

Danville Area School District
Course Units of Study

Course Title: English 9 Honors
Content Area: English
Grade Level: 9
Date Developed: June-July 2023

UNIT NAME: **Summer Reading, Course Orientation, & Plagiarism**
UNIT OVERVIEW: In this introductory unit, students will learn about course and school policies, with special attention to plagiarism and academic honesty. Following an assessment on plagiarism, the class will briefly review the summer reading assignment before students are assessed on their comprehension of the key ideas and details of the text. Finally, instruction on composing a constructed response (Keystone-style) will allow students to successfully write a brief, on-demand expository essay in response to a work of literature.
ESSENTIAL QUESTIONS: ● What skills and content will we work on this year? ● What skills and attitudes do we need to be successful in learning? ● What is plagiarism, what are its consequences, and how can I avoid it? ● What are the key literary terms and concepts I need to understand and analyze a narrative? ● What are the key concepts and details from *The Miracle Worker*? ● How can we effectively respond to literature in our writing?

STANDARDS:

Reading Literature

- 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.

Writing

- 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.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.

COURSE TEXT AND MATERIALS: *The Miracle Worker*, William Gibson; Teacher-created slideshows & quizzes

KNOW	UNDERSTAND	DO	ASSESSMENT
Expectations for English 9 Honors. Key ideas and details from *The Miracle Worker*. Plagiarism Terms: Plagiarism, Unauthorized Aid, Direct Plagiarism,	How the literary concepts are used to create meaning in *The Miracle Worker*. What the varying types of plagiarism & academic dishonesty look like. The consequences of academic dishonesty.	Participate in class discussion. Complete assigned reading questions. Demonstrate understanding of the key ideas and details in the independent summer reading (*The Miracle Worker*). Identify different types of	Student engagement and participation in class. Completion/quality of guided reading questions. Comprehension quiz on plagiarism.

Self-Plagiarism, Copyright, In-text Citation, Work Cited, Intellectual Property, Summary, Paraphrase, Quotation, Mosaic Plagiarism, Sloppy Scholarship Literary Terms for MW: Allusion, Antagonist, Author's Purpose, Character, Characterization, Climax, Comic Relief, Complication, Dialogue, Dramatic Irony, Epigraph, External Conflict, Exposition, Foil, Foreshadowing, Internal Conflict, Metaphor, Motivation, Protagonist, Resolution, Setting, Simile, Stage Directions, Symbol, Theme	Writing standards for constructed responses: ● How to write complete sentences. ● How to write using literary conventions. ● How to correctly cite a quotation. ● How to organize writing using a thesis statement and topic sentences.	plagiarism in given scenarios. Recall definitions of terms (plagiarism & literary). Compose an on-demand constructed response that meets the outlined standards.	Reading exam on *The Miracle Worker*. Bellringer Quizzes (Google Forms) Constructed Response on *The Miracle Worker*

UNIT NAME: **American Voices**—Author's Purpose

UNIT OVERVIEW:
The "American Voices" unit is comprised of fiction and nonfiction texts from the workbook (Volume 1): "A Quilt of a Country," "The Immigrant Contribution," "American History," and "The New Colossus." The thematic focus of the unit is American identity and the conceptual focus is author's purpose. The texts are read, annotated, discussed, and then students are assessed on their ability to understand the text and the literary concepts the unit focuses on (see "Know"). Performance tasks include an on-demand writing (constructed response), a nonfiction narrative, and a recitation.

ESSENTIAL QUESTIONS:
- What does it mean to be "American"?
- How is an American identity created?

STANDARDS:
Reading Informational Text
- CC.1.2.9–10.A Determine a central idea of a text and analyze its development.
- CC.1.2.9–10.C Analyze how an author unfolds an analysis or series of ideas or events.
- CC.1.2.9–10.D Determine and analyze an author's particular point of view.
- CC.1.2.9–10.E Analyze in detail how an author's ideas or claims are developed.
- CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.
- CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level.
- CC.1.2.9–10.J Acquire and use accurately general academic and domain-specific words and phrases.

