KUTZTOWN AREA SCHOOL DISTRICT
*Maximize potential, embrace change, create the future*

# Kutztown Area School District Curriculum (Unit Map)

*Language Arts 9*
*Last Updated August 2015 by Lisa Saby*

**Course Description:** This course addresses vocabulary development, oral communication, composition, and literature analysis. Students are expected to read independently (approximately one novel per quarter) and write a minimum of one formal writing piece per quarter. In addition, there is an emphasis on poetry, short stories, drama and nonfiction to develop language and reading skills. A highlight of the course is a public speaking project involving the organization and presentation of a book talk project. The completion of an APA style research paper is also required.

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| ***Unit #*** | ***Title*** | ***# Weeks*** | ***Month*** |
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| 1 | *A Midsummer Night's Dream/Reading Fiction* | *5* | *September* |
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| 3 | *Explanatory Writing Piece – Poetry Analysis* | *3* | *November* |
| 4 | *Of Mice and Men/Reading Fiction* | *3* | *December* |
| 5 | *Short Stories/Reading Literature* | *2* | *January* |
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| 8 | *Career Research Paper* | *6* | *March* |
| 9 | *Vocabulary* | *ongoing* | |
| 10 | *Catcher in the Rye/Reading Fiction* | *3-4* | *April/May* |
| 11 | *Independent Reading Project* | *ongoing* | |

| Unit #/Title | 1/A Midsummer Night's Dream/Reading Fiction | Time Frame | 5 Weeks |
|---|---|---|---|

## Stage 1 - Identify Desired Results

### Standards

**CC.1.3.9–10.A** 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.
**CC.1.3.9-10.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
**CC.1.3.9–10.C** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
**CC.1.3.9–10.E** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
**CC.1.3.9–10.F** Analyze how words and phrases shape meaning and tone in texts.
**CC.1.3.9–10.G** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
**CC.1.3.9–10.H** Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
**CC.1.3.9-10.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
**CC.1.3.9–10.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.
**CC.1.5.9–10.A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
**CC.1.5.9-10.B** Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
**CC.1.5.9-10.E** Adapt speech to a variety of contexts and tasks.
**CC.1.5.9-10.G** Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

| Big Ideas | Essential Questions |
|---|---|
| • Literature is a comment on the human condition and on the times in which it was written.<br>• "The course of true love ne'er did run smooth"—love is difficult, particularly when parents don't approve.<br>• Our morals/values can be influenced by those we have relationships with.<br>• Shakespeare's fairyland is a metaphor for things we can't explain.<br>• Drama is written to be performed. | • How did the Renaissance time period influence William Shakespeare and the literature of that time?<br>• How can love be difficult? What forces impede love?<br>• How do fantasy and imagination influence how we see the world and behave toward each other?<br>• What is the significance of dreams?<br>• Why is performing Shakespeare's work more powerful/effective than simply reading the text? |
| **Content** | **Skills** |
| • Literary elements (conflict, allusion, theme, malapropism, ambiguity, metaphor, coincidence, dramatic irony, character foil)<br>• Historical information about Shakespeare and the Renaissance time period.<br>• Plot and character development of the play. | • Use a variety of comprehension skills during reading to monitor for understanding (visualizing, retelling, clarifying, predicting.<br>• Paraphrase and comprehend Shakespeare's language.<br>• Ask and answer questions before, during and after reading.<br>• Use strategies to expand comprehension during and after reading (inferring, summarizing, synthesizing). |

