

Course Description

PREREQUISITE: None

CONTENT: This course serves as an introduction to high school communication arts and is required for graduation. It includes the study of short stories, novels, poetry, and nonfiction texts. Students will be required to write narratives and literary analysis throughout the year, demonstrating a command of grammar and writing skills.

Scope and Sequence

Timeframe	Unit	Instructional Topics
5 Week(s)	Short Story	<ol style="list-style-type: none"> 1. Summary 2. Grammar lessons for unit 1 (sub, pred, clause, phrase, fragments, titles) 3. "Ordinary Day with Peanuts" 4. "Cask of Amontillado" 5. "The Scarlet Ibis" 6. "Checkouts" 7. "The Necklace"
5 Week(s)	To Kill a Mockingbird	<ol style="list-style-type: none"> 1. Background and Context for the Novel 2. Before the Trial 3. During the Trial 4. After the Trial 5. Writing Analytical Paragraphs
3 Week(s)	Personal Narrative	<ol style="list-style-type: none"> 1. Introduction to Personal Narrative 2. Word Choice 3. Understanding the Rubric / More examples 4. Writing the rough draft 5. Writing workshop -- verbs 6. Writing Workshop -- Style 7. Writing Workshop -- Using, revising dialogue
3 Week(s)	Poetry	<ol style="list-style-type: none"> 1. Introduction 2. Exploring Diction and Imagery 3. Structure of Poetry 4. TWIST method 5. Theme in Poetry 6. Poetry Jam 7. Poet Project
4 Week(s)	Night	<ol style="list-style-type: none"> 1. Background and Context 2. Prejudice and Scapegoats 3. Fearful Silence 4. Chapters 1-2 5. Chapters 3-4 6. Chapters 5-6 7. Chapters 7-9 8. Night Test
4 Week(s)	Nonfiction and Research	<ol style="list-style-type: none"> 1. Non-Fiction Analysis 2. Credible Sources 3. Citation Practice 4. Research Process 5. Outlining and Rough Draft 6. Peer Editing and Revision
4 Week(s)	Of Mice and Men	<ol style="list-style-type: none"> 1. Background: 1930s and migrant workers 2. Chapter 1 and Characters 3. Chapter 2 and Idioms 4. Chapter 3 and Animal Imagery 5. Chapter 4 and Theme 6. Chapters 5-6 and circular plot

		7. Socratic Seminar 8. Foreshadowing 9. Test and Movie
5 Week(s)	Romeo and Juliet	1. Learning the Language 2. Background and Context - Shakespeare's World 3. Prologue - Act I 4. Act II - Balcony Scene 5. Act III - Conflict 6. Act IV - Dramatic Irony 7. Act V - Tragic End 8. Research -Elizabethan Life 9. Test and Movie
3 Week(s)	Independent Reading	1. Book Selection and Reading Logs 2. Reading Response Journals 3. Essay Responses 4. Literature Circles 5. Final Reading Project

Prerequisites

Completion of 8th grade English

Course Instructional Resources/Textbook

Students will need copies of the following texts--
 Green literature book:

Prentice Hall Literature: Timeless Voices, Timeless Themes. Gold ed. Upper Saddle River, NJ: Prentice Hall, 2002. Print.

Novels:

To Kill a Mockingbird

Night

Of Mice and Men

Drama: *Romeo and Juliet*

Course Details

UNIT: Short Story -- 5 Week(s)

Unit Description

This unit focuses on literary elements as they are found in short stories. The students will read and analyze several stories that exemplify great storytelling and include different types of settings and characters. Before reading the first story, students may need to review some basic concepts such as summary and plot elements. Throughout the unit, students should also complete the six grammar lessons (one per week) and practice those concepts in the form of bell-ringers each day. The unit test should include concepts from the grammar lessons as well as concepts from the short stories.

Enduring Understandings/Essential Learner Outcomes

Essential Questions:

How can we use a character's actions and speech to make inferences?

What are examples of figurative language in short stories? How do they affect the story and the reader?

How does point of view affect the reader's interpretation of the story?

How does the author use words to create imagery and affect the mood of a story?

How does connotation affect the tone and mood of the story?

How are themes developed in short stories?

Academic Vocabulary

inference

point of view

theme

mood

tone

imagery
foreshadowing
irony -- situational, dramatic, verbal
denotation and connotation
figurative language -- simile, metaphor, personification, hyperbole

TOPIC: Summary -- 1 Day(s)

Description

Students at the 9th grade level generally struggle with understanding the appropriate information to include in a summary. Before beginning Unit 1, students will review summary and practice writing objective summaries. Throughout the unit, students should periodically practice this skill, summarizing portions of and entire texts.

Academic Vocabulary (What terms will students need to know?)

objective
concise

Learning Targets

Provide an objective and concise summary of the text

ELA.9.RI.1.D

TOPIC: Grammar lessons for unit 1 (sub, pred, clause, phrase, fragments, titles) -- 6 Day(s)

Description

Four grammar lessons will be incorporated into the Short Story Unit. These lessons will include

Subject and Predicate
Clause vs. phrase
Fragment identification and correction
Title capitalization and punctuation

Practice of these concepts will be ongoing in the unit through bellringers and activities applied to stories.

Academic Vocabulary (What terms will students need to know?)

subject
predicate
clause
phrase
fragment

Learning Targets

Demonstrate a command of the conventions of standard English grammar and usage

ELA.9.W.3.A

TOPIC: "Ordinary Day with Peanuts" -- 2 Day(s)**Description**

This story will serve as an introduction to our short story unit. Lessons focus on inference, irony, and point of view. Teacher should begin these lessons with a model of proper annotation so students are able to successfully use annotation as they read.

Academic Vocabulary (What terms will students need to know?)

inference

point of view

irony -- situational

Learning Targets

Make inferences drawn from the text and support those with evidence.