Reading Literature
- CC.1.3.9–10.C Analyze how complex characters develop over the course of a text.
- CC.1.3.9–10.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
- CC.1.3.9–10.E Analyze how an author's choices concerning how to structure a text.
- CC.1.3.9–10.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.3.9–10.K Read and comprehend literary fiction on grade level.

Writing
- CC.1.4.9–10.A Write informative/explanatory texts.
    - 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.
- 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.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 plotlines, 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.S** (**Response to Literature)**: Draw evidence from literary or informational texts.
- **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.

COURSE TEXT AND MATERIALS: *myPerspectives*, Grade 9; Holt McDougal Literature: Grade 9

KNOW	UNDERSTAND	DO	ASSESSMENT
Reading/Selection Focus: ● Analogy ● Vivid/Precise Language ● Appeal to Authority ● Appeal to Reason ● Appeal to Emotion	What the key ideas and details are in the assigned texts. How literary concepts and devices are used to create meaning in texts.	Participate in class discussion. Annotate texts. Read, understand, and analyze grade-level fiction and	Reading Informational Texts & Literature ● Classwork/Activities (ex. Analysis of author's purpose using a graphic organizer)

● Charged Language ● Internal Conflict ● External Conflict Unit Focus: ● Author's Purpose ● Author's Perspective ● Word Choice ● Tone ● Sonnet Writing: ● Nonfiction Narrative ● Dialogue	How an author's purpose is identified and achieved. Poetic structure with specific focus on sonnet form. How to annotate and actively read effectively. Writing standards for constructed responses. The characteristics of a successful nonfiction narrative. ● "Hook" ● Structure ● Detail ● Dialogue	non-fiction with special attention to the author's purpose and perspective. Demonstrate understanding of the key ideas and details in the assigned texts. Memorize and recite a poem. Write a constructed response. Write a nonfiction narrative.	● Homework (ex. Comprehension questions for a reading; independent reading assignment) ● Reading Quizzes ● Selection Tests (Multiple choice exams about a specific text and the skills taught with that text) ● Literary Terms Test Writing ● Constructed response (Keystone-Style) ● Process Writing: Nonfiction Narrative (Single, meaningful, factual event) Speaking & Listening ● Class & small-group discussion ● Memorization/public reading of "The New Colossus"

UNIT NAME: ***The Joy Luck Club***—Character
UNIT OVERVIEW: *The Joy Luck Club* is Amy Tan's best-selling classic novel of mothers and daughters. The text is 16 chapters of interconnected stories told from eight different points of view. The conceptual focus is character. Students read the text through a series of independent reading assignments, and the class reviews the completed chapters. Students are assessed on their ability to understand the text through their reading and notetaking efforts. Performance assessments include an on-demand writing and a graded discussion.
ESSENTIAL QUESTIONS: ● What does it mean to be "American," in the context of *The Joy Luck Club*? ● How are American identities created in the context of *The Joy Luck Club*?
STANDARDS: **1.3 Reading Literature** ● 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. ● 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 the point of view and analyze the impact the point of view has on the meaning of the text. **1.4 Writing** ● CC.1.4.9–10.S (Response to Literature): Draw evidence from literary or informational texts.
COURSE TEXT AND MATERIALS: *The Joy Luck Club*, Amy Tan

KNOW	UNDERSTAND	DO	ASSESSMENT
Unit Focus: ● Narrator ● Point of view ● 1st person point of view ● 3rd person limited point of view	Key ideas and details in *The Joy Luck Club*. How literary concepts and devices are used to create meaning in texts.	Read, understand, and analyze grade-level fiction with special attention to character and point of view (independently).	Reading Literature ● Classwork/Activities (ex. Analysis of character using a graphic organizer) ● Homework (ex.