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|---|---|
| • Iambic pentameter and tetrameter and the different structures used for various characters based on class/social status.<br>• The Pyramus and Thisbe component of Ovid's Metamorphoses.<br>• Interpretation of Shakespearean language—reading and performing. | • Use connections (text to self, text to world) to enhance understanding of text.<br>• Develop and support a thematic idea through accurate interpretation and reflective thinking throughout the text.<br>• Use text evidence to support inferential thinking.<br>• Analyze internal and external conflicts and their resolution.<br>• Recognize the author's use of literary devices including allusion, malapropism, ambiguity, metaphor, coincidence, dramatic irony, character foil to drive plot, create conflict, and develop theme.<br>• Plan and perform a scene from the play. |

| Unit #/Title | 2/Poetry | Time Frame | 3 Weeks |
|---|---|---|---|

## Stage 1 - Identify Desired Results

### Standards

**CC.1.2.9-10.A** 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.
**CC.1.2.9-10.J** 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.
**CC.1.2.9-10.K** Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
**CC.1.2.9-10.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
**CC.1.3.9-10.A** 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.
**CC.1.3.9-10.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
**CC.1.3.9-10.D** Determine an author's particular point of view and analyze how rhetoric advances the point of view.
**CC.1.3.9–10.E** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
**CC.1.3.9–10.F** Analyze how words and phrases shape meaning and tone in texts.
**CC.1.3.9–10.H** Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
**CC.1.3.9-10.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
**CC.1.3.9-10.J** Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
**CC.1.3.9–10.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.
**CC.1.4.9–10.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
**CC.1.4.9–10.B** Write with a sharp, distinct focus identifying topic, task, and audience.
**CC.1.4.9-10.C** Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
**CC.1.4.9–10.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
**CC.1.4.9–10.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
**CC.1.5.9–10.A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

| Big Ideas | Essential Questions |
|---|---|
| • Poems are read for pleasure, instruction, and enlightenment.<br>• Poems often express a shared human experience.<br>• There is typically a connection between the poet's life experience and his/her poetry.<br>• Poetry can provide valuable insights about historical events/impacts of a specific time period.<br>• Poets use various techniques to create imagery and tone, and to develop themes in their works. | • Why read poetry? What are some examples of shared human experiences found in poetry?<br>• How does understanding the poet and/or the historical time period when the poem was written help us analyze the poem?<br>• How/why are literary techniques used in the construction of a poem? What effect does the use of these techniques have on the reader? |

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|---|---|
| • Proficient readers and writers engage in an ongoing process of extracting information from a text and citing concrete evidence from a text to support their analyses of what the text says explicitly and inferentially. | • How can oppression ironically serve as a means to unify and strengthen people?<br>• How can an entire race of people maintain joy, hope, and determination despite immense hardships, prejudice, and discrimination?<br>• What is the importance of hopes and dreams? |
| **Content** | **Skills** |
| • Knowledge of the use and effect of literary elements such as symbolism, hyperbole, simile, metaphor, irony, descriptive word choice, point of view, etc. to develop imagery, tone and theme(s)<br>• Knowledge of new vocabulary words found in the works of literature<br>• Knowledge of writing techniques used to analyze poetry and integrate quotations<br>• Knowledge of conventions—grammar, usage, capitalization, punctuation, and spelling<br>• Knowledge of the historical time period of Harlem Renaissance poetry and biographical information of the poets | • Use a variety of comprehension skills during reading to monitor for understanding (visualizing, retelling, clarifying, predicting)<br>• Ask and answer questions before, during and after reading<br>• Use strategies to expand comprehension during and after reading (inferring, summarizing, synthesizing)<br>• Use connections (text to self, text to world) to enhance understanding of text<br>• Demonstrate comprehension orally and in writing<br>• Identify and interpret an author's use of various literary techniques to develop imagery, tone and theme(s)<br>• Select significant quotes that show evidence of understanding of text<br>• Use text evidence to support inferential thinking and analysis<br>• Take notes, make lists, create charts, and/or complete graphic organizers to generate ideas and write short literary analyses on each poem demonstrating critical thinking and understanding of author's purpose and craft |

| Unit #/Title | 3/Explanatory Writing Piece – Poetry Analysis | Time Frame | 3 Weeks |
|---|---|---|---|