ELA.9.RI.1.A

Analyze how point of view is reflected in the story

ELA.9.RL.2.B

Gather multiple reliable sources to answer a question

ELA.9.RL.1.D

TOPIC: "Cask of Amontillado" -- 4 Day(s)**Description**

This story gives the teacher an opportunity to review/introduce research skills. Before beginning the story, the teacher should instruct students on reliable sources and show them how to locate such sources using the school website. After a mini lesson on MLA structure, students will find 3 sources about Edgar Allen Poe. The teacher will also help students understand the context of the story through a discussion of pictures. This story gives students great examples of foreshadowing, dramatic irony, verbal irony, and unreliable narrator. Students will focus on these elements during and after reading.

Academic Vocabulary (What terms will students need to know?)

reliable source

MLA citation

foreshadow

dramatic irony

verbal irony

unreliable narrator

point of view

Learning Targets

Analyze how structure of the text impacts the reader.

ELA.9.RL.2.A

Analyze how point of view of the narrator affects the story

ELA.9.RL.2.B

Determine if sources are reliable/credible

ELA.9.W.1.A.1

Gather multiple reliable sources to answer a question

ELA.9.W.1.A.1

TOPIC: "The Scarlet Ibis" -- 4 Day(s)

Description

Students will use this story to practice close reading. This story is also a great example of imagery and figurative language that create mood and tone.

Academic Vocabulary (What terms will students need to know?)

- context clues
- simile
- metaphor
- hyperbole
- personification
- theme
- denotation
- connotation
- imagery

Learning Targets

- Determine the meaning of words and phrases, both literal and figurative
 - ELA.9.RI.1.B ELA.9.RI.1.D ELA.9.RL.1.B ELA.9.RL.1.D ELA.9.RL.2.D
 - ELA.9.RL.3.D
- Explain the main idea of the text and find three examples of support
 - ELA.9.RI.1.D
- Read and comprehend the story
 - ELA.9.RL.3.D
- Determine the theme and follow its development through the text
 - ELA.9.RL.1.D
- Analyze the impact of specific words on the meaning of the text
 - ELA.9.RL.2.C

TOPIC: "Checkouts" -- 1 Day(s)

Description

While reading this selection, students will practice inference and annotation. They will also discuss the importance of point of view and identify the POV in this story. Students will identify the irony in the story.

Academic Vocabulary (What terms will students need to know?)

- situational irony
- dramatic irony
- verbal irony
- inference
- point of view

Learning Targets

- Determine the meaning of words and phrases as they are used in the text, including figurative meanings
 - ELA.9.RL.1.B
- Read and comprehend the story
 - ELA.9.RL.3.D
- Infer by citing relevant and thorough text evidence
 - ELA.9.RL.1.A

TOPIC: Background and Context for the Novel -- 2 Day(s)**Description**

Before reading the novel, students need to understand the context for the story. This activity is meant to deliver the necessary

Academic Vocabulary (What terms will students need to know?)

lynching

era

Jim Crow Laws

Learning Targets

Analyze how point of view of the narrator affects the story

ELA.9.RL.2.B

Analyze the cumulative impact of specific words on meaning

ELA.9.RL.2.C

Analyze the impact of specific words on tone

ELA.9.RL.2.C

Determine the meaning of words and phrases as they are used in the text, including figurative meanings

ELA.9.RL.1.B

Analyze how an author's choices concerning how to structure a text impact the reader

ELA.9.RL.2.A

UNIT: To Kill a Mockingbird -- 5 Week(s)**Unit Description**

This unit will be an in-depth study of the novel *To Kill a Mockingbird* by Harper Lee. As they read and discuss societal influences, multiple perspectives, symbolism, evidence, and point of view, students will understand the characters and their choices in the novel. Students will use their knowledge to write three analytical paragraphs, which they will combine later as part of the final activity. This unit will follow the attachment below: "Getting to the Core: English Language Arts, Grade 10, To Kill a Mockingbird." Each topic will refer to page numbers from "Getting to the Core" where the teacher can find detailed lesson notes, quizzes, differentiated activities, and chapter summaries.

Enduring Understandings/Essential Learner Outcomes

How does society influence and shape individuals? (author, characters, us)

How does point of view affect a story?

How can students use evidence from a text to support a claim?

How can symbolism add meaning to the story?

Academic Vocabulary

context clues

inference

diction

setting

point of view

allusion

context

evidence

analysis

symbolism

TOPIC: Background and Context for the Novel -- 2 Day(s)**Description**

Before reading the novel, students need to understand the context for the story. This activity is meant to deliver the necessary information to the students in an interesting way. Students will work in groups and move around the room to different era envelopes in order to answer questions about the setting for the novel. This lesson is essential for students to be able to answer questions later about how society influences individuals. Handouts for activities can be found in "Getting to the Core" pages 36-60

Academic Vocabulary (What terms will students need to know?)

lynching

era

Jim Crow Laws

Learning Targets

Students will make make inference and draw conclusions from informational text and cite textual evidence to support their answers.

ELA.9.RI.1.A

Students will interpret visual elements (pictures), draw conclusions, and make connections to their own lives

ELA.9.RI.1.C

Students will determine the figurative meaning in a poem

ELA.9.RL.1.B

TOPIC: Before the Trial -- 7 Day(s)**Description**

This portion of the unit covers Chapters 1-16, focusing on character traits, setting, diction, point of view, symbolism, and theme. The teacher can assign every chapter for more advanced students and use some chapter summaries for struggling readers. The teacher can refer to pages 61-166 of "Getting to the Core" for detailed lessons, chapter summaries, differentiated activities, quizzes, writing prompts, and rubrics.

Academic Vocabulary (What terms will students need to know?)

point of view

character development

narrator

protagonist

theme

Learning Targets

Analyze the cumulative impact of specific words on meaning

ELA.9.RL.2.C

Determine the meaning of words and phrases as they are used in the text, including figurative meanings

ELA.9.RL.1.B

Analyze how point of view is reflected in characters, setting, and plot.