● 3rd person omniscient point of view ● Character Traits ● Direct characterization ● Indirect characterization ● Motivation	The characteristics of a productive literary discussion. Writing standards for constructed responses.	Demonstrate understanding of the key ideas and details in the assigned texts. Choose from a variety of strategies to record and understand details in the text. Participate in whole-class and small-group discussions about the text. Write a constructed response.	Comprehension questions; independent reading assignment) ● Reading/ Comprehension Quizzes Writing ● Constructed response (Keystone-Style) Speaking & Listening ● Graded discussion

UNIT NAME: **Survival**—Plot & Conflict

UNIT OVERVIEW:
The “Survival” unit is comprised of fiction and nonfiction texts from the workbook (Volume 1): “The Seventh Man,” “The Moral Logic of Survivor Guilt,” and “The Voyage of the James Caird from The Endurance.” The thematic focus of the unit is what it takes to survive and the conceptual focus is plot and conflict. The texts are read, annotated, discussed, and then students are assessed on their ability to understand the text and the literary concepts the unit focuses on (see “Know”). Performance tasks include an on-demand writing (constructed response).

ESSENTIAL QUESTIONS:
- What does it take to survive?
- What are the impacts of surviving a traumatic event?

STANDARDS:
1.2 Reading Informational Text
- CC.1.2.9–10.A Determine a central idea of a text and analyze its development.
- CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says.
- CC.1.2.9–10.C Analyze how an author unfolds an analysis or series of ideas or events.
- CC.1.2.9–10.D Determine and analyze an author’s particular point of view.
- CC.1.2.9-10.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
- CC.1.2.9-10.G Integrate and evaluate multiple sources of information presented in different media or formats
- CC.1.2.9–10.J Acquire and use general academic and domain-specific words and phrases.

1.3 Reading Literature
- CC.1.3.9-10.A Determine and analyze the relationship between two or more themes or central ideas of a text.
- CC.1.3.9–10.C Analyze how complex characters develop over the course of a text.
- CC.1.3.9–10.E Analyze how an author’s choices concerning how to structure a text.
- CC.1.3.9-10.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.3.9–10.K Read and comprehend literary fiction on grade level.

1.4 Writing
- CC.1.4.9–10.S (Response to Literature): Draw evidence from literary or informational texts.

1.5 Speaking and Listening
- CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions.

COURSE TEXT AND MATERIALS: *myPerspectives*, Grade 9; Holt McDougal Literature: Grade 9

KNOW	UNDERSTAND	DO	ASSESSMENT
Reading/Selection Focus: ● Frame story ● First person point of view ● Third person point of view ● Claim ● Specific details ● Narrative Nonfiction ● Author's Perspective Unit Focus: ● Plot ● Conflict ● Internal Conflict ● External Conflict ● Exposition ● Rising Action ● Climax ● Falling Action ● Resolution ● Chronological Order ● Flashback ● Foreshadowing	What the key ideas and details are in the assigned texts. How literary concepts and devices are used to create meaning in texts. How elements of plot and conflict are identified and manipulated by an author. How to annotate and actively read effectively. Writing standards for constructed responses.	Participate in class discussion. Annotate texts. Read, understand, and analyze grade-level fiction and non-fiction with special attention to plot & conflict. Demonstrate understanding of the key ideas and details in the assigned texts. Demonstrate understanding of plot and conflict as they pertain to the assigned texts. Write a constructed response.	Reading Informational Texts & Literature ● Classwork/Activities (ex. Analysis of plot using a graphic organizer) ● Homework (ex. Comprehension questions for a reading; independent reading assignment) ● Reading Quizzes ● Selection Tests (Multiple choice exams about a specific text and the skills taught with that text) ● Literary Terms Test Writing ● Constructed response (Keystone-Style) Speaking & Listening ● Class & small-group discussion

UNIT NAME: **The Literature of Civil Rights**—Argument & Persuasion

UNIT OVERVIEW:
The “Literature of Civil Rights” unit is comprised of nonfiction texts from the workbook (Volume 1): “I Have A Dream” and “Lessons of Dr. Martin Luther King, Jr.” The thematic focus of the unit is the change created by words and the conceptual focus is argument and persuasion. The texts are read, annotated, discussed, and then students are assessed on their ability to understand the text and the literary concepts the unit focuses on (see “Know”). Performance tasks include a persuasive writing and a group presentation.