## Stage 1 - Identify Desired Results

### Standards

**CC.1.4.9-10.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
**CC.1.4.9-10.B** Write with a sharp distinct focus identifying topic, task, and audience.
**CC.1.4.9-10.C** Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
**CC.1.4.9-10.D** Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
**CC.1.4.9-10.E** Write with an awareness of the stylistic aspects of composition:Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. Establish and maintain a formal style.
**CC.1.4.9-10.F** Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
**CC.1.4.9-10.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
**CC.1.4.9-10.T** 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.
**CC.1.4.9-10.U** 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**.**

### Big Ideas

- An explanatory writing piece is focused, organized, formal, and contains specific textual evidence to support claims.
- Proficient readers and writers engage in an ongoing process of extracting information from a text and citing concrete evidence from a text to support their analyses of what the text says explicitly and inferentially.
- Writing is a process that involves planning, revising, editing and at times rewriting.
- Publication is an important part of the writing process to showcase one's work and elicit feedback from an authentic audience.

### Essential Questions

- What is the purpose of an explanatory writing piece?
- Who is the audience?
- What are the elements of formal, explanatory writing?
- How do I incorporate textual evidence and quotations into a formal writing piece?
- How should an explanatory writing piece be organized?
- How do writers use literary elements to develop their themes?
- What does the editing and revision process entail?
- Where can I publish my written work?

### Content

- Knowledge of the format and purpose of an explanatory writing piece.
- Knowledge of the use and effect of poetry literary elements.
- Knowledge of writing techniques used to analyze poetry including formal style, objective tone, integration of textual evidence and quotations in writing.

### Skills

- Write for an intended audience (3rd person point of view).
- Integrate quotations and formally analyze effect of quoted passages on readers.
- Provide concrete details/evidence to support claims.
- Take notes, make lists, create charts, and/or complete graphic organizers to generate ideas about a subject or topic and/or to create an organizing structure appropriate to specific purpose, audience and context

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| • Knowledge of conventions—grammar, usage, capitalization, punctuation, and spelling<br>• Knowledge of the writing process. | • Identify and interpret an author's use of various literary elements to create imagery and tone and develop theme(s).<br>• Edit/revise writingUse textual evidence to support a written interpretation of a work.<br>• Write an organized, focused, formal literary analysis essay demonstrating critical thinking about text.<br>• Conference, revise, edit and publish final narrative writing piece. |

## Stage 2 – Assessment Evidence

| Formative Assessment | Summative Assessments |
|---|---|
| • Observation of small and large group discussion<br>• Annotations<br>• Notes/Outline<br>• Poetry analysis graphic organizer<br>• Rough copy of poetry analysis for student/teacher conference | • Publication of final, revised poetry analysis in digital portfolio |

## Stage 3 – Suggested Learning Plan

### Suggested Materials/Technology/Resources

- Literary Analysis Chart
- Various web sources for self select poems and biographical information

### Suggested Learning Activities/Strategies

- Small and large group discussions
- Brainstorming
- Note taking
- Writing workshop
- Peer editing
- Teacher/student individual conferencing
- Revising
- Publication
- Differentiation will include the following: extended conferencing and writing workshop time, the use of graphic organizers to aid in literary analysis, varying requirements on the amount of textual evidence, stylistic components, and length requirement

### Differentiation

| *Anticipated Difficulties/Misconceptions* | *Assessment to be Used to Determine* | *Strategies for Differentiation* |
|---|---|---|
| | | |

| Unit #/Title | 4/Of Mice and Men/Reading Fiction | Time Frame | 3 Weeks |
|---|---|---|---|

