

Module Title: The Struggle for Freedom (*To Kill a Mockingbird*)

Subject: English 9	Grade: 9	Timeline: 30-35 Days (<i>To Kill a Mockingbird</i>)
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Module Overview:
Looking at a situation from different Point of Views ✓ Perspective of – “You never really understand a person until you consider things from his point of view [...] until you climb into his skin and walk around in it.”
Module Objectives:
<ul style="list-style-type: none"> ✓ Support Inferences about theme ✓ Establish a communal context for the period in which Lee was writing her famous novel. ✓ Discuss the various socio-political issues and climates prevalent during this era. ✓ Compare and contrast traditional Southern social attitudes and Atticus’ attitude towards other people ✓ Describe the social impact on characters’ attitudes and actions (Aunt Alexandria, Tom Robinson, Bob Ewell, etc.) ✓ Analyze character motivations ✓ Analyze impact of dialect, socio-economic, and education levels ✓ Analyze impact of cultural background on POV ✓ Cite textual evidence to support inferences ✓ Determine purpose and POV
Thematic Focus:
The Struggle for Freedom – In connection with Collection 2 of Houghton Mifflin Harcourt English 9 Anthology
Essential Questions:
How does the period in which Lee was writing effect the issues that she discusses?
What helps with establishing the narrator as an adult describing a childhood memory, rather than a child telling a story as it happens?

Instructional Focus of Module

1.3 Reading Literature	1.5 Speaking and Listening
1.39-10A 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	1.5.9-10A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’

<p>and refined by specific details; provide an objective summary of the text.</p> <p>1.39-10B 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.</p> <p>1.39-10C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>1.29-10D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>1.39-10E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p> <p>1.3.9-10G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment</p> <p>1.3.9-10I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and context, choosing flexibly from a range of strategies and tools</p>	<p>ideas and expressing their own clearly and persuasively.</p> <p>1.5.9-10D Present information, findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task</p> <p>1.5.9-10E Adapt speech to a variety of contexts and tasks</p> <p>1.5.9-10F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence</p>
<p>1.2 Reading Informational Text</p>	<p>1.4 Writing</p>
<p>1.2.9-10C Determine an author’s particular point of view and analyze how rhetoric advances the point of view</p> <p>1.2.9-10E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text</p> <p>1.2.9-10J</p>	<p>1.4.9-10D 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.</p> <p>1.4.9-10R</p>

<p>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</p> <p>1.2.9-10K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and context, choosing flexibly from a range of strategies and tools.</p> <p>1.2.9-10L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> <p>1.4.9-10T 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.</p>
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Text Set: *To Kill a Mockingbird*

<p>Anchor Text: To Kill a Mockingbird Activities: Introduction PowerPoint/ Background Web quest – time period, Nelle Harper Lee, The Scottsboro Boys, and Jim Crow Laws etc.</p>	<p>Reading Assessments: Active Reading Guides, Chapter Quiz, Final Exam, Discussions/ DEJ’s, Incorporation of Vocabulary Acquisition</p> <p>Writing Prompts & Assessments: Timed Writings, RAFT Writing Prompts, Editorial Writing Activity</p> <p>Grammar Assessments: Using the correct form of a homophone while writing Subject/ verb agreement</p>
<p>Text: To Kill a Mockingbird Activities: Anticipatory Set/ Pre-Reading Questions</p>	
<p>Text: To Kill a Mockingbird Activities: Gallery Walk—Pre-reading (discuss Scottsboro boys, past historical cases of injustice</p>	
<p>Text: To Kill a Mockingbird Activities: Walking in Shoes Activity (based on crawling in skin speech)</p>	
<p>Text: To Kill a Mockingbird Activities: “Say, Mean, Matter” Chart (CH. 12, 15, 24)</p>	
<p>Text: To Kill a Mockingbird – FILM Activities: Trial Notes/ Textual Evidence Activity</p>	
<p>Text: To Kill a Mockingbird Activities: Point of View Essay- Trial Verdict</p>	
<p>Text: To Kill a Mockingbird Activities: Theme Activity (Jigsaw-share out)</p>	
<p>TEXT: To Kill a Mockingbird Activities: Connecting injustice to today “What would you do? Activity</p>	

