repetition, and extended				Point of view
effects as mystery, ten	sion,	metaphors.				Theme
or surprise						Irony
RL. 9.3 Analyze how co	•					Style
characters develop over						
course of a text, intera-	ct with					
other characters, and						
advance the plot or de	velop a					
theme.						
W.9.2 Write						
informative/explanator	-					
to examine and convey						
complex ideas, concep						
information clearly and						
accurately through the						
effective selection,						
organization, and analy	sis of					
content.						
SL.9.1 Initiate and part	•					
effectively in a range of						
collaborative discussion						
diverse partners on gra	ide 9					

topics, texts, and issues,			
building on the other's ideas			
and expressing their own			
clearly and persuasively.			
L.9.1 Demonstrate command			
of the conventions of			
Standard English grammar			
and usage when writing or			
speaking.			
RL.9.2 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.			
Review Week			
Finals Week			