## Stage 1 - Identify Desired Results

### Standards

**CC.1.2.9-10.A** 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.
**CC.1.2.9-10.J** 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.
**CC.1.2.9-10.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
**CC.1.3.9–10.A** 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.
**CC.1.3.9-10.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
**CC.1.3.9–10.C** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
**CC.1.3.9-10.D** Determine an author's particular point of view and analyze how rhetoric advances the point of view.
**CC.1.3.9–10.E** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
**CC.1.3.9–10.F** Analyze how words and phrases shape meaning and tone in texts.
**CC.1.3.9–10.G** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
**CC.1.3.9–10.H** Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
**CC.1.3.9-10.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
**CC.1.3.9-10.J** Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
**CC.1.3.9–10.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.
**CC.1.4.9–10.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
**CC.1.4.9–10.B** Write with a sharp, distinct focus identifying topic, task, and audience.
**CC.1.4.9–10.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
**CC.1.4.9–10.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
**CC.1.5.9–10.A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

| Big Ideas | Essential Questions |
|---|---|
| • Reading and writing are reciprocal thinking processes used to construct an understanding of the important role that empathy plays in human relationships and in the process of constructing meaning from a text.<br>• Authors communicate for a variety of purposes including the examination of an individual's role and responsibility in society and the importance of how we are to learn from the struggles of others. | • What is empathy? Why is it an important human characteristic?<br>• What constitutes a genuine friendship?<br>• How important in life are hopes and dreams? How is the American Dream defined? Is it the same for everyone?<br>• What is an individual's duty to others?<br>• What can the struggles of others teach us about ourselves? |

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|---|---|
| • Gender, race, education, class and language play a significant role in determining the distribution of power in society. | • To what extent does culture/society shape an individual's understanding of happiness? Who is society has power? Who is marginalized by society and why? |
| **Content** | **Skills** |
| • Literary elements such as characterization, plot, setting, imagery, symbolism, foreshadowing, and theme | • Use a variety of comprehension skills during reading to monitor for understanding (visualizing, retelling, clarifying, predicting)<br>• Connect prior knowledge with text to enhance understanding<br>• Ask and answer questions before, during and after reading<br>• Use strategies to expand comprehension during and after reading (inferring, summarizing, synthesizing)<br>• Use connections (text to self, text to world) to enhance understanding of text<br>• Demonstrate comprehension orally and in writing<br>• Develop and support a thematic idea through accurate interpretation and reflective thinking throughout the text<br>• Select significant quotes that show evidence of understanding of text<br>• Use text evidence to support inferential thinking<br>• Analyze internal and external conflicts and their resolution<br>• Recognize the author's use of literary devices including characterization, symbolism, imagery, and foreshadowing to develop theme<br>• Define and explain the concept of human nature (universal traits such as empathy, jealousy, acceptance and belonging, alienation, etc.) as it relates to the text<br>• Take notes, make lists, create charts, and/or complete graphic organizers to generate ideas about a subject or topic and/or to create an organizing structure appropriate to specific purpose, audience and context<br>• Write a unified literary analysis essay demonstrating critical thinking about the text<br>• Construct a working definition of empathy, friendship, and the American Dream<br>• Examine the historical context of the Great Depression and migrant farming |

| Unit #/Title | 5/Short Stories/Reading Literature | Time Frame | 2 Weeks |
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## Stage 1 - Identify Desired Results

### Standards

**C.1.3.9–10.A** 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.
**CC.1.3.9-10.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
**CC.1.3.9–10.C** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
**CC.1.3.9-10.D** Determine an author's particular point of view and analyze how rhetoric advances the point of view.
**CC.1.3.9–10.E** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
**CC.1.3.9–10.F** Analyze how words and phrases shape meaning and tone in texts.
**CC.1.3.9–10.H** Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
**CC.1.3.9-10.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
**CC.1.3.9–10.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.
**CC.1.5.9–10.A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### Big Ideas

- There are many elements involved in the writing of an effective short story.
- The point of view from which a story is told is a crucial component in the literary analysis of the text.
- Life experiences provide us with the opportunity to learn about ourselves, discover our self worth, and grow as human beings.
- The overuse and/or overdependence on technology can have the adverse effect of endangering and/or replacing human relationships.
- Childhood is a time of innocence, and in one's youth it is often difficult to face/understand the harsh realities of life and death.

