



English 9

St. Joseph Public Schools
Curriculum

2012 - 2013

Year at a Glance

Name of Unit	Learning Goals	Essential Questions
Unit One: Myself as a Writer	<ul style="list-style-type: none"> • Student will be able to practice writing as a recursive process • Student will be able to incorporate effective writing through use of 6+1 Traits • Student will be able to incorporate specific, concrete language in their writing 	<ul style="list-style-type: none"> • What are the characteristics of effective writing? • How are writing and thinking related and used to strengthen one another? • Why is writing important in our lives?
Unit Two: Myself as a Reader	<ul style="list-style-type: none"> • Student will identify and practice key traits of effective narrative writing. • Student will be able to understand and identify common elements of story structure. • Student will be able to write an effective persuasive essay using a clear thesis and concession. 	<ul style="list-style-type: none"> • How does literature mirror life experience? • How do authors use literary elements to convey meaning and purpose? • What connections can we make among literary works, even across different genres?
Unit Three: Hero, Courage, and Culture - Mythology and Folklore	<ul style="list-style-type: none"> • Student will understand key traits of epic, myth, folklore, and fable including the cultures from which they originated. • Student will be able to create effective summaries and paraphrases. • Student will be able to use research (and citation) to support a thesis centered on character traits. 	<ul style="list-style-type: none"> • How do we recognize cultural heroes? • How does the writing of a specific culture portray the values of that culture? • What morals, lessons, and themes transcend time, place, and culture?
Unit Four: Poetry and Shakespearean Drama	<ul style="list-style-type: none"> • Student will be able to identify and practice techniques common to poetry (unless included in unit 3). • Student will be able to understand key concepts related to Elizabethan England and the Renaissance. • Student will be able to understand key ideas related to Shakespeare and his plays. • Student will be able to analyze dramatic elements of a Shakespearean play. 	<ul style="list-style-type: none"> • How do personal decisions impact others? • What are the inner-workings of physical attraction, intimacy, and love? • Where do these same themes present themselves in today's society? • What are the unique methods and benefits associated with theatre?

Unit 1: Myself as a Writer

Unit 1 Overview: (Narrative Description of Unit Purpose)

The goal of this unit is to establish a solid writing skills foundation for English 9 students that will benefit them throughout 9th grade and the rest of high school. After establishing a classroom community through “getting to know you” activities and classroom rules and procedures, this unit will introduce students to high school writing terminology and the writing process. Students will use a variety of pre-writing and organizing techniques with the primary goal of developing several short pieces and a multi-paragraph essay. They will use a variety of techniques to develop pieces with effective supporting details, including the use of description, examples, facts, reasons, and explanation. While some of the writing will pertain to an outside reading book of choice, the content focus in student writing throughout this unit will be inquiry and life experiences. At the end of this unit, students should distinguish between narrative writing and essay writing. Throughout the unit students will learn and use common writing terminology, and they will practice writing skills such as showing vs. telling and becoming clear and concrete. Also, they will practice the grammar, usage, and punctuation skills identified in the Academic Vocabulary and Word Study section of this unit. Students will use Google Docs or other online collaboration tools as well as publish their finished writings in an online portfolio. Participation in response groups and revision strategies will be an integral part of all assignments. Students will also become familiar with the SJHS media center and will choose an outside reading book of choice as their main piece of literature for this unit.

Unit 1 Learning Goals:

By the end of this unit, student will be able to

- Analyze the characteristics of effective writing by reviewing exemplar writings and evaluating writing through range finding practices.
- Identify key concepts in nonfiction writing.
- Develop brainstorming techniques and pre-writing strategies.
- Incorporate imagery through concrete, specific word choice.
- Use effective narrative techniques to write a personality sketch.
- Compose sophisticated introductions.
- Determine audience, tone, and mood.
- Incorporate effective transitions between subpoints.
- Compose an effective conclusion.
- Use proper English conventions (spelling, grammar, punctuation, and capitalization).
- Use technology to draft, revise, and publish essays.

Unit 1 Learning Goals, cont.:

- Utilize feedback from peer response groups to aid in revision process.
- Polish final drafts to be shared in on-line portfolio.
- Reflect over your writing and revision process.

Unit 1 Anchor Texts:

- Excerpts from *The House on Mango Street*
- Exemplar writings (as noted above) from *Literature 9* (Holt McDougal), *Write Source*, various periodicals, and other sources
- Outside book of choice for independent reading (a nonfiction selection is required during the year)

Unit 1 Key Concepts and Skills:

By the end of this unit, student will be able to

- Read a variety of fictional texts—short stories, book excerpts, poetry, and an outside book of choice—which demonstrate effective writing, and identify use of detail, imagery, word choice, figurative language (simile, metaphor, personification) and other writing devices.
- Analyze texts citing evidence to support how writing devices (listed above) and structure create meaning, tone, and mood.
- Determine the meaning of words and phrases (including figurative language) as they are used in a text.
- Demonstrate understanding of what a text says (explicitly and inferentially) by restating, paraphrasing, summarizing, critiquing, or composing a personal response.
- Read a variety of nonfiction texts—essays, articles of the week, sections from *Write Source*. and/or other writing resources—which discuss or demonstrate effective writing, and identify use of detail, imagery, word choice, figurative language, and other writing devices. Use these texts as models as students prepare to write their own nonfiction.
- Analyze texts citing evidence to support how writing devices (listed above) and structure of development create meaning, tone, and mood.
- Determine author's purpose and how ideas are developed in particular sections of a text. Relate this to ways in which they would develop their own ideas.
- Get to know each other through writing and sharing personal profiles (character sketch): engaging hooks, organizing/chunking information, characterization techniques, dialogue, drafting, range-finding, and revising.
- Become familiar with and use 6 + 1 trait rubrics to evaluate writing and to create effective, original writing.
- Use range finding exemplars to establish effective vs. ineffective writing: read, discuss, and rank papers according to rubric.
- Recognize and understand the parts of a paragraph: topic sentence, support, transitional words and phrases, clincher (or closing) sentence.
- Write strong essays and short narratives using a variety of development strategies (descriptive detail, facts, examples, reasons, explanation) and responding to a variety of prompts (explain, analyze, describe, define, persuade, review, summarize, tell story).