ELA.9.RL.2.B

Analyze how characters develop

ELA.9.RL.2.D

Analyze how the development of characters advances the theme

ELA.9.RL.2.D

TOPIC: During the Trial -- 4 Day(s)

Description

Students will take an in-depth look at the trial of Tom Robinson (Chapters 17-21), evaluating the witness testimony and determining his guilt or innocence. Students will also evaluate the closing arguments of Atticus, identifying his strongest points and determining his level of persuasion. The teacher can refer to pages 134-166 of "Getting to the Core" for detailed lessons, differentiated activities, quizzes, writing prompts, and rubrics.

Academic Vocabulary (What terms will students need to know?)

witness
 evidence
 testimony
 defendant
 prosecution
 closing argument
 verdict
 acquit
 cross examine
 deliberate

Learning Targets

Delineate a speaker's argument
 ELA.9.SL.1.B

Evaluate a speaker's point of view, reasoning, and evidence
 ELA.9.SL.1.B

Propel conversations by posing and responding to questions
 ELA.9.SL.1.B

TOPIC: After the Trial -- 3 Day(s)

Description

This portion of the unit will complete the novel, focusing on Chapters 22-31.

Academic Vocabulary (What terms will students need to know?)

character development
 motivation
 theme
 point of view

Learning Targets

Analyze how characters develop
 ELA.9.RL.2.D

Analyze how point of view is reflected in characters, setting, and plot.
 ELA.9.RL.2.B

Analyze how the development of characters advances the theme
 ELA.9.RL.2.D

TOPIC: Word Choice -- 2 Day(s)

Description

Students will examine the word choice in example texts. They will use their understanding to create more descriptive paragraphs.

Academic Vocabulary (What terms will students need to know?)

diction
dead words
thesaurus

Learning Targets

Follow a writing process in which development and organization are appropriate to the task

ELA.9.W.2.A

Write with consideration for the task and purpose

ELA.9.W.3.A

UNIT: Personal Narrative -- 3 Week(s)

Unit Description

In this unit students will analyze a variety of personal narratives in order to write their own. They will focus on voice, diction, description, and proper grammar.

Enduring Understandings/Essential Learner Outcomes

How do writers create their voice?
How do writers use diction to set mood and tone?
How can I create a story that is engaging for my audience?

Academic Vocabulary

personal narrative
chronological order
voice
diction
style

TOPIC: Introduction to Personal Narrative -- 3 Day(s)**Description**

Students will learn the elements of a personal narrative and read examples.

Academic Vocabulary (What terms will students need to know?)

personal narrative
chronological
voice
diction
syntax
imagery

Learning Targets

Analyze how the author's choice to sequence information impacts the reader

ELA.9.RI.2.A

Analyze the impact of specific words choices and syntax on meaning and tone

ELA.9.RI.2.C

Follow a writing process in which development and organization are appropriate to the task

ELA.9.RI.3.B

TOPIC: Word Choice -- 2 Day(s)**Description**

Students will examine the word choice in example texts. They will use their understanding to create more descriptive paragraphs.

Academic Vocabulary (What terms will students need to know?)

diction
dead words
thesaurus

Learning Targets

Analyze the impact of specific words choices and syntax on meaning and tone

ELA.9.RI.2.C

Write with consideration for the task and purpose

ELA.9.W.3.A

TOPIC: Understanding the Rubric / More examples -- 1 Day(s)**Description**

Students will read the rubric for their personal narrative and then grade 2-3 narratives using the rubric. They will start with the narrative in which they must make corrections and write a conclusion. Then they will grade 1-2 completed narratives.

Academic Vocabulary (What terms will students need to know?)

rubric
reflective conclusion.

Learning Targets

Judge a text to determine if the author has appropriately followed a writing process

ELA.9.W.2.A

TOPIC: Writing the rough draft -- 2 Day(s)

Description

Students will brainstorm ideas, share their topics on a document in Google Classroom, map out the story (beginning, middle, end), and begin typing their rough drafts on Google Docs. Students should use MLA format when typing.

Academic Vocabulary (What terms will students need to know?)

brainstorm
 mapping
 MLA format

Learning Targets

Demonstrate a command of the conventions of standard English grammar and usage

ELA.9.W.3.A

Follow a writing process in which development and organization are appropriate to the task

ELA.9.W.2.A

Write with consideration for the task and purpose

ELA.9.W.3.A

TOPIC: Writing workshop -- verbs -- 1 Day(s)

Description

Teacher will explain the difference in "to be" verbs and active verbs. Students will find the verbs in their narratives and determine if they can replace each one with an active verb.

Academic Vocabulary (What terms will students need to know?)

to be verbs
 active verbs

Learning Targets

Demonstrate a command of the conventions of standard English grammar and usage

ELA.9.W.3.A

Write with consideration for the task and purpose

ELA.9.W.3.A

TOPIC: Writing Workshop -- Style -- 2 Day(s)

Description

Teacher will lead discussion of "Smiley Face Tricks" from handout and give examples of how these tricks can be used to improve student's style. Students will identify these tricks in the two examples and then incorporate 3-4 tricks into their narratives.

Academic Vocabulary (What terms will students need to know?)

style
 figurative language
 full circle ending
 repetition
 magic 3
 expanded moment

Learning Targets

Write with consideration for the task and purpose

ELA.9.W.3.A

TOPIC: Exploring Diction and Imagery -- 2 Day(s)

Description

Students will practice finding imagery in poems and discuss the different types of diction. They will use this information from each poem to determine tone.

Academic Vocabulary (What terms will students need to know?)

diction

Learning Targets

Write with consideration for the task and purpose

ELA.9.W.3.A

UNIT: Poetry -- 3 Week(s)

Unit Description

In this unit, students will discover voice and be exposed to a variety of poetic voices. Students will analyze how poetry frees an artist to express his/her thoughts about personal experiences and social issues. As students examine poetic structure, they will sharpen their ability to read, interpret, and understand poetic devices (such as figurative language, diction, imagery). They will see how poetry can convey themes as well. At the end of the unit, students will participate in a Poetry Jam, presenting 2-3 poems to the class.