ESSENTIAL QUESTIONS:
- How can words inspire change?
- How do words have the power to provoke, calm, or inspire?

STANDARDS:
1.2 Reading Informational Text
- CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says.
- CC.1.2.9–10.C Analyze how an author unfolds an analysis or series of ideas or events.
- CC.1.2.9–10.D Determine and analyze an author’s particular point of view.
- CC.1.2.9-10.E Analyze and evaluate the effectiveness of the structure an author uses in his or her argument.
- CC.1.2.9–10.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.2.9–10.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
- CC.1.2.9-10.I Analyze foundational U.S. and world documents of historical, political, and literary significance.
- CC.1.2.9–10.K Read and comprehend literary nonfiction on grade level.

1.5 Speaking and Listening
- CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions.
- CC.1.5.9-10.B Evaluate how the speaker’s perspective, reasoning, and use of evidence, & rhetoric affect an argument.
- CC.1.5.9-10.C Integrate multiple sources of information presented in diverse formats and media.
- CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically.
- CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.
- CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding.

COURSE TEXT AND MATERIALS:
myPerspectives, Grade 9; Holt McDougal Literature: Grade 9

KNOW	UNDERSTAND	DO	ASSESSMENT
Unit Focus: ● Argument ● Claim ● Support ● Persuasion ● Emotional Appeal ● Ethical Appeal ● Logical Appeal ● Loaded Language ● Rhetoric ● Repetition ● Parallelism ● Analogy Reading/Selection Analysis: ● Antithesis ● Allusion ● Cause-and-effect ● Transitions	What the key ideas and details are in the assigned texts. How literary concepts and devices are used to create meaning in texts. How the tools of argument and persuasion are employed in speeches. How to annotate and actively read effectively.	Participate in class discussion. Annotate texts. Read, understand, and analyze grade-level nonfiction with special attention to argument & persuasion. Demonstrate understanding of the key ideas and details in the assigned texts. Recall literary terms and their definitions. Demonstrate understanding of the tools of argument and persuasion as it pertains to the assigned texts. Conduct independent research. Create a presentation using digital tools.	Reading Informational Texts ● Classwork/Activities (ex. Analysis of rhetorical devices using a graphic organizer) ● Homework (ex. Comprehension questions for a reading; independent reading assignment) ● Selection Tests (Multiple choice exams about a specific text and the skills taught with that text) ● Literary Terms Test Writing ● Process Writing: Persuasive (Issues & Controversies) Speaking & Listening ● Class & small-group discussion ● Group presentation on researched civil rights speech

UNIT NAME: **Star-Crossed Romances**—Shakespearean Tragedy

UNIT OVERVIEW:
The "Star-Crossed Romances" unit is comprised of William Shakespeare's *Romeo and Juliet* from the workbook (Volume 2). The thematic focus of the unit is the conflict between fate and free will and the conceptual focus is Shakespearean tragedy. The text is read, annotated, discussed, and then students are assessed on their ability to understand the text and the literary concepts the unit focuses on (see "Know"). Performance tasks include an on-demand writing (constructed response).

ESSENTIAL QUESTIONS:
- Do we determine our own destinies?
- Should the opinions of others affect our own choices or destinies?

STANDARDS:
1.3 Reading Literature
- CC.1.3.9–10.C Analyze how complex characters develop over the course of a text.
- CC.1.3.9–10.E Analyze how an author's choices concerning how to structure a text.
- CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem.
- CC.1.3.9–10.K Read and comprehend literary fiction on grade level.