Unit 1 Key Concepts and Skills, cont.:

- Understand, recognize, and practice writing skills/craft and become familiar with the terminology associated with these skills: show vs. tell, imagery, concrete vs. abstract, strong verbs, precise nouns, idea development, organization, voice, sentence fluency, word choice, tone, conventions, purpose, audience, connotation, and denotation.
- Use all steps of the writing process:
 - *prewriting* (using a variety of strategies including chunking/clustering, listing, freewriting, journaling, imaging, interviewing, reflecting, questioning)
 - *drafting* (in class and at home; hand-written and typed)
 - *peer and self-assessment*
 - *revising* (self directed, teacher directed, response group directed), *editing* (same as above)
 - *polishing/editing/proofreading*.
- Write routinely over extended and short time frames for a variety of audiences and purposes.
- Use technology to produce and publish individual or shared writing products.
- Productively participate in class discussions (small group and large group), expressing ideas clearly and concisely so that others can follow them, and productively build on the ideas of others through engaged listening.
- Productively participate in writing response groups: students will regularly share 3-4 copies of their work to read aloud for formal response by peers. They will be trained to effectively give and receive response using appropriate language. Students will revise their work using peer and teacher response as a guide for revision.
- Identify dependent and independent clauses.
- Change sentence fragments, run-on sentences, and commas splice sentences to correctly punctuated sentences.
- Correctly use semi-colons and use colons to introduce a list or a quotation.
- Practice using deliberate fragments and punctuation for effect.
- Use apostrophes, capitalization, and paragraph indentation correctly.
- Clarify meaning of figurative language and unknown words using reading strategies, context clues, reference materials
- Use the following commonly confused words correctly: a/an; a lot; anyway, their/they're/there; your/you're; who's/whose; its/it's; to/too/two; then/than.
- Acquire and accurately use academic and domain-specific language such as show vs. tell, imagery, concrete vs. abstract, strong verbs, precise nouns, idea development, organization, voice, sentence fluency, word choice, tone, conventions, purpose, audience, connotation, denotation.
- Use various types of phrases and clauses to add variety to writing.
- Demonstrate understanding of correct manuscript rules.

Unit 1 Time Span: (Length of Unit)

8-9 weeks

Unit 1 Assessment: (Methods Used for Formative and Summative)**Formative**

- Class discussion
- Finding examples of effective writing
- Quick writes
- Text-marking/annotating
- Using rubrics to assess your own and other students' writing
- Teacher observation and feedback
- Participating in peer response groups
- Revising writing based on feedback

Summative

- 1 introductory writing piece with multiple drafts which show revision and editing
- 4 or more developed short writings (essays, descriptive, poetry)
- 1 or 2 pieces of writing related to independent reading
- 1 reflective writing which evaluates the student's own writing skills/progress
- Portfolio comprised of all writings listed above
- Quizzes: punctuation, sentence structure, confused words (from list), language skill, effective writing traits
- Unit one test/quiz



Unit 1 Academic Vocabulary and Word Study

Writing and Reading Terminology

- 6+1 Traits (idea, word choice, voice, sentence fluency, organization, conventions, presentation)
- Rubric
- Writing Process (pre-writing, drafting, peer or self-assessment, revising, editing, proofreading)
- Showing vs. Telling
- Concrete/Specific vs. Abstract/General
- Imagery
- Figurative Language
- Literal Language
- Simile
- Metaphor
- Personification
- Tone
- Mood
- Summarizing
- Organizing/Chunking Information

- Hook/Introduction
- Clincher
- Strong Verbs
- Precise Nouns
- Purpose
- Audience
- Connotation
- Denotation
- MLA Formatting

Convention Terminology

- Independent Clauses
- Dependent Clauses
- Sentence Fragments (effective/deliberate and ineffective)
- Run-on Sentences
- Comma Splices
- Semi-colons
- Apostrophes
- Title Punctuation

- Bear/Commonly Confused Words (a/an; a lot; anyway; their/they're/there; your/you're; whose/who's; its/it's; to/too/two; then/than)

Technology Terminology

- Home Directory
- Word Document
- PDF
- Google Docs
- Flash Drive/Jump Drive/USB Drive
- Upload/Download
- Attaching Files
- Folders
- File Extension
- Bookmarking
- Copy/Paste/Insert

Public Speaking Terminology

- VEERPS (volume, eye-contact, enunciation, rate, posture, subject)

Unit 1 Common Core Standards

Reading: Literature

- 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.
- 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.
- 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.

Reading: Informational Texts

- 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.
- 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.

Writing

- 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.
- 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 in response to ongoing feedback, including new arguments or information.
- 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.



Speaking and Listening

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

Language

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit 2: Myself as a Reader

Unit 2 Overview: (Narrative Description of Unit Purpose)

In this unit, students will focus first on short literary works in preparation for a novel study. A variety of reading strategies will be emphasized (pre-reading, previewing, re-reading, questioning, connecting, comparing, extending, marking a text for important information) along with recognition of literary elements, most of which should be a review from middle school. After identifying and analyzing literary elements in texts read together in class, students will be expected to apply these elements/terms to works that they will read independently. Students will practice reading and marking a text for important information, with particular emphasis on finding the universal truths/theme/purpose within a text, pushing students beyond the literal level. Students will also be exposed to nonfiction selections in which they will be expected to identify the main point/central argument and how the author supports and develops it. In all texts, including a novel, students should practice making inferences and drawing conclusions based on textual evidence. While students should enjoy the selections from a reader's perspective, they should also be aware, throughout this unit, of the writer's craft in constructing written works. By the end of the unit, students should be able to write a multi-paragraph essay, supporting their thesis with strong evidence (possibly short excerpts) from the text(s) in a timed writing as well as a well-developed personal narrative (demonstrating all the elements of an engaging story) and a well-developed persuasive essay. All writing and grammar skills from unit one will be practiced throughout this unit. At the culmination of this unit, students will take a semester test which will encompass all the skills taught and practiced throughout the semester, including reading and analyzing literature and nonfiction selections that they have not previously studied. They will also assess their growth in writing throughout the semester examining a collection of their writing and identifying their strengths and weaknesses.