### Essential Questions

- What elements are needed to make an effective short story?
- What strategies are involved in comprehending and analyzing a short story?
- What is point of view? How do different points of view shape the meaning of and interpretation of a text?
- What types of life experiences influence/change us?
- What are the potential dangers/risks of living in a digital age?
- When is childhood innocence lost/jeopardized? Is this a necessary part of "growing up"? If so, when should the loss of innocence take place?

### Content

- Knowledge of the use and effect of literary elements such as point of view, characterization, plot, setting, Freytag's Pyramid of Dramatic structure, imagery, tone, symbolism, foreshadowing, flashback and theme
- Knowledge of reading strategies such as questioning, drawing inferences, and activating relevant prior knowledge
- Knowledge of various themes (see essential understandings above)
- Knowledge of new vocabulary words found in the works of literature

### Skills

- Use a variety of comprehension skills during reading to monitor for understanding (visualizing, retelling, clarifying, predicting)
- Connect prior knowledge with text to enhance understanding
- Ask and answer questions before, during and after reading
- Use strategies to expand comprehension during and after reading (inferring, summarizing, synthesizing)
- Use connections (text to self, text to world) to enhance understanding of text
- Demonstrate comprehension orally and in writing

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|---|---|
| • Knowledge of the format and purpose of initiation stories. | • Develop and support a thematic idea through accurate interpretation and reflective thinking throughout the text<br>• Select significant quotes that show evidence of understanding of text<br>• Use text evidence to support inferential thinking<br>• Analyze internal and external conflicts and their resolution<br>• Identify the author's use of literary devices and the effect on the reader.<br>• Take notes, make lists, create charts, and/or complete graphic organizers to generate ideas about a subject or topic and/or to create an organizing structure appropriate to specific purpose, audience and context |

| Unit #/Title | 6/Narrative Writing | Time Frame | 3 Weeks |
|---|---|---|---|

## Stage 1 - Identify Desired Results

### Standards

**CC.1.4.9-10.M** Write narratives to develop real or imagined experiences or events.
**CC.1.4.9-10.N** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.
**CC.1.4.9-10.O** Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
**CC.1.4.9-10.P** Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
**CC.1.4.9-10.Q** Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.
**CC.1.4.9-10.R** Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
**CC.1.4.9-10.T** 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.
**CC.1.4.9-10.U** 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.
**CC.1.4.9-10.X** 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 discipline-specific tasks, purposes and audiences.

### Big Ideas

- Life experiences provide us with the opportunity to learn about ourselves, discover our self worth, and grow as human beings.
- Writing about such an experience allows one to process the experience, reflect on the effect the experience had on one's personal development, and provide readers with new insights/perspectives.
- Constructing a narrative involves the deliberate use of various narrative writing techniques, organizational tools, stylistic tools, and proper conventions.
- Writing is a process that involves planning, revising, editing and at times rewriting.
- Publication is an important part of the writing process to showcase one's work and elicit feedback from an authentic audience.

### Essential Questions

- What significant life experiences have influenced/ changed me?
- How can I choose one and write about this experience?
- What will my central character look like? How will he/she act? What are some of the key elements of his/her personality? How will other characters perceive my character? What types of things will my central character say/think?
- What is the primary conflict associated with the life changing experience?
- What are the key events of the story? How will they unfold?
- How will I make my story coherent, descriptive, and compelling?