Enduring Understandings/Essential Learner Outcomes

What can a writer learn from studying an author's craft and style?

Academic Vocabulary

connotation

tone

imagery

diction

hyperbole

allusion

symbol

extended metaphor

anaphora

theme

refrain

onomatopoeia

alliteration

rhyme

assonance

consonance

TOPIC: Introduction -- 1 Day(s)

Description

Students will explore a poem from the perspective of a writer rather than a reader. Students then give their own idea about what is poetry.

Academic Vocabulary (What terms will students need to know?)

metacognitive markers

stanza

repetition

anaphora

form

verb

Learning Targets

Determine the meaning of words and phrases as they are used in the text, including figurative meanings

ELA.9.RL.1.B

TOPIC: Exploring Diction and Imagery -- 2 Day(s)

Description

Students will practice finding imagery in poems and discuss the different types of diction. They will use this information from each poem to determine tone.

Academic Vocabulary (What terms will students need to know?)

diction
imagery
tone
theme

Learning Targets

Determine the meaning of words and phrases, including figurative meanings.

ELA.9.RL.1.B

Analyze the impact of specific words on tone

ELA.9.RL.2.C

TOPIC: Structure of Poetry -- 1 Day(s)

Description

Poets use a variety of structures, depending on their purpose and tone. Students will look at a variety of poetic structures, both formal and informal, to determine how the structure contributes to the meaning, effect, tone, etc.

Academic Vocabulary (What terms will students need to know?)

free verse
rhyming scheme
meter

Learning Targets

Analyze how author's choices concerning how to structure the text impact the reader

ELA.9.RL.2.A

TOPIC: TWIST method [Ongoing]

Description

Students will learn to identify and discuss the effect of tone, word choice, imagery, style, and theme. (see unit attachment for activities and handouts)

Academic Vocabulary (What terms will students need to know?)

tone
 word choice
 diction
 imagery
 style
 theme

Learning Targets

- Analyze the impact of specific words on tone
 ELA.9.RL.2.C
- Determine the meaning of words and phrases, both literal and figurative
 ELA.9.RI.1.B ELA.9.RI.1.D ELA.9.RL.1.B ELA.9.RL.1.D ELA.9.RL.2.D
 ELA.9.RL.3.D
- Determine the theme and follow its development through the text
 ELA.9.RL.1.D
- Determine themes in a text. Relate the themes to life experiences
 ELA.9.RL.1.D
- Speak audibly with appropriate volume, articulation, and expression.
 ELA.9.RL.1.B

TOPIC: Theme in Poetry -- 2 Day(s)

Description

Students will determine how to find themes in poetry and compare poems with similar themes.

Academic Vocabulary (What terms will students need to know?)

theme

Learning Targets

- Determine the theme and follow its development through the text
 ELA.9.RL.1.D
- Determine themes in a text. Relate the themes to life experiences
 ELA.9.RL.1.D

TOPIC: Poetry Jam -- 4 Day(s)

Description

Students will learn how to properly read poetry and then present 2-3 published poems. Poems will be selected from student poet project. Students will be graded on their presentation skills including

Academic Vocabulary (What terms will students need to know?)

volume, rate, expression

Learning Targets

- Make eye contact and engage listeners.
 ELA.9.SL.2.B
- Avoid body language and mannerisms that might be distracting to the audience
 ELA.9.SL.2.B
- Speak audibly with appropriate volume, articulation, and expression.
 ELA.9.SL.2.A

TOPIC: Prejudice and Scapegoats -- 1 Day(s)**Description**

Students will examine the meaning of the words "scapegoat" and "prejudice." They will examine an example of prejudice in an excerpt from Richard Wright's *Black Boy* and discuss why prejudice occurs, ways to combat prejudice, and what can happen if

Academic Vocabulary (What terms will students need to know?)

prejudice
scapegoat

Learning Targets

Gather relevant information from multiple authoritative print and digital sources

ELA.9.W.1.A.2

Integrate information using a standard citation system

ELA.9.W.1.A.1

UNIT: Night -- 4 Week(s)**Unit Description**

Students will read this novel as an example of memoir. They will follow the main character's development and analyze how the conflicts he suffered changed him and those around him.

Enduring Understandings/Essential Learner Outcomes

1. What are the characteristics of a memoir? What makes it different from other genres?
2. How does an author use figurative language and imagery to create a mood?
3. How does an author's style affect the reader and the story?
4. How do external and internal conflicts affect and change characters?

Academic Vocabulary

memoir
simile
metaphor
personification
mood
imagery
style
rhetorical question
conflict -- internal and external

TOPIC: Background and Context -- 3 Day(s)**Description**

Before beginning the novel, students must understand the context. Within these lessons students will create their own definition of memoir and receive background information on the author and his Jewish faith. These components are essential for understanding the novel and its characters.

Academic Vocabulary (What terms will students need to know?)

memoir
Jewish terms -- see handout

Learning Targets

I can read and understand informational text.

ELA.9.RI.3.D

I can track and evaluate the development of an idea from similar information from at least two texts.

ELA.9.RI.3.B

TOPIC: Prejudice and Scapegoats -- 1 Day(s)**Description**

Students will examine the meaning of the words "scapegoat" and "prejudice." They will examine an example of prejudice in an excerpt from Richard Wright's *Black Boy* and discuss why prejudice occurs, ways to combat prejudice, and what can happen if prejudice goes unaddressed. Discussion of why the Jewish community experienced prejudice after WWI and the escalation will follow.

Academic Vocabulary (What terms will students need to know?)

prejudice
scapegoat

Learning Targets

I can infer by citing relevant information using evidence from the text.