Unit 2 Learning Goals:

By the end of this unit, student will be able to

- Analyze the author's choices in ordering events in a text.
- Identify stages of plot; analyze plot development.
- Identify literary elements such as symbolism, figurative language, and sound devices.
- Analyze the effects of narrative techniques, including foreshadowing, irony, and suspense.
- Identify narrative elements in poetry and drama.
- Cite evidence to make inferences and draw conclusions.

Unit 2 Learning Goals, cont.:

- Use precise words and phrases to convey meaning.
- Use context as a clue to meaning.
- Determine figurative and connotative meaning.
- Make cross-text comparisons from a variety of texts and audio/visual media.
- Analyze and interpret stories during Socratic seminar or small-group discussions.
- Write a series of narratives and vignettes following the techniques identified through the literary pieces.
- Read selections of your narratives to the class.
- Develop brainstorming techniques and pre-writing strategies.
- Use persuasive techniques to draft a persuasive essay.
- Compose sophisticated introductions.
- Determine audience, tone, and mood.
- Clearly establish a convincing point of view and support it with evidence from texts, personal experiences, or prior knowledge.
- Develop a thesis, complex and arguable.
- Develop an effective method of organization that presents the information logically (leaving them wanting to change their thinking, strongly agree with the writer, or even spring into action).
- Incorporate effective transitions between subpoints.
- Incorporate refutation of counter-argument and concession.
- Compose an effective conclusion.
- Use proper English conventions (spelling, grammar, punctuation, and capitalization).
- Use technology to draft, revise, and publish persuasive essays.
- Utilize feedback from peer response groups to aid in revision process.
- Polish one persuasive essay for a final draft to be shared in on-line portfolio.
- Reflect on your writing and revision process.

Unit 2 Anchor Texts:

- *Of Mice and Men* or *To Kill a Mockingbird* or other approved English 9 novel
- Short stories, nonfiction selections, and poetry selections from *Literature 9* (Holt McDougal)
- Short stories, nonfiction selections, and poetry selections from sources other than textbook
- *The House on Mango Street* (or excerpts from this book of vignettes)
- Outside book of choice for independent reading (a nonfiction selection is required during the year)

Unit 2 Key Concepts and Skills:

By the end of this unit, student will be able to

- In reading short story selections and anchor novel, use a variety of reading comprehension strategies: pre-reading, re-reading, questioning, connecting, comparing, extending, marking a text for important information (highlight, underline or post-it notes), and analyzing as a means of understanding what the text says explicitly and inferentially.
- Identify author's purpose or theme and how it is achieved; identify and discuss universal statements/universal truths in a work and why they are important. Identify and discuss structure, style, and character development.
- Recognize, define, and apply literary and writing terms to a literary text:
 - *Plot* (including conflict, internal and external; complications, climax, resolution, open and closed endings)
 - *Characterization* (including protagonist, antagonist, motive, methods of characterization)
 - *Symbolism, setting, point of view, flashback, foreshadowing, and irony*
- Recognize use of imagery, figurative language (metaphor, simile, personification) and how authors use these writing techniques to convey meaning.
- Analyze key differences in the way a subject or scene is represented in works of two different mediums/genres.
- Identify strong evidence from a text (short excerpts or specific examples) that support topic/assertion but are not already conclusions.
- Read a book of choice outside of class.
- Demonstrate understanding of reading by restating, paraphrasing, summarizing, critiquing, or composing a personal response.
- Read nonfiction selections (essays and/or research articles related to literature) determining the central idea, author's purpose and point of view. Cite evidence to support what the text says explicitly and inferentially.
- Continue to use all steps of the writing process as laid out in unit 1: *prewriting, drafting, revising, editing, polishing*.
- Write routinely over extended and short time frames for a variety of audiences and purposes producing clear and coherent writing.
- Continue to practice and use writing skills/craft and terminology (show vs. tell, imagery, concrete vs. abstract, strong verbs, precise nouns, idea development, organization, voice, sentence fluency, word choice, tone, conventions).
- Write concise summaries, supported opinions, short analyses in the form of single paragraph essays; distinguish between summary and critique.
- Use specific evidence from the text to support a topic, with emphasis on choosing evidence that makes the strongest argument. Tie evidence from text back to the topic with well-developed explanation.
- Engage in one research activity related to novel by using print source, Internet site, or database to locate information; evaluate quality of information; find information, present it using student's own words (summary and/or paraphrase), create MLA citation for the information.
- Write a timed, multi-paragraph essay in response to a novel with a thesis statement (claim) and supporting paragraphs (evidence, explanation).
- Assess strengths and weaknesses in writing by examining collection of own writing.
- Participate in Socratic seminars and/or class discussion related to short stories and anchor novel with particular emphasis on clear articulation of ideas and supporting evidence for ideas (specifically text evidence, but also personal experience, etc.).