1.4 Writing
- CC.1.4.9–10.S (Response to Literature): Draw evidence from literary or informational texts.

COURSE TEXT AND MATERIALS: *myPerspectives*, Grade 9; Holt McDougal Literature: Grade 9

KNOW	UNDERSTAND	DO	ASSESSMENT
• Tragedy • Tragic Hero • Protagonist • Antagonist • Foil • Soliloquy • Aside • Dramatic Irony • Comic Relief	What the key ideas and details are in the assigned texts. How literary concepts and devices are used to create meaning in texts. The elements of Shakespearean tragedy and	Participate in class discussion and group readings. Annotate texts. Read, understand, and analyze grade-level fiction with special attention to the elements of Shakespearean	Reading Literature • Classwork/Activities (ex. Analysis of character foil using a graphic organizer) • Homework/Classwork: Guided Annotation • Reading Quizzes • Vocabulary Quizzes

● Blank Verse ● Iambic Pentameter ● Allusion ● Pun ● Sonnet ● Cast of characters ● Stage Directions ● Marginal Notes	their use in *Romeo and Juliet*. How to annotate and actively read effectively.	drama. Demonstrate understanding of the key ideas and details in the assigned texts. Demonstrate understanding of drama as it pertains to the assigned text. Recall literary terms and their definitions. Write a constructed response.	● End of Unit Assessment ○ Multiple Choice Skills Exam (Shakespeare) ○ Literary Terms Test ● Writing ● Constructed response (Keystone-Style) Speaking & Listening ● Class read aloud & discussion

UNIT NAME: **Journeys of Transformation**—The Epic

UNIT OVERVIEW:
The "Journeys of Transformation" unit is comprised of excerpts from *The Odyssey* (Volume 2 of the workbook). The thematic focus of the unit is lessons learned from a difficult journey and the conceptual focus is epic poetry. The texts are read, annotated, discussed, and then students are assessed on their ability to understand the text and the literary concepts the unit focuses on (see "Know").

ESSENTIAL QUESTIONS:
- What can we learn from a journey?
- When does the journey matter more than the destination?

STANDARDS:
1.2 Reading Informational Text
- CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says.
- CC.1.2.9–10.C Analyze how an author unfolds an analysis or series of ideas or events.
- CC.1.2.9–10.E Analyze in detail how an author's ideas or claims are developed.

1.3 Reading Literature
- CC.1.3.9–10.C Analyze how complex characters develop over the course of a text.
- CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
- CC.1.3.9–10.E Analyze how an author's choices concerning how to structure a text.
- CC.1.3.9–10.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem.
- CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- CC.1.3.9–10.K Read and comprehend literary fiction on grade level.

1.4 Writing
- CC.1.4.9–10.S (Response to Literature): Draw evidence from literary or informational texts.

COURSE TEXT AND MATERIALS: *myPerspectives*, Grade 9; Holt McDougal Literature: Grade 9

KNOW	UNDERSTAND	DO	ASSESSMENT
Unit Focus: ● Epic	What the key ideas and details are in the assigned texts.	Participate in class discussion.	Reading Literature ● Classwork/Activities

● Epic Hero ● Epic Plot ● Epic Setting ● Archetypes ● Epic Themes ● Tone ● Diction ● Epic simile ● Epithet ● Allusion Reading/Selection Concepts ● Flashback	The elements of epic poetry and their application in the *Odyssey*. How to annotate and actively read effectively.	Annotate text. Read, understand, and analyze grade-level fiction with special attention to the elements of epic poetry. Demonstrate understanding of the key ideas and details in the assigned texts. Demonstrate understanding of epic poetry as it pertains to the assigned text. Recall literary terms and their definitions.	(ex. Analysis of character using a graphic organizer) ● Homework (ex. Comprehension questions for a reading; independent reading assignment) ● Reading Quizzes ● End of Unit Assessments ● Multiple Choice Skills Exam (Odyssey) ● Literary Terms Test

UNIT NAME: ***To Kill A Mockingbird***—Theme & Symbol

UNIT OVERVIEW:
To Kill A Mockingbird is Harper Lee's beloved novel about a young girl's experience in the rural American south during the Great Depression. The conceptual focus is theme and symbol. Students read the text through a series of independent reading assignments, and the class reviews the completed chapters. Students are assessed on their ability to understand the text through their reading and notetaking efforts. Performance assessments include a literary analysis essay and a graded discussion.

ESSENTIAL QUESTIONS:
- How are we transformed as we grow up?
- What are important truths we learn as we grow up?