### Content

- Format and purpose of a narrative writing piece.
- Narrative writing techniques used to construct the piece.
- Various stylistic components of a narrative piece, i.e. parallel structure, clauses/phrases

### Skills

- Write a narrative based on a life experience/event
- Implement narrative writing techniques including: dialogue, description, reflection, multiple plot lines, pacing, foreshadowing, flashback.
- Construct at least one primary conflict and its resolution

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|---|---|
| • Conventions—grammar, usage, capitalization, punctuation, and spelling<br>• Use of literary elements such as point of view, characterization, plot, setting, Freytag's Pyramid of Dramatic structure, imagery, tone, symbolism, foreshadowing, flashback and theme in the construction of a narrative writing piece.<br>• Writing process. | • Create a central character based on the six elements of characterization<br>• Develop an organized, coherent, descriptive plot sequence<br>• Implement the use of various literary devices in the construction of the narrative writing piece.<br>• Take notes, make lists, create charts, and/or complete graphic organizers to generate ideas about a subject or topic and/or to create an organizing structure appropriate to specific purpose, audience and context<br>• Conference, revise, edit and publish final narrative writing piece |

| Unit #/Title | 7/Slaughterhouse Five/Reading Fiction | Time Frame | 3 Weeks |
|---|---|---|---|

## Stage 1 - Identify Desired Results

### Standards

**CC.1.2.9-10.A** 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.
**CC.1.2.9-10.J** 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.
**CC.1.2.9-10.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
**CC.1.3.9–10.A** 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.
**CC.1.3.9-10.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
**CC.1.3.9–10.C** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
**CC.1.3.9-10.D** Determine an author's particular point of view and analyze how rhetoric advances the point of view.
**CC.1.3.9–10.E** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
**CC.1.3.9–10.F** Analyze how words and phrases shape meaning and tone in texts.
**CC.1.3.9–10.G** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
**CC.1.3.9–10.H** Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
**CC.1.3.9-10.I**
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
**CC.1.3.9-10.J** Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
**CC.1.3.9–10.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.
**CC.1.4.9–10.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
**CC.1.4.9–10.B** Write with a sharp, distinct focus identifying topic, task, and audience.
**CC.1.4.9–10.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
**CC.1.4.9–10.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
**CC.1.5.9–10.A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

| Big Ideas | Essential Questions |
|---|---|
| • Every speaker has a strong purpose.<br>• A word, phrase or sentence can reflect the culture, personality, and background of the speaker.<br>• Our morals and values are both tested and strengthened by reading literature.<br>• The style of a writing piece can depict motifs/themes. | • How does war affect people?<br>• What is the purpose of war?<br>• How are one's personal opinions on war formulated?<br>• Are human beings hypocritical?<br>• How is satire an effective means to expose truths and initiate change? How is it not?<br>• Do people have free will? |

| | |
|---|---|
| • Satire, when used to ridicule society, can serve as a means to point out hard truths and potentially initiate change. | |
| **Content** | **Skills** |
| • Literary elements such as satire, motif, plot, point of view, symbolism and theme | • Use a variety of comprehension skills during reading to monitor for understanding (visualizing, retelling, clarifying, predicting)<br>• Connect prior knowledge with text to enhance understanding<br>• Ask and answer questions before, during and after reading<br>• Use strategies to expand comprehension during and after reading (inferring, summarizing, synthesizing)<br>• Use connections (text to self, text to world) to enhance understanding of text<br>• Demonstrate comprehension orally and in writing<br>• Develop and support a thematic idea through accurate interpretation and reflective thinking throughout the text<br>• Select significant quotes that show evidence of understanding of text<br>• Use text evidence to support inferential thinking<br>• Analyze parallels and multiple plot lines<br>• Recognize the author's use of literary devices including satire, motif, point of view and symbolism<br>• Define and explain the concept of fate, free will and hypocrisy as it relates to the text<br>• Take notes, make lists, create charts, and/or complete graphic organizers to generate ideas about a subject or topic and/or to create an organizing structure appropriate to specific purpose, audience and context<br>• Write a unified literary analysis essay demonstrating critical thinking about the text<br>• Construct a working definition of fate and free will.<br>• Examine the historical context of World War II and the firebombing of Dresden, Germany |

| Unit #/Title | 8/Career Research Paper | Time Frame | 6 Weeks |
|---|---|---|---|

## Stage 1 - Identify Desired Results

### Standards

**CC.1.4.9–10.H** Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim.
**CC.1.4.9–10.I** Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
**CC.1.4.9–10.J** Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
**CC.1.4.9–10.K** Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
**CC.1.4.9–10.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
**CC.1.2.9–10.H** Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
**CC.1.2.9–10.K** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

### Big Ideas

- Selecting a career path involves investigation, reflection, and self-assessment.
- Interests, aptitudes, and abilities are unique for each individual and play a key role in career choice.
- Identification and application of sound research practices and self-reflection are essential in effectively selecting a career pathway.
- There is a definite relationship between education and career planning and choice.