Unit 2 Key Concepts and Skills, cont.:

- Continue to productively participate in writing response groups, reading their writing aloud and responding to the writing of others.
- Present information (from research related to novel or other information for the class) clearly and logically so others can follow.
- Continue to practice skills from unit one: recognize independent and dependent clauses; change sentence fragments, run-on sentences, and commas splice sentences to correctly punctuated sentences; use semi-colons; use colons to introduce a list or quotation; practice using deliberate fragments for effect; use apostrophes, capitalization, and paragraph indentation correctly. Combine sentences to avoid wordiness and redundancy.
- Use the following commonly confused words correctly: everyday/every day, loose/lose, past/passed, quiet/quit/quit, hole/whole, knew/new, threw/through, weather/whether, used (to), supposed (to).
- Use coordinating conjunctions correctly and maintain consistent verb tenses.
- Correctly punctuate titles (book, short story, poem, article, chapter, film).
- Demonstrate understanding of correct manuscript rules.
- Use context clues to determine the meaning of unfamiliar words, ideas, and expressions, including figurative language; use appropriate resource materials.
- Acquire and use academic and domain-specific language: see list of literary terminology and writing terminology.
- Demonstrate understanding of correct manuscript rules and MLA guidelines for citation.
- Create effective personal narrative(s) containing a clear purpose and the following narrative elements: conflict, complications, effective opening, descriptive detail, concrete imagery, point of view, mood/tone, dialogue.
- Make supported inferences and draw conclusions based on textual evidence.
- Interpret the meaning of texts by drawing on cultural differences, personal experience, prior knowledge.
- Evaluate the argument of a nonfiction piece: claims, valid reasoning, evidence.
- Recognize and be able to transition from writing a one paragraph essay to writing a multi-paragraph essay with a teacher supported thesis statement and supporting paragraphs (teacher supported organization); understand qualities of effective thesis statements; write effective opening paragraphs, developed body paragraphs, and short conclusions.
- Create an effective persuasive essay including a clear thesis and concession, while practicing all other elements of the 6+1 Traits.
- Use technology to produce and publish individual or shared writing products.

Unit 2 Time Span: (Length of Unit)

9-10 Weeks

Unit 2 Assessment: (Methods used for formative and summative)

Formative

- Class discussion
- Socratic seminar
- Finding examples of effective writing
- Quick writes
- Text-marking/annotating
- Using rubrics to assess your own and other students' writing
- Teacher observation and feedback
- Participating in peer response groups
- Revising writing based on feedback
- Reading comprehension checks
- Read alouds

Summative

- 3 or more short written pieces (narrative/narrative scene; descriptive; response to/analysis of literature; free choice topics)
- 1 multi-paragraph essay (persuasive) on assigned topic or topic of choice (multiple drafts must show revision)
- 1 multi-paragraph essay (timed, persuasive - ACT prep; not including multiple drafts)
- 1 response related to independent reading
- 1 reflective writing which evaluates students' own writing skills/progress (writer's reflection)
- Portfolio comprised of all writings listed above
- 1 analysis essay related to literature (timed, as part of semester 1 test)
- Reading quizzes (reading checks; reading comprehension with open book)
- Grammar/language quizzes (sentence structure, punctuation, confused words)

Unit 2 Academic Vocabulary and Word Study:

Writing and Reading Terminology

- Pre-reading
- Text-marking/Annotating
- Making Inferences
- Purpose
- Theme
- Universal Statement/Universal Truth
- Characterization
 - direct
 - indirect
 - protagonist
 - antagonist
 - motivation
- Setting
- Plot
 - conflict (internal, external, man v. man, man v. nature, man v. society)
 - complication
 - climax
 - resolution
 - rising action
 - falling action
 - resolution
- Symbolism
- Point of View
- Flashback
- Foreshadowing
- Irony
- Vignette
- Suspense
- Evidence
- Paraphrasing
- Critique
- Dialogue

- MLA Works Cited formatting

Convention Terminology

- Bear/Commonly Confused Words: every day/everyday; loose/lose; passed/past; quit/quiet; whole/hole; knew/new; threw/through; weather/whether; used (to); supposed (to)
- Coordinating Conjunctions
- Consistent Verb Tenses
- Context Clues
- Database
- Thesis

Continued from Unit One

- Bear/Commonly Confused Words (a/an; a lot; anyway; their/they're/there; your/you're; whose/who's; its/it's; to/too/two; then/than)
- 6+1 Traits
- Imagery
- Figurative Language
- Literal Language
- Metaphor
- Simile
- Personification
- Writing Process
- Audience
- Purpose
- Show v. Tell
- Concrete v. Abstract
- General vs. Specific
- Strong Verbs
- Precise Nouns
- Tone

- Mood
- Connotation
- Denotation
- Organizing/Chunking Information
- Hooks
- Clincher
- Independent Clauses
- Dependent Clauses
- Sentence Fragments (effective/deliberate and ineffective)
- Run-on Sentences
- Comma Splices
- Semi-colons
- Apostrophes
- Title Punctuation
- Summarizing
- MLA Formatting
- Database
- VEERPS (volume, eye-contact, enunciation, rate, posture, subject)
- Writing Process (pre-writing, drafting, peer or self-assessment, revising, editing, proofreading)
- Home Directory
- Word Document
- PDF
- Google Docs
- Flash Drive/Jump Drive/USB Drive
- Upload/Download
- Attaching Files
- Folders
- File Extension
- Bookmarking
- Copy/Paste/Insert

Unit 2 Common Core Standards

Reading: Literature

- 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.
- 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.
- 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.
- 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).
- 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.
- 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.
- RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- 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.

Reading: Informational Texts

- 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.
- 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.
- 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.

Reading: Informational Texts, cont.

- 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.

Writing

- 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.
- 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.
- 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 in response to ongoing feedback, including new arguments or information.
- 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.

Speaking and Listening

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

Language

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



Language, cont.

- 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, word 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.