ELA.9.RL.1.A

TOPIC: Fearful Silence -- 2 Day(s)**Description**

Students will be further introduced to the key events and ideas leading up to the Holocaust, including propaganda, ghettos, Kristallnacht, etc., and the reaction of the German people to these developments. Students will then examine different source materials (firsthand accounts, photographs, "What Would You do?" videos, etc.) and discuss the implications of silence.

Academic Vocabulary (What terms will students need to know?)

propaganda
ghetto
prejudice
source

Learning Targets

I can track and evaluate the development of an idea from similar information from at least two texts.

ELA.9.RI.3.B

I can read and understand informational text.

ELA.9.RI.3.D

I can follow a writing process in which development and organization are appropriate to the task.

ELA.9.W.2.A

TOPIC: Chapters 1-2 -- 2 Day(s)**Description**

Students will read Chapters 1-2 in class, out loud, listening to the teacher read, and listening to an audio-recording in various amounts. They will focus on topics including character development, conflict, and theme.

Academic Vocabulary (What terms will students need to know?)

memoir
character development
internal conflict
external conflict
theme

Learning Targets

I can analyze a text using inferences and what the text says explicitly.

ELA.9.RL.1.A

I can determine the meaning of words and phrases as they are used in the text, including figurative meanings.

ELA.9.RL.1.B

I can determine the theme and follow its development through the text.

ELA.9.RL.1.D

TOPIC: Chapters 3-4 -- 2 Day(s)

Description

Students will read Chapters 3-4 in class, out loud, listening to the teacher read, and listening to an audio-recording in various amounts. They will focus on topics including character development, conflict, theme, and allusion.

Academic Vocabulary (What terms will students need to know?)

allusion
theme
internal conflict
external conflict

Learning Targets

I can infer by citing relevant information using evidence from the text.

ELA.9.RL.1.A

I can determine the theme and follow its development through the text.

ELA.9.RL.1.D

I can explain an allusion in a text and its meaning.

ELA.9.RL.3.B

I can read and comprehend the story.

ELA.9.RL.3.D

TOPIC: Chapters 5-6 -- 2 Day(s)

Description

Students will read Chapters 5-6 in class, out loud, listening to the teacher read, and listening to an audio-recording in various amounts. They will focus on topics including theme, and allusion.

Academic Vocabulary (What terms will students need to know?)

allusion
theme

Learning Targets

I can infer by citing relevant information using evidence from the text.

ELA.9.RL.1.A

I can determine the theme and follow its development through the text.

ELA.9.RL.1.D

I can explain an allusion in a text and its meaning.

ELA.9.RL.3.B

I can read and comprehend the story.

ELA.9.RL.3.D

TOPIC: Chapters 7-9 -- 3 Day(s)

Description

Students will read Chapters 7-9 in class, out loud, listening to the teacher read, and listening to an audio-recording in various amounts. They will focus on topics including character development, conflict, and theme.

Academic Vocabulary (What terms will students need to know?)

theme
 conflict
 allusion

Learning Targets

I can analyze a text using inferences and what the text says explicitly.

ELA.9.RL.1.A

I can determine themes in a text and relate the themes to life experiences.

ELA.9.RL.1.D

I can explain an allusion in a text and its meaning.

ELA.9.RL.3.B

I can explain an allusion in a text and its meaning.

ELA.9.RL.3.D

TOPIC: Night Test -- 1 Day(s)

Description

Students will show their comprehension and synthesis skills over the content and themes of *Night*.

Academic Vocabulary (What terms will students need to know?)

assessment
 synthesis

Learning Targets

I can infer by citing relevant information using evidence from the text.

ELA.9.RL.1.A

I can determine themes in a text and relate the themes to life experiences.

ELA.9.RL.1.D

I can explain an allusion in a text and its meaning.

ELA.9.RL.3.B

UNIT: Nonfiction and Research -- 4 Week(s)

Unit Description

This unit is designed to teach students how to analyze non-fiction works for main idea and supporting evidence. This unit will also teach students to identify credible sources, utilize quality research techniques and strategies, and draft a research paper complete with proper structure, grammar, mechanics, and citations.

Enduring Understandings/Essential Learner Outcomes

How can I use my word choice to persuade others?
 Why is it important to cite sources?
 What is the benefit of having credible sources?

Academic Vocabulary

argument
 pro
 con
 citation
 credibility
 rebuttal
 structure

fluency
tone

TOPIC: Non-Fiction Analysis -- 3 Day(s)

Description

Before writing their own research papers, students will learn the process of reading an informational text and the steps to comprehension using context clues, annotation, and exposure to multiple texts. This will help students find and determine the effectiveness of articles while researching their topics.

Academic Vocabulary (What terms will students need to know?)

annotation
fallacy
bias
informational text

Learning Targets

I can determine if evidence given to support an argument is reasonable and true.

ELA.9.RI.2.D

I can track and evaluate the development of an idea from similar information from at least two texts.

ELA.9.RI.3.B

I can read and understand informational text.

ELA.9.RI.3.D

TOPIC: Credible Sources -- 1 Day(s)

Description

Before beginning their research projects, it is imperative that students learn how to find articles to use that are relevant and credible. Topics covered will include fallacies, bias, rebuttal, "clickbait," and how to use an effective keyword search on a search website or database.

Academic Vocabulary (What terms will students need to know?)

fallacy
bias
clickbait
credibility
rebuttal

Learning Targets

I can search digital and print sources to answer a research question.

ELA.9.W.1.A.2

I can find relevant information from find credible digital and print sources.

ELA.9.W.1.A.2

TOPIC: Citation Practice -- 1 Day(s)**Description**

Students will prepare to begin the research process by learning how to properly cite the sources they find online in MLA format. They will view correctly cited sources as examples, revise incorrect citations, and practice putting sample sources into MLA format. This will apply to both their in-text citations and their Works Cited page, as well as prepare them to create note cards to easily return to their sources after initially finding them.