### Essential Questions

- What careers fit my unique interests, aptitudes and abilities?
- What training and education will I need to succeed?
- What are the best resources to use for my job search?
- What benefits other than money will I experience if I follow this career path?
- What career is right for me?

### Content

- Working with subscription databases
- Reading, synthesizing information, and note taking
- Citing sources of information
- Thesis statement development
- Establishing claim and counterclaim
- Use of direct quotes
- Use of paraphrases
- Relationship between and purpose of in-text and source citations
- Formatting and writing a research paper

### Skills

- Synthesize and annotate information from sources
- Organize notes
- Develop claim/thesis statement
- Develop relevant body paragraphs
- Develop a counterclaim
- Provide researched evidence to support claim/counterclaim
- Integrate credible sources to provide textual evidence
- Use persuasive and valid reasoning to connect evidence with claim.
- Create cohesion through transitions
- Apply APA format
- Edit and revise writing

| Unit #/Title | 9/Vocabulary | Time Frame | Ongoing |
|---|---|---|---|

## Stage 1 - Identify Desired Results

### Standards

**CC.1.3.9-10.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
**CC.1.3.9-10.J** Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
**CC.1.4.9-10.M** Write narratives to develop real or imagined experiences or events.
**CC.1.4.9-10.X** 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 discipline-specific tasks, purposes and audiences.

| Big Ideas | Essential Questions |
|---|---|
| • The continual acquisition of new vocabulary terms is beneficial to both written and oral expression.<br>• A robust vocabulary is critical to reading comprehension.<br>• Words can have various meanings and are best studied and learned in context.<br>• Vocabulary words must be used repeatedly in speech and writing to become a permanent part of one's knowledge base. | • How will the continual acquisition of new vocabulary terms help me in terms of listening, speaking, reading and writing?<br>• What strategies can I use to best learn new vocabulary terms?<br>• How can I incorporate new vocabulary terms into my speaking and writing on a regular basis?<br>• How can I actively read, stay on the lookout for new words, engage in wordplay, and search for multiple meanings of new terms? |
| **Content** | **Skills** |
| • Knowledge of definition, part of speech, synonyms, antonyms and proper use of new vocabulary terms.<br>• Knowledge of the multiple meanings of new vocabulary terms in context.<br>• Knowledge of the use of new vocabulary terms in written and oral communication. | • Define new vocabulary terms.<br>• Identify parts(s) of speech of new terms.<br>• Identify and analyze word relationships and multiple meanings of new terms.<br>• Implement new terms in a creative writing piece.<br>• Present and defend creative writing piece in a workshop setting. |

| Unit #/Title | 10/*Catcher in the Rye*/Reading Fiction | Time Frame | 3-4 Weeks |
|---|---|---|---|

## Stage 1 - Identify Desired Results

### Standards

**CC.1.2.9-10.A** 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.
**CC.1.2.9-10.J** 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.
**CC.1.3.9–10.A** 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.
**CC.1.3.9-10.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
**CC.1.3.9–10.C** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
**CC.1.3.9-10.D** Determine an author's particular point of view and analyze how rhetoric advances the point of view.
**CC.1.3.9–10.E** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
**CC.1.3.9–10.F** Analyze how words and phrases shape meaning and tone in texts.
**CC.1.3.9–10.G** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
**CC.1.3.9–10.H** Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
**CC.1.3.9-10.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
**CC.1.3.9-10.J** Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
**CC.1.3.9–10.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.
**CC.1.4.9–10.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
**CC.1.4.9–10.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
**CC.1.5.9–10.A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