Unit 3: Hero, Courage, and Culture—Mythology and Folklore

Unit 3 Overview: (Narrative Description of Unit Purpose)

Unit three, the study of Hero, Courage, and Culture, builds on units one and two, which introduce students to high school writing and literature and the relationship between culture and the written word. Most of the skills from units one and two will continue to be practiced during this unit. In unit three, students will expand their reading repertoire to include epic poetry, a genre typically more difficult than previous genres they have studied. Reading skills such as previewing, scanning, reading aloud, summarizing, paraphrasing, and addressing vocabulary with context clues will be emphasized. As well, students will study elements specific to epic poetry such as the Homeric/epic simile and the following sound devices: alliteration, assonance, consonance, and rhyme. To supplement the study of epic poetry, students may read additional poetry or other mythology and/or folktale selections from a variety of cultures to make connections among works and to discover that morals and values often transcend time, place, and culture. As part of this unit, students will engage in a research project related to the unit theme and/or *The Odyssey*. Students will produce a multi-paragraph essay (may be a definition essay) exploring the idea of hero or courage using the literature as well as outside research on a modern day subject. They may also incorporate personal experience. The goal is for students to read a variety texts, to evaluate quality of information, to use a variety of research techniques, to read and synthesize information, to present findings in writing, and to practice MLA format in documenting researched information. Alternatively, students may study a variety of poetry and write several original poems during this unit, and produce a research essay 4th quarter.

Unit 3 Learning Goals:

By the end of this unit, student will be able to

- Read selections from *The Odyssey* and a variety of mythology and/or folklore pieces using reading comprehension strategies: pre-reading, re-reading, questioning, connecting, comparing, summarizing, extending, marking a text for important information (highlight, underline or post-it notes), and analyzing as a means of understanding what the text says explicitly and inferentially.
- Identify author's purpose/theme and how it is achieved; identify and discuss universal statements/universal truths in a work and why they are important. Identify and discuss structure, style, and character development.
- Make supported inferences and draw conclusions based on textual evidence.
- Recognize, define, and apply literary and writing terms to a literary text: *plot* (including conflict, internal and external; complications, climax, resolution, open and closed endings), *characterization* (including protagonist, antagonist, motive, methods of characterization), and *symbolism, setting, point of view, flashback, foreshadowing, and irony*.

Unit 3 Learning Goals, cont.:

- Read nonfiction selections (essays, research articles, news stories, interviews, creative nonfiction stories) related to unit theme of hero and courage. Determine the central idea, author's purpose and point of view. Cite evidence to support what the text says explicitly and inferentially, and how the texts connect.
- Continue to use all steps of the writing process laid out in units 1 & 2: *prewriting, drafting, revising, editing, polishing*.
- Write routinely over extended and short time frames for a variety of audiences and purposes producing clear and coherent writing
- Continue to practice and use writing skills/craft and terminology (show vs. tell, imagery, concrete vs. abstract, strong verbs, precise nouns, idea development, organization, voice, sentence fluency, word choice, tone, conventions).
- Write paraphrases, concise summaries, supported opinions, short analyses, in the form of single paragraph essays; distinguish between summary and critique.
- Use specific evidence from the text to support a topic, with emphasis on choosing evidence that makes the strongest argument. Tie evidence from text back to the topic with well-developed explanation.
- Engage in one short research activity related to the theme or time period; locate information, present it using student's own words (summary and/or paraphrase), create MLA citation for the information.
- Write a multi-paragraph definition essay connected to unit theme, exploring the theme using a variety of strategies, including research (e.g. definition, anti-definition, personal experience/narrative, literary connection, research).
- Read aloud excerpts from *The Odyssey*, practicing oral delivery: pacing, eye contact, voice articulation, dramatic interpretation.
- Participate in Socratic seminars and/or class discussion with particular emphasis on clear articulation of ideas and supporting evidence for ideas (specifically text evidence, but also personal experience, etc.).
- Continue to productively participate in writing response groups, reading their writing aloud and responding to the writing of others.
- Use context clues to determine the meaning of unfamiliar words, ideas, and expressions, including figurative language; use appropriate resource materials; analyze impact of word choice on meaning and tone.
- Acquire and use academic and domain-specific language: list of epic poetry terms (Homeric/epic simile, alliteration, assonance, epithet, archetype).

Unit 3 Anchor Texts:

- Selections from *The Odyssey* by Homer and/or other selection from approved English 9 list.
- Short stories, myths, folk tales, poetry, and nonfiction selections (from *Literature 9* by Holt McDougal or other sources)
- *Write Source* as needed for writing reference and terms.
- Outside book of choice for independent reading (a nonfiction selection is required during the year). Students may wish to choose *The Old Man and The Sea* for outside reading.