Academic Vocabulary (What terms will students need to know?)

In-Text Citation
Works Cited
MLA Format

Learning Targets

I can follow a writing process in which development and organization are appropriate to the task.

ELA.9.W.1.A.1

TOPIC: Research Process -- 3 Day(s)**Description**

Students will use the skills they've gained to find and cite credible sources. They will document the key points made by each of their sources, including information pertinent to answering their research questions.

Academic Vocabulary (What terms will students need to know?)

Citation
Research
credibility
source

Learning Targets

Gather multiple reliable sources to answer a question.

ELA.9.W.1.A.1

I can use a standard citation format to cite my sources.

ELA.9.W.1.A.1

I can determine if evidence given to support an argument is reasonable and true.

ELA.9.RI.2.D

TOPIC: Outlining and Rough Draft -- 4 Day(s)**Description**

After completing their research and source citation cards, students will begin organizing their information to follow the provided outline format. This will allow students to organize their thoughts, pair their own key points with their research, and practice creating in-text citations. After creating the outline, students will expand the information from the outline into a 3-5 paragraph rough draft (dependent on length of unit).

Academic Vocabulary (What terms will students need to know?)

outline
in-text citation
MLA Format

Learning Targets

I can follow a writing process in which development and organization are appropriate to the task.

ELA.9.W.2.A

TOPIC: Chapter 1 and Characters -- 3 Day(s)

Description

Students will read the bulk of Chapter 1 in class and begin to analyze the main characters. They will also focus on Steinbeck's descriptive writing and use it as an example for their own

Academic Vocabulary (What terms will students need to know?)

direct characterization
indirect characterization

Learning Targets

I can demonstrate a command of the conventions of standard English grammar and usage.

ELA.9.W.3.A

I can follow a writing process in which development and organization are appropriate to the task.

ELA.9.W.2.A

I can determine if evidence given to support an argument is reasonable and true.

ELA.9.RI.2.D

I can evaluate a peer's argument for valid reasoning and clarity.

ELA.9.RI.2.D

UNIT: Of Mice and Men -- 4 Week(s)

Unit Description

This unit will be an in-depth study of the novel, *Of Mice and Men*, by John Steinbeck. Students will learn about the historical context of the novel and how real-world events and problems inspired Steinbeck to create his characters and story. Lessons will focus on figurative language, imagery, plot structure, theme, and character motivation.

Enduring Understandings/Essential Learner Outcomes

- How would the story's outcome be different in another time period?
- How does dialect help us understand characters?
- How is foreshadowing used to create suspense?
- How does circular plot reflect the time period and the themes of the novel?
- How does Steinbeck create characters that feel real and symbolic?
- How does Steinbeck use animal imagery to show character traits and development?

Academic Vocabulary

idiom
structure
circular plot
animal imagery
tone
mood
theme

TOPIC: Background: 1930s and migrant workers -- 1 Day(s)**Description**

Teacher will use the pretest to put students in groups according to their knowledge of the Great Depression and the 1930s. Then students will complete activities to strengthen their knowledge and understand the context of the story. Students will complete a quiz when finished.

Academic Vocabulary (What terms will students need to know?)

migrant workers
Dust Bowl

Learning Targets

Infer by citing relevant and thorough text evidence

ELA.9.RI.3.C

TOPIC: Chapter 1 and Characters -- 3 Day(s)**Description**

Students will read the bulk of Chapter 1 in class and begin to analyze the main characters. They will also focus on Steinbeck's descriptive writing and use it as an example for their own

Academic Vocabulary (What terms will students need to know?)

direct characterization
indirect characterization

Learning Targets

Follow a writing process in which development and organization are appropriate to the task

ELA.9.W.2.A

Infer about characters from their actions and speech

ELA.9.RL.1.A

TOPIC: Chapter 2 and Idioms -- 3 Day(s)**Description**

Students will read chapter 2 and have a lesson on idioms. After using the chart to locate and explain idioms, they will create their own character, using Steinbeck's character descriptions as a model.

Academic Vocabulary (What terms will students need to know?)

idiom

Learning Targets

Determine the meaning of words and phrases as they are used in the text, including figurative meanings

ELA.9.RL.1.B

Follow a writing process in which development and organization are appropriate to the task

ELA.9.W.2.A

TOPIC: Chapter 3 and Animal Imagery -- 1 Day(s)**Description**

After reading Chapter 3, students complete the activity about animal imagery, learning how Steinbeck uses this imagery to develop characters, tone, and mood. (activity differentiated for different levels of learners)

Academic Vocabulary (What terms will students need to know?)

animal imagery
tone
mood

Learning Targets

Analyze the cumulative impact of specific words on meaning

ELA.9.RL.2.C

Analyze the impact of specific words on tone

ELA.9.RL.2.C

Evaluate a speaker's point of view in order to propel the conversation by posing and responding to questions

ELA.9.RL.1.A

TOPIC: Chapter 4 and Theme -- 1 Day(s)**Description**

After reading Chapter 4, students will complete an activity about the theme presented in this chapter.

Academic Vocabulary (What terms will students need to know?)

theme

Learning Targets

Determine the theme and follow its development through the text

ELA.9.RL.1.D

Determine themes in a text. Relate the themes to life experiences

ELA.9.RL.1.D

TOPIC: Chapters 5-6 and circular plot -- 1 Day(s)**Description**

After finishing the novel, students will complete an activity on circular plot and link the plot structure to theme of the novel.

Academic Vocabulary (What terms will students need to know?)

circular plot
theme
mood

Learning Targets

Analyze how structure of the text impacts the reader.

ELA.9.RL.2.A

Determine the theme and follow its development through the text

ELA.9.RL.1.D

Determine themes in a text. Relate the themes to life experiences

ELA.9.RL.1.D

TOPIC: Socratic Seminar -- 1 Day(s)**Description**

Students will demonstrate their understanding of the book through a Socratic Seminar. They will use the handouts to prepare for the seminar. The class will be divided into smaller groups to discuss as the teacher moves around the room to observe.