| Big Ideas | Essential Questions |
|---|---|
| • We all have to make decisions about how much we connect to and take responsibility for others in society.<br>• To some measure, a degree of conformity is necessary to maintain order and safety. | • What is an individual's relationship to and responsibility toward society?<br>• How necessary is conformity to survival?<br>• How does the loss of a loved one/grief affect an individual?<br>• How do writers use literary conventions, specifically narration, symbolism and characterization, to develop their themes? |
| **Content** | **Skills** |
| • The plot, symbols, motifs, and themes of The *Catcher in the Rye*.<br>• The psychological lens of literary analysis.<br>• Maslow's Hierarchy of Needs.<br>• Elisabeth Kübler-Ross's Five Stages of Grief. | • Determine the meaning of the symbols of the hunting hat, the ducks in Central Park, the Catcher in the Rye, the museum, the carousel.<br>• Interpret and analyze *The Catcher in the Rye* through the psychological lens. |

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| • Vocabulary in context of reading.<br>• Literary terms antihero, first person narration, symbolism, theme, unreliable narrator, allusion, hyperbole, tone, and irony. | • Apply Maslow's Hierarchy of Needs to a character.<br>• Evaluate a character's psychological/emotional state and consider what he/she needs in order to be a functional/successful member of society.<br>• Apply the literary terms antihero, first person narration, symbolism, theme, unreliable narrator, allusion, hyperbole, tone, and irony to examples from the text. |

| Unit #/Title | 11/Independent Reading | Time Frame | On-going |
|---|---|---|---|

## Stage 1 - Identify Desired Results

### Standards

**CC.1.3.9–10.A** 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.
**CC.1.3.9–10.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
**CC.1.3.9–10.C** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
**CC.1.3.9–10.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.
**CC.1.4.9–10.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
**CC.1.4.9–10.B** Write with a sharp, distinct focus identifying topic, task, and audience.
**CC.1.4.9–10.C** Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
**CC.1.4.9–10.E** Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
**CC.1.4.9–10.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

### Big Ideas

- Readers use strategies to construct meaning from text.
- Writers use symbols, settings, characters, plot structure, and language to convey meaning (tone, theme).
- Proficient readers engage in an ongoing process of extracting information from a text and tracking the development of central ideas to comprehend the whole of a text.
- Proficient readers cite concrete evidence from a text to support their analyses of what the text says explicitly and inferentially.

### Essential Questions

- How do writers use literary conventions, specifically plot, setting, conflict and characterization, to develop their themes?
- How does a writer develop a character in a novel?
- How can I effectively and efficiently annotate while reading/utilize active reading strategies?
- How does my understanding of writer's craft aid in my interpretation of a novel?

### Content

- Knowledge of literary elements such as characterization, plot, setting, imagery, symbolism, foreshadowing, tone and theme
- Knowledge of reading strategies such as questioning, drawing inferences, and activating relevant prior knowledge
- Knowledge of conventions—grammar, usage, capitalization, punctuation, and spelling

### Skills

- Use strategies to expand comprehension during and after reading (inferring, summarizing, synthesizing)
- Make connections (text to self, text to world) to enhance understanding of text
- Demonstrate comprehension orally and in writing
- Develop and support a thematic idea through accurate interpretation and reflective thinking throughout the text
- Select significant quotes that show evidence of understanding of text
- Use text evidence to support inferential thinking
- Analyze conflicts and their resolution

| | |
|---|---|
| | • Recognize the author's use of literary devices including characterization, symbolism, imagery, and foreshadowing to develop theme<br>• Take notes, make lists, create charts, and/or complete graphic organizers to generate ideas about a subject or topic and/or to create an organizing structure appropriate to specific purpose, audience and context<br>• Create a project that displays plot deconstruction, character analysis, and/or reflection of author's style |