Unit 3 Key Concepts and Skills

By the end of this unit, student will be able to

- Read selections from *The Odyssey* and a variety of mythology and/or folklore pieces using reading comprehension strategies: pre-reading, re-reading, questioning, connecting, comparing, summarizing, extending, marking a text for important information (highlight, underline or post-it notes), and analyzing as a means of understanding what the text says explicitly and inferentially.
- Identify author's purpose/theme and how it is achieved; identify and discuss universal statements/universal truths in a work and why they are important. Identify and discuss structure, style, and character development.
- Make supported inferences and draw conclusions based on textual evidence.
- Interpret the meaning of texts by drawing on cultural differences, personal experience, prior knowledge.
- Identify strong evidence from a text (short excerpts or specific examples) that support topic/assertion but are not already conclusions.
- Recognize, define, and apply literary and writing terms to a literary text:
 - *Plot* (including conflict, internal and external; complications, climax, resolution, open and closed endings)
 - *Characterization* (including protagonist, antagonist, motive, methods of characterization)
 - *Symbolism, setting, point of view, flashback, foreshadowing, and irony*
- Recognize use of imagery, figurative language (metaphor, simile, personification) and how authors use these writing techniques to convey meaning. Study elements specific to epic poetry: Homeric simile, alliteration, assonance, consonance, rhyme.
- Read a book of choice outside of class; demonstrate understanding by restating, paraphrasing, summarizing, critiquing, and/or composing a personal response.
- Analyze the representation of a subject (heroism/courage) or key scene from *The Odyssey* in two different artistic mediums.
- Read nonfiction selections (essays, research articles, news stories, interviews, creative nonfiction stories) related to unit theme of hero and courage. Determine the central idea, author's purpose and point of view. Cite evidence to support what the text says explicitly and inferentially, and how the texts connect.
- Determine the meaning of words and phrases as they are used in a text; analyze impact of word choice on meaning and tone.
- Continue to use all steps of the writing process laid out in units 1 & 2: *prewriting, drafting, revising, editing, polishing*.
- Write routinely over extended and short time frames for a variety of audiences and purposes producing clear and coherent writing.
- Continue to practice and use writing skills/craft and terminology (show vs. tell, imagery, concrete vs. abstract, strong verbs, precise nouns, idea development, organization, voice, sentence fluency, word choice, tone, conventions).
- Use specific evidence from the text to support a topic, with emphasis on choosing evidence that makes the strongest argument. Tie evidence from text back to the topic with well-developed explanation.
- Engage in one short research activity related to the theme or time period; locate information, present it using student's own words (summary and/or paraphrase), create MLA citation for the information.
- Write a multi-paragraph definition essay connected to unit theme, exploring the theme using a variety of strategies, including research (e.g. definition, anti-definition, personal experience/narrative, literary connection, research).
- Read aloud excerpts from *The Odyssey*, practicing oral delivery: pacing, eye contact, voice articulation, dramatic interpretation.

Unit 3 Key Concepts and Skills, cont.

- Participate in Socratic seminars and/or class discussion with particular emphasis on clear articulation of ideas and supporting evidence for ideas (specifically text evidence, but also personal experience, etc.).
- Continue to productively participate in writing response groups, reading their writing aloud and responding to the writing of others.
- Use context clues to determine the meaning of unfamiliar words, ideas, and expressions, including figurative language; use appropriate resource materials.
- Continue to practice skills from unit one: recognize independent and dependent clauses; change sentence fragments, run-on sentences, and comma splice sentences to correctly punctuated sentences; use semi-colons; practice using deliberate fragments for effect; use apostrophes, capitalization, and paragraph indentation correctly; use commas after introductory dependent clauses and around parenthetical insertions.
- Introduction to parallelism and agreement.
- Use the following commonly confused words correctly: accept/except, number/amount, fewer/less, good/well.
- Acquire and use academic and domain-specific language: list of epic poetry terms (Homeric/epic simile, alliteration, assonance, epithet, archetype).
- Demonstrate understanding of correct manuscript rules and MLA guidelines for citation.

Unit 3 Time Span: (Length of Unit)

10 Weeks

Unit 3 Assessment: (Methods used for formative and summative)

Formative

- Class discussion
- Socratic seminar
- Quick writes
- Text-marking/annotating
- Assess student paraphrases and summaries
- Assess research sources and citations
- Using rubrics to assess your own and other students' writing
- Teacher observation and feedback
- Participating in peer response groups
- Revising writing based on feedback
- Read alouds
- Dramatic interpretation
- Reading comprehension checks
- Comparative analysis between two forms of media

Unit 3 Assessment, cont.:

Summative

- 2-3 short writings (may be responses to literature or free choice topics) or 3-4 original poems (unless completed in 4th quarter).
- 1 multi-paragraph research project (definition essay) in which students must incorporate outside research into a written piece with complete MLA documentation (may be done in another quarter of the school year)
- 1 or 2 responses to outside reading book (review/recommendation or analysis essay)
- 1 reflective writing which evaluates the students' own writing skills/progress
- Portfolio comprised of all writings listed above
- Reading quizzes (reading checks; reading comprehension with open book)
- Grammar/language quizzes (sentence structure, punctuation, confused words)

Unit 3 Academic Vocabulary and Word Study:

Writing and Reading Terminology

- Mythology
- Folklore
- Fable
- Epic
- Homeric/Epic Simile
- Alliteration
- Assonance
- Consonance
- Rhyme
- MLA Works Cited and In-Text Citations
- Signal Phrases/Quote Sandwiches/etc.
- Bear/Commonly Confused Words (except/accept; number/amount; fewer/less; good/well)
- Epithet
- In-text Citation
- Parenthetical Reference

Continued from Units One & Two

- Thesis
- Pre-reading
- Text-marking/Annotating
- Making Inferences
- Purpose
- Theme
- Universal Statement/Universal Truth
- Characterization
 - direct
 - indirect
 - protagonist
 - antagonist
 - motivation
- Setting

- Plot
 - conflict (internal, external, man v. man, man v. nature, man v. society)
 - complication
 - climax
 - resolution
 - rising action
 - falling action
 - resolution
- Symbolism
- Point of View
- Flashback
- Foreshadowing
- Irony
- Vignette
- Suspense
- Evidence
- Paraphrasing
- Summarizing
- Critique
- Dialogue
- MLA Works Cited formatting
- Bear/Commonly Confused Words: a/an; a lot; anyway; their/they're/there; your/you're; whose/who's; its/it's; to/too/two; then/than; every day/everyday; loose/lose; passed/past; quit/quiet; whole/hole; knew/new; threw/through; weather/whether; used (to); supposed (to)
- Coordinating Conjunctions
- Consistent Verb Tenses
- Context Clues

- Parenthetical Phrases/Clauses
- Parallelism
- Agreement
- 6+1 Traits
- Imagery
- Figurative Language
- Literal Language
- Metaphor
- Simile
- Personification
- Writing Process
- Audience
- Purpose
- Show v. Tell
- Concrete v. Abstract
- Strong Verbs
- Precise Nouns
- Tone
- Hooks
- Clincher
- Independent Clauses
- Dependent Clauses
- Sentence Fragments (effective/deliberate and ineffective)
- Run-on Sentences
- Comma Splices
- Semi-colons
- Apostrophes
- Title Punctuation
- MLA Formatting
- VEERPS (volume, eye-contact, enunciation, rate, posture, subject)
- Database

Unit 3 Common Core Standards

Reading: Literature

- 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.
- 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.
- 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.
- 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.
- RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

Reading: Informational Texts

- 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.
- 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.
- 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.
- 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).
- 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.
- 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 reasoning.