Academic Vocabulary (What terms will students need to know?)

Socratic Seminar

Learning Targets

I can read and comprehend the story.

ELA.9.SL.1.B

TOPIC: Foreshadowing -- 2 Day(s)**Description**

After finishing the book, the students will complete the attached activity on Steinbeck's use of foreshadowing.

Academic Vocabulary (What terms will students need to know?)

foreshadow

Learning Targets

Analyze how an author's choices concerning how to structure a text impact the reader

ELA.9.RL.2.A

TOPIC: Test and Movie -- 3 Day(s)**Description**

Students will complete the summative assessment for the unit and view the movie adaptation of *Of Mice and Men*.

Academic Vocabulary (What terms will students need to know?)

assessment

adaptation

Learning Targets

I can read and comprehend the story.

ELA.9.RL.3.D

UNIT: Romeo and Juliet -- 5 Week(s)**Unit Description**

Romeo and Juliet is one of Shakespeare's most famous plays and therefore an important part of understanding the beauty and mastery of his storytelling. It has become part of our culture, though many students don't realize this fact. We will use different methods to tackle the text, including listening to audio, reading aloud, and watching different film adaptations.

Enduring Understandings/Essential Learner Outcomes

1. How do characters' choices affect the outcomes of the story? How does fate play a role?
2. What can we infer about characters through their actions and words?
3. How and why does Shakespeare use humor in his tragic plays?

Academic Vocabulary

monologue

pun

metaphor

fate

tragedy

comedy

inference

TOPIC: Learning the Language -- 1 Day(s)**Description**

Students will spend time becoming familiar with the style of Shakespeare's writing before trying to tackle the play itself. Students will practice paraphrasing Shakespearean versions of modern pop songs to practice Shakespearean language comprehension.

Students will practice with rhythm, syntax, and meaning while reading "Sonnet 73"

Academic Vocabulary (What terms will students need to know?)

quatrain

sonnet

iambic pentameter

paraphrase

Learning Targets

Determine the meaning of words and phrases, including figurative meanings

ELA.9.RL.1.B

Analyze the cumulative impact of specific words on meaning

ELA.9.RL.2.C

TOPIC: Background and Context - Shakespeare's World -- 1 Day(s)**Description**

In order to understand some of the choices Shakespeare made while writing his plays, it is important to understand his background and the typical life of people living in Elizabethan England. Students will use a Webquest to explore this time period and the life of William Shakespeare.

Academic Vocabulary (What terms will students need to know?)

Elizabethan

Shakespearean

Globe Theater

Learning Targets

I can infer by citing relevant information using evidence from the text.

ELA.9.RL.1.A

Analyze how multiple sources reflect historical context

ELA.9.RI.3.C

Determine if sources are reliable/credible

ELA.9.W.1.A.1

TOPIC: Prologue - Act I -- 2 Day(s)**Description**

Students will analyze the prologue of the play and make predictions about what will happen.

Students will identify potential themes based on the Prologue.

Students will be introduced to the two families in Verona (Capulets and Montagues).

Academic Vocabulary (What terms will students need to know?)

script

act

scene

prologue

theme

Learning Targets

Read and comprehend the story.

ELA.9.RL.3.D

Determine the theme and follow its development through the text.

ELA.9.RL.1.D

TOPIC: Act II - Balcony Scene -- 2 Day(s)

Description

Students will read and analyze the events of Act II and the development of the plot, theme, and characters.
Students will identify moments of Dramatic irony and analyze how they advance the plot.
Students will identify and explain metaphor within the play.
Students will perform pieces of the play for better understanding.

Academic Vocabulary (What terms will students need to know?)

theme
plot
dramatic irony
metaphor
figurative language

Learning Targets

I can determine the meaning of words and phrases as they are used in the text, including figurative meanings

ELA.9.RL.1.B

Determine the meaning of words and phrases as they are used in the text, including figurative meanings.

ELA.9.RL.1.A

Read and comprehend the story.

ELA.9.RL.3.D

TOPIC: Act III - Conflict -- 3 Day(s)

Description

Students will analyze and reenact the key events from Act III.
Students will identify and explain puns and other figurative language examples.

Academic Vocabulary (What terms will students need to know?)

pun
figurative language
scene
act

Learning Targets

I can determine the meaning of words and phrases as they are used in the text, including figurative meanings.

ELA.9.RL.1.B

I can read and comprehend the story.

ELA.9.RL.3.D

Analyze how point of view is reflected in characters, setting, and plot.

ELA.9.RL.2.B

Analyze how characters develop

ELA.9.RL.2.D

TOPIC: Act IV - Dramatic Irony -- 1 Day(s)**Description**

Students will analyze and predict what they believe will happen as a result of Friar Laurence and Juliet's plan. Students will identify and explain examples of dramatic irony and their importance to the plot.

Academic Vocabulary (What terms will students need to know?)

irony
dramatic irony
situational irony
figurative language
scene
act

Learning Targets

I can determine the meaning of words and phrases as they are used in the text, including figurative meanings.

ELA.9.RL.1.B

Determine if sources are reliable/credible

ELA.9.RL.3.D

TOPIC: Act V - Tragic End -- 3 Day(s)**Description**

Students will identify key events in the text and what led to the deaths of the two main characters. Students will analyze the themes of the play and how they were developed throughout the play. Students will determine the fatal flaw(s) of the deceased characters. Students will research and analyze other tragic heroes of Shakespeare or Greek Mythology.

Academic Vocabulary (What terms will students need to know?)

tragic heroes
fatal flaw
theme
irony

Learning Targets

I can infer by citing relevant information using evidence from the text.

ELA.9.RL.1.A

Determine themes in a text. Relate the themes to life experiences

ELA.9.RL.1.D

Analyze how the development of characters advances the theme

ELA.9.RL.2.D

I can read and comprehend the story.