STANDARDS:
1.3 Reading Literature
- 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.
- 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 the point of view and analyze the impact the point of view has on the meaning of the text.

1.4 Writing
- CC.1.4.9–10.S (Response to Literature): Draw evidence from literary or informational texts.

COURSE TEXT AND MATERIALS: *To Kill a Mockingbird*, Harper Lee

KNOW	UNDERSTAND	DO	ASSESSMENT
Unit Focus: ● Theme ● Symbol ● Flashback ● Characterization ● Imagery ● Setting	Key ideas and details in *To Kill A Mockingbird*. How literary concepts and devices are used to create meaning in texts.	Read, understand, and analyze grade-level fiction with special attention to theme and symbol (independently). Choose from a variety of strategies to record and	Reading Literature ● Classwork/Activities (ex. Analysis of character using a graphic organizer) ● Homework (ex. Comprehension

● Mood	The characteristics of a successful literary analysis essay. The characteristics of a productive literary discussion.	understand details in the text. Write a literary analysis essay. Participate in whole-class and small-group discussions about the text.	questions; independent reading assignment) ● Reading Quizzes Writing ● Process Writing: Literary Analysis Essay Speaking & Listening ● Class & small-group discussion ● Graded Discussion

UNIT NAME: **Poetry**

UNIT OVERVIEW:
ThePoetry unit is comprised of poems from the 9th grade Holt McDougal Literature textbook: “My Papa’s Waltz,” “I Ask My Mother to Sing,” “Grape Sherbet,” “Today,” “Spring is like a perhaps hand,” “Elegy For the Giant Tortoises,” and “The Road Not Taken.” The conceptual focus of the unit is the language of poetry: form, sound devices, imagery, and figurative language. The texts are read, annotated, discussed, and then students are assessed on their ability to understand the text and the literary concepts the unit focuses on (see “Know”). Performance tasks include a recitation.

ESSENTIAL QUESTIONS:
- How is poetry distinct from prose? What makes a poem a poem?
- How do poets create meaning?

STANDARDS:
1.3 Reading Literature
- CC.1.3.9–10.C Analyze how complex characters develop over the course of a text.
- CC.1.3.9–10.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.
- CC.1.3.9–10.E Analyze how an author’s choices concerning how to structure a text.
- CC.1.3.9–10.F Evaluate how words and phrases shape meaning and tone in texts.
- CC.1.3.9–10.K Read and comprehend literary fiction on grade level.

1.4 Writing
- CC.1.4.9–10.S (Response to Literature): Draw evidence from literary or informational texts.

1.5 Speaking and Listening
- CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions.
- CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks.

COURSE TEXT AND MATERIALS: Holt McDougal Literature: Grade 9

KNOW	UNDERSTAND	DO	ASSESSMENT
• Form • Lines • Stanzas • Traditional	How literary concepts and devices are used to create meaning in texts.	Participate in class discussion. Annotate texts.	Reading Literature • Classwork/Activities (ex. Analysis/ annotation of poem

● Organic ● Sonnet ● Free verse ● Imagery ● Figurative Language ● Simile ● Metaphor ● Personification ● Hyperbole ● Rhythm ● Rhyme ● End Rhyme ● Internal Rhyme ● Meter ● Rhyme Scheme ● Scansion ● Repetition ● Alliteration ● Assonance ● Consonance ● Speaker ● Quatrain ● Couplet	The tools of poetry and their application in the assigned texts. How to annotate and actively read effectively.	Read, understand, and analyze grade-level fiction with special attention to the elements of poetry. Demonstrate understanding of the key ideas and details in the assigned texts. Demonstrate understanding of the elements of poetry as it pertains to the assigned texts. Recall literary terms and their definitions. Memorize and recite a poem.	using a graphic organizer) ● Homework (ex. Comprehension questions for a reading; independent reading assignment) ● End of Unit Assessments ● Cold-Read Multiple Choice Skills Exam (Poetry) ● Literary Terms Test Speaking & Listening ● Class & small-group discussion ● Memorization/public reading of “The Road Not Taken”