Writing

- 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.
- 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.9-10.5. 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.
- 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.
- 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.

Speaking and Listening

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



Language

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.
- 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, word 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.

Unit 4: Poetry and Shakespearean Drama

Unit 4 Overview: (Narrative Description of Unit Purpose)

Unit four, the study of Shakespearean Drama, builds on units one, two, and three which introduce students to high school writing and literature and the relationship between the written word and culture. Most of the skills from units one, two, and three will continue to be practiced during this unit. Students will begin this unit with a study of poetry, including the creation of several original poems using prompts and/or models. Alternatively, they may compose a multi-paragraph definition essay incorporating research into a significant portion of it (the choice of activity depends on whether students wrote poetry or a research essay third quarter). Later, they will expand their reading skills to include Shakespearean Drama, a genre typically more difficult than previous genres they have studied. Students will also be expected to read and interpret the literature more independently and to identify key passages that help bring out the main ideas and themes of a text. Strong emphasis will be given to use of effective textual support: imagery, word choice, literary structure which supports a specific purpose, theme, or tone. Students will assess their growth in writing throughout the semester by analyzing their writing to identify their strengths and weaknesses. At the end of this unit, students will take an exam which will encompass all the skills taught and practiced throughout the semester as well as several concepts key to the entire year. This test will include reading and analyzing literature and nonfiction selections that they have not previously read.

Unit 4 Learning Goals:

By the end of this unit, student will be able to

- Understand common elements of poetry.
- Analyze professional and student exemplar poems.
- Draft and revise poetry pieces based on feedback.
- Understand the historical context and cultural influences of the Renaissance period.
- Understand the conventions of Shakespearean drama and tragedy.
- Analyze poetic and Shakespearean language, including word play and blank verse.
- Analyze characters, including character foils and the tragic hero.
- Identify and analyze soliloquies, asides, and allusions.
- Interpret figurative language: hyperbole, simile, metaphor.

Unit 4 Learning Goals, cont.:

- Identify and interpret irony (verbal, situational, dramatic) and foreshadowing.
- Use context as a clue to meaning.
- Determine figurative and connotative meaning.
- Analyze cultural experiences reflected in works of world literature.
- Determine a theme and analyze its development.
- Make cross-text comparisons from a variety of texts and audio/visual media.
- Analyze a film interpretation of a Shakespearean play, evaluating how it interprets the source text.

Unit 4 Anchor Texts:

- Shakespeare's *Romeo and Juliet*
- Poetry and nonfiction selections (from *Literature 9*-Holt McDougal and other sources)
- *Write Source* as needed for writing reference and terms
- Outside book of choice for independent reading (a nonfiction selection is required during the year).

Unit 4 Key Concepts and Skills

By the end of this unit, student will be able to

- Read numerous poems (professional and student-written); determine what the piece says explicitly and inferentially; determine author's purpose and the ways in which it is developed; study imagery and figurative language, mood, tone, sound devices, line arrangement, sound devices; use evidence from text.
- Read *Romeo and Juliet* (or substitute English 9 work of Shakespeare) using a variety of reading comprehension strategies: pre-reading, re-reading, questioning, connecting, comparing, summarizing, extending, marking a text for important information (highlight, underline or post-it notes).
- Identify author's purpose/theme and how it is achieved; identify and discuss universal statements/universal truths in Shakespeare's work and why they are universal and timeless. Identify and discuss structure, style, character, and plot development.
- Make supported inferences and draw conclusions based on textual evidence.
- Interpret the meaning of the play by drawing on cultural differences, personal experience, prior knowledge.
- Recognize, define, apply and discuss literary and writing terms as they apply to the text: *plot, characterization* (including protagonist, antagonist, motive, methods of characterization), *symbolism, setting, point of view, flashback, foreshadowing, and irony*.
- Recognize use of imagery, figurative language (metaphor, simile, personification) and how authors use these writing techniques to convey meaning.

Unit 4 Key Concepts and Skills, cont.



- Identify elements specific to Shakespearean Drama—soliloquy, sonnet, couplet, rhyme scheme, iambic pentameter, blank verse, dramatic irony—and how they contribute to plot, mood, tone, and structure of the play.
- Make connections between issues in Shakespeare's work and the human experience, past and present; analyze how Shakespeare treats historical themes or topics, or how a later author draws on Shakespeare's work.
- Analyze the representation of a theme or key scene from Shakespeare's work in two different artistic mediums.
- Read a book of choice outside of class; demonstrate understanding by restating, summarizing, critiquing, and/or composing a personal response.
- Study background of Shakespearean drama and Elizabethan Age and the Renaissance: Globe theater, elements of the theater, costumes and props, audience, Shakespearean language and word order. Determine central idea, key facts, point of view, and purpose; cite evidence to support what the text says explicitly and inferentially.
- Determine the meaning of words and phrases as they are used in a text; analyze impact of word choice on meaning and tone.
- Continue to use all steps of the writing process laid out in units 1, 2, & 3: *prewriting, drafting, revising, editing, polishing*.
- Write routinely over extended and short time frames for a variety of audiences and purposes producing clear and coherent writing.
- Continue to practice and use writing skills/craft and terminology (show vs. tell, imagery, concrete vs. abstract, strong verbs, precise nouns, idea development, organization, voice, sentence fluency, word choice, tone, conventions).
- Write 2-4 original poems, using contemporary language, and incorporating the above writing skills.
- Write paraphrases, concise summaries, supported opinions, personal reactions, short analyses of the text; distinguish between summary and critique.
- Use specific evidence from the text to support a topic, with emphasis on choosing evidence that makes the strongest argument. Tie evidence from text back to the topic with well-developed explanation.
- Participate in Socratic seminars and/or class discussion with particular emphasis on clear articulation of ideas and supporting evidence for ideas (specifically text evidence, but also personal experience, etc.).
- Continue to productively participate in writing response groups, reading their writing aloud and responding to the writing of others.
- Read aloud excerpts from *Romeo and Juliet*, practicing oral delivery: pacing, eye contact, voice articulation, dramatic interpretation. Excerpts may be required to be memorized or not.
- Engage in one short research activity related to anchor text by locating information from a variety of sources: print; database, Internet. Present information using student's own words (paraphrasing); create MLA citation for the information.
- Make strategic use of digital media in presentations to enhancement understanding, add interest, and/or relate findings.
- Continue to practice skills from unit one: recognize independent and dependent clauses; change sentence fragments, run-on sentences, and comma splice sentences to correctly punctuated sentences; use semi-colons; practice using deliberate fragments for effect; use apostrophes, capitalization, and paragraph indentation correctly; use commas after introductory dependent clauses and around parenthetical insertions.
- Introduction to parallelism and agreement.
- Use the following commonly confused words correctly: already/all ready; altogether/all together; further/farther; who/whom.