ELA.9.RL.3.D

Determine if sources are reliable/credible

ELA.9.W.1.A.1

Gather multiple reliable sources to answer a question

ELA.9.W.1.A.1

TOPIC: Research -Elizabethan Life -- 4 Day(s)**Description**

Students will complete a short research paper with citations regarding a specific aspect of Elizabethan life.

Academic Vocabulary (What terms will students need to know?)

Elizabethan
Shakespearean
Globe Theatre
citations

Learning Targets

Analyze how multiple sources reflect historical context

ELA.9.RI.3.C

Determine if sources are reliable/credible

ELA.9.W.1.A.1

Integrate information using a standard citation system

ELA.9.W.1.A.1

Gather relevant information from multiple authoritative print and digital sources

ELA.9.W.1.A.2

Follow a writing process in which development and organization are appropriate to the task

ELA.9.W.2.A

Demonstrate a command of the conventions of standard English grammar and usage

ELA.9.W.3.A

TOPIC: Test and Movie -- 3 Day(s)**Description**

Students will view portions of the classic Zefferelli movie, *Romeo and Juliet*, as they prepare for their summative assessment.

Academic Vocabulary (What terms will students need to know?)

adaptation

Learning Targets

Make inferences drawn from the text and support those with evidence.

ELA.9.RI.1.A

Students will interpret visual elements (pictures), draw conclusions, and make connections to their own lives

ELA.9.RI.1.C

I can draw conclusions about a text based on my own inferences and what is explicitly stated in the text.

ELA.9.RL.1.A

Analyze how point of view is reflected in characters, setting, and plot.

ELA.9.RL.2.B

Write with consideration for the task and purpose

ELA.9.W.3.A

UNIT: Independent Reading -- 3 Week(s)**Unit Description**

This is an ongoing exploratory unit in which students will apply the concepts they've learned throughout other units to a choice novel or literature circle book. This will allow students to make personal connections with their text and provide multiple opportunities to revisit different skills related to literature.

Enduring Understandings/Essential Learner Outcomes

Students will be able to utilize reference materials to define unknown vocabulary.

Students will be able to connect a written work to their own lives.

Students will be able to synthesize information to complete a final project.

Students will be able to complete writing prompts analyzing their choice novel.

Academic Vocabulary

literature circle
synthesis
exploratory
analysis
reference

TOPIC: Book Selection and Reading Logs -- 3 Day(s)

Description

Students will select their choice novels using "Blind Date With a Book" and "Book Speed Dating" activities to explore books of various genres. Any time independent reading is completed in or out of class, they will log their progress on a designated reading log, meeting their personalized "Page Per Week Goal" each week.

Academic Vocabulary (What terms will students need to know?)

genre
reading log

Learning Targets

I can read and comprehend a choice book.

ELA.9.RL.3.D

I can meet a weekly reading goal.

TOPIC: Reading Response Journals -- 2 Day(s)

Description

Students will complete tiered reading journal writing prompts to apply skills learned in the Short Story Unit to their independent reading choice book.

Academic Vocabulary (What terms will students need to know?)

reading journal
synthesis
characterization
theme
foreshadow
predict

Learning Targets

I can infer by citing relevant information using evidence from the text.

ELA.9.RL.1.A

I can demonstrate a command of the conventions of standard English grammar and usage.

ELA.9.W.3.A

I can read and comprehend the story.

ELA.9.RL.3.D

TOPIC: Essay Responses -- 2 Day(s)

Description

Students will complete timed essay responses about their choice books. They may choose prompts over the following skill topics: theme, character development, conflict, allusion, tone, mood.

Academic Vocabulary (What terms will students need to know?)

theme
 character development
 conflict - internal, external
 allusion
 tone
 mood
 timed write

Learning Targets

I can read and comprehend the story.
 ELA.9.W.2.A

TOPIC: Literature Circles -- 3 Day(s)

Description

Students will participate in an in-class book club for a portion of class over an allotted duration. Lit Circle books will be chosen by students by ranking their book choices and dividing them into equal groups, taking individual book preferences into consideration. Book options will share a commonality (usually theme) to help drive conversation in both small and large group settings. Within each Lit Circle students will have assigned roles. Students will have guided conversations each time they meet in which they must address theme, character development, tone, mood, and unfamiliar vocabulary.

Academic Vocabulary (What terms will students need to know?)

Literature Circle
 Theme
 Role
 compare
 contrast
 discuss
 analyze

Learning Targets

I can infer by citing relevant information using evidence from the text.
 ELA.9.RL.1.A

I can determine themes in a text and relate the themes to life experiences.
 ELA.9.RL.1.D

I can determine the meaning of words and phrases as they are used in the text, including figurative meanings.
 ELA.9.RL.1.B

I can read and comprehend the story.
 ELA.9.RL.3.D

TOPIC: Final Reading Project -- 2 Day(s)

Description

Students will complete a final independent reading project based on one of their choice books or Literature Circle books. This project will present options in different difficulty levels. Students must complete one assignment from each level to be a portion of their cumulative final project. The number of options and what those options are will be at the teacher's discretion. The goal of these options is for students to create a culminating project addressing the skills and topics practiced throughout the year (inference, theme, character development, conflict, word choice, writing mechanics, etc).

Academic Vocabulary (What terms will students need to know?)

synthesis
tiers
culmination
inference
theme
character development
conflict
word choice
mechanics

Learning Targets

I can analyze inferences using the text to support my writing.

ELA.9.RL.1.A

I can demonstrate a command of the conventions of standard English grammar and usage.

ELA.9.W.3.A

I can determine the theme and follow its development through the text.

ELA.9.RL.1.D

I can draw conclusions about a text based on my own inferences and what is explicitly stated in the text.

ELA.9.RL.1.A

I can follow a writing process in which development and organization are appropriate to the task.

ELA.9.W.2.A

I can read and comprehend a choice book.

ELA.9.RL.3.D