

Unit:	Literary Elements and the Short Story				
Essential Question:	Why do we tell stories?				
Timeline:	Semester 1: 2 weeks				
Common Core Standards	Learning Objectives	Suggested Works	Projects and Performance Tasks	Grammar	Terminology
<p>RL. 9.1 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.9.5 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>RL. 9.3 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>W.9.2 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>SL.9.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade 9</p>	<ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 1. Perform a close reading of a short story. 2. Examine the elements of the short story with a focus on irony. 	<p>“The Cask of Amontillado”</p>	<ol style="list-style-type: none"> 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. <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><u>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. (AP</u></p>	<p><i>Parts of Speech Review</i></p>	<p>Plot- basic situation, rising action, climax, falling action, resolution</p> <p>Conflict</p> <p>Character/characterization</p> <p>Setting</p> <p>Narrator</p> <p>Point of view</p> <p>Theme</p> <p>Irony</p> <p>Style</p>

<p>topics, texts, and issues, building on the other's ideas and expressing their own clearly and persuasively.</p> <p>L.9.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>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.</p>	<p>3. Explore the theme.</p> <p>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.</p>		<p><u>Villain Essay Prompt)</u></p>		
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Unit:	The Novel- Honor				
Essential Question:	Is honor inherent or bestowed?				
Timeline:	Semester 1: 7 weeks				
Common Core Standards	Learning Objectives	Suggested Works	Projects and Performance Tasks	Grammar	Terminology
<p>RL. 9.1 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.9.5 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>RL. 9.3 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>W.9.2 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>SL.9.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade 9</p>	<ol style="list-style-type: none"> 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. 	<p><i>To Kill a Mockingbird</i></p>	<ol style="list-style-type: none"> 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. <p><u>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></p>	<p><i>Parts of Speech Review</i></p>	<p>Plot- basic situation, rising action, climax, falling action, resolution</p> <p>Conflict</p> <p>Character/characterization</p> <p>Setting</p> <p>Narrator</p> <p>Point of view</p> <p>Theme</p> <p>Irony</p> <p>Style</p>

<p>topics, texts, and issues, building on the other's ideas and expressing their own clearly and persuasively.</p> <p>L.9.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>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.</p>					
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Unit:	Poetry- Beauty				
Essential Question:	How does poetry reveal what we might not otherwise recognize?				
Timeline:	Semester 1: 3 weeks				
Common Core Standards	Learning Objectives	Suggested Works	Projects and Performance Tasks	Grammar	Terminology
<p>RL. 9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of several word choices on meaning and tone</p> <p>RL.9.5 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>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.</p> <p>L.9.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>	<ol style="list-style-type: none"> 1. Define and offer examples of various forms of poetry. 2. Identify the form, rhyme scheme, and meter of poems studied. 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. 4. Recognize and explain the distinguishing characteristics of various kinds of poetry , such as ballads, odes, lyric poetry, blank verse, haiku and sonnets. 5. Describe how poetry differs from prose and explain why authors would choose one form over another for a particular purpose. 	<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>Writing Complete Sentences Ch. 18</i></p>	<p>Alliteration Analogy Assonance Ballad Blank verse Consonance Diction Dramatic poetry Figurative language Free verse Haiku Imagery Lyric poetry Meter Narrative poetry Ode Rhyme Rhyme scheme Rhythm Sonnet</p>

Unit:	Drama- Fate				
Essential Question:	Are we governed by fate or free will?				
Timeline:	Semester 1: 6 weeks				
Common Core Standards	Learning Objectives	Suggested Works	Projects and Performance Tasks	Grammar	Terminology
<p>RL.9.3 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>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.</p> <p>L.9.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>	<ol style="list-style-type: none"> 1. Identify and explain the elements of drama in general. 2. Explain the structure of the plot(s) and describe the dramatic techniques the playwright uses to advance them. 3. Trace the development of major and minor characters and explain how characterization advances the plot or theme. 4. Analyze the playwright's use of irony. 5. Identify the poetic devices used in <i>Romeo and Juliet</i> and explain their effect. 	<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>Writing Complete Sentences Ch. 18</i></p>	<p>Aside Comedy Dialogue Dramatic irony Foil Iambic pentameter Irony-situational and verbal Monologue Protagonist Soliloquy Tragedy Tragic flaw Tragic hero</p>

<p>different mediums (a persons' life story told in both print and multimedia), determining which details are emphasized in each account.</p> <p>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.</p> <p>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.</p> <p>L.9.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>					
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Unit:	The Novel- Freedom				
Essential Question:	How far would you go to find freedom?				
Timeline:	Semester 2: 5 weeks				
Common Core Standards	Learning Objectives	Suggested Works	Projects and Performance Tasks	Grammar	Terminology
<p>RL. 9.1 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.9.5 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>RL. 9.3 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>W.9.2 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>SL.9.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade 9</p>	<ol style="list-style-type: none"> 1. Identify and explain the characteristics of a memoir and a speech. 2. Identify and explain the effect of stylistic devices used in memoir. 3. Identify and analyze the effect of rhetorical strategies in speeches such as alliteration, repetition, and extended metaphors. 	<p><i>In the Time of Butterflies</i></p>		<p><i>Ch. 17: Correcting Common errors</i></p>	<p>Plot- basic situation, rising action, climax, falling action, resolution</p> <p>Conflict</p> <p>Character/characterization</p> <p>Setting</p> <p>Narrator</p> <p>Point of view</p> <p>Theme</p> <p>Irony</p> <p>Style</p>

<p>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.</p>					
<p>Review Week</p>					
<p>Finals Week</p>					