Unit 4 Key Concepts and Skills, cont.



- Acquire and use academic and domain-specific language: list of Shakespeare and poetry (see list under reading literature).
- Use context clues to determine the meaning of unfamiliar words, ideas, and expressions, including figurative language; use appropriate resource materials.
- Demonstrate understanding of correct manuscript rules and MLA guidelines for citation.

Unit 4 Time Span: (Length of Unit)

8 Weeks

Unit 4 Assessment: (Methods used for formative and summative)

Formative

- Class discussion
- Socratic seminar
- Quick writes
- Text-marking/annotating
- Comparative analysis between two forms of media
- Assess student paraphrases and summaries
- Assess research sources and citations
- Using rubrics to assess your own and other students' writing
- Teacher observation and feedback
- Participating in peer response groups
- Revising writing based on feedback
- Reading comprehension checks
- Read alouds
- Dramatic interpretation

Summative

- 2-4 original poems/poetry project (unless completed in unit 3) or 2-3 creative writings or multi-paragraph narrative/creative piece
- 1-2 developed short writings: responses to text; analysis of text; descriptive essays; student choice essays
- 1 or 2 pieces of writing/multi-media project related to outside reading book
- 1 multi-paragraph research project (definition essay) which incorporates outside research and uses complete and correct MLS citation and documentation (unless completed in unit 3)
- 1 reflective writing which evaluates the students' own writing skills/progress
- Portfolio comprised of all writings listed above
- Reading quizzes (reading checks; reading comprehension with open book)
- Grammar/language quizzes (sentence structure, punctuation, confused words)

Unit 4 Academic Vocabulary and Word Study:

Writing and Reading Terminology

- Shakespeare's Birth and Death (1564-1616)
- The Globe
- Comic Relief
- Tragic Flaw
- Bard
- Groundlings
- Patron
- Couplets
- Sonnet
- Dramatic Irony
- Soliloquy
- Main Characters from *Romeo and Juliet*
- Oxymoron
- Blank Verse
- Iambic Pentameter
- Elizabethan
- Renaissance
- Bear/Commonly Confused Words (all ready/already; all together/altogether; further/farther; who/whom)

Continued from Units One, Two, and Three

- Alliteration
- Assonance
- Consonance
- Rhyme
- MLA Works Cited and In-Text Citations
- Signal Phrases/Quote Sandwiches/etc.

- Bear/Commonly Confused Words (except/accept; number/amount; fewer/less; good/well)
- Pre-reading
- Text-marking/Annotating
- Making Inferences
- Purpose
- Theme
- Universal Statement/Universal Truth
- Characterization
 - direct
 - indirect
 - protagonist
 - antagonist
 - motivation
- Setting
- Plot
 - conflict (internal, external, man v. man, man v. nature, man v. society)
 - complication
 - climax
 - resolution
 - rising action
 - falling action
 - resolution
- Symbolism
- Point of View
- Flashback
- Foreshadowing
- Irony
- Evidence

- Paraphrasing
- Summarizing
- Critique
- Dialogue
- MLA Works Cited formatting
- Bear/Commonly Confused Words: a/an; a lot; anyway; their/they're/there; your/you're; whose/who's; its/it's; to/too/two; then/than; every day/everyday; loose/lose; passed/past; quit/quiet; whole/hole; knew/new; threw/through; weather/whether; used (to); supposed (to); except/accept; number/amount; fewer/less; good/well
- Coordinating Conjunctions
- Consistent Verb Tenses
- Context Clues
- Parenthetical Phrases/Clauses
- Parallelism
- Agreement
- 6+1 Traits
- Imagery
- Figurative Language
- Literal Language
- Metaphor
- Simile
- Personification
- Writing Process
- Audience
- Purpose

Unit 4 Academic Vocabulary and Word Study, cont.:

Continued from Units One, Two, and Three

- Show v. Tell
- Concrete v. Abstract
- Sentence Fragments
(effective/deliberate and ineffective)
- Run-on Sentences
- Comma Splices
- Strong Verbs
- Precise Nouns
- Semi-colons
- Apostrophes
- Dependent Clauses
- Independent Clauses
- Title Punctuation
- Tone
- Hooks
- MLA Formatting
- VEERPS (volume, eye-contact, enunciation, rate, posture, subject)

Unit 4 Common Core Standards

Reading: Literature

- 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.
- 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.
- 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.
- 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).
- 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.
- 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.
- RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- 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.

Reading: Informational Texts

- 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.
- 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.

Writing

- 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.
- 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 in response to ongoing feedback, including new arguments or information.

Speaking and Listening

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

Language

- 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, word 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.