<p>Text: To Kill a Mockingbird Activities: Theme Activity (Jigsaw-share out) & Theme Board Activity</p>	<p>Academic Vocabulary</p> <p>Abominable acquiescence Adjourned aloof Amiable Auspicious Apothecary Benevolence Contemptuously Duress eluded Formidable Frank Garishly hypocrite Inconspicuous Indicted Malevolent Morbid Perpetuated Placid Profane Quarrel Recluse Reprimand sedative Scrutiny Staccato Turmoil Tranquility Vehement</p>
<p>Text: To Kill a Mockingbird Activities: The Urban Legend of Boo Radley Activity</p>	
<p>Text: To Kill a Mockingbird Activities: Final projects—Compare/Contrast essay (500 words/main characters), Create a model of Maycomb/Theme Collage</p>	
<p>Text: To Kill a Mockingbird Activities: Literary Circle Discussion—Ch. 1-11, 12-21 & 22-31</p>	
<p>Text: To Kill a Mockingbird Activities: - Character Mapping Activity</p>	
<p>Text: To Kill a Mockingbird Activities: Connecting your Life Experiences to Mockingbird – Writing Assignment</p>	
<p>Text: To Kill a Mockingbird Activities: The Maycomb Tribune – Tom Robinson is Dead – Writing Prompt</p>	
<p>PRE-AP ENRICHMENT ACTIVITIES</p> <p>One Shot Finch – Springboard Activity Double Entry Journals Literature Circles X’s 3 Socratic Seminar Jigsaw theme activity using textual evidence Southern Bake-Off/ Social Hour activity Character analysis</p>	

Module Title: Houghton Mifflin Harcourt Collection 4 – Sweet Sorrow (The Tragedy of Romeo and Juliet)

Subject: English 9	Grade: 9	Timeline: 40-45 Days
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Module Overview:
Students are introduced to the language and timelessness of the characters, theme, motifs, and the complexities of the plot in Shakespeare’s enduring classic.
Module Objectives:
<ul style="list-style-type: none"> ✓ Analyze character motivations and parallel plots ✓ Support Inferences about theme ✓ Analyze an author’s choices concerning how to structure a text, order events (parallel plots) and manipulate time ✓ Analyze Shakespeare’s use of language (verse, prose, rhythm, rhyme) and its importance in setting mood and establishing character ✓ Determine the meaning of words and phrases as they are used in the text ✓ Determine a theme and analyze its development ✓ Cite textual evidence to support inferences and assertions ✓ Determine purpose and Point of View ✓ Initiate and participate effectively in a range of collaborative discussion ✓ Interpret figures of speech in context
Thematic Focus:
Sweet Sorrow– In connection with Collection 4 of Houghton Mifflin Harcourt English 9 Anthology
Essential Questions:
How can something intangible impact your life?
How is Shakespeare’s play received today versus how they were received during the Elizabethan Era?
How can you have something that cannot be owned?

Instructional Focus of Module:

1.3 Reading Literature	Grammar and Eligible Content
1.39.10A 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.	Puns Synonyms Academic Vocabulary

<p>1.39.10B 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.</p> <p>1.39.10C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>1.29.10D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>1.39.10E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p> <p>1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>Adversaries Amorous Apothecary Attribute Banishment Calamity Commend Conjure Conspire cunning discord disposition expose grievance initiate invocation loathsome paramour portentous prevail procure rapier reconcile scourge shroud tedious transgression underlie vengeance vile</p>
<p>1.4 Writing</p>	<p>1.5 Speaking and Listening</p>
<p>1.4.9.10D 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.</p> <p>1.4.9–10.E Write with an awareness of the stylistic aspects of composition.</p>	<p>1.5.9-10B Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence</p> <p>1.5.9-10G Demonstrate command of the conventions of standard English when</p>

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.	speaking based on Grades 9-10 level and content.
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Text Set: *The Tragedy of Romeo and Juliet*

Anchor Text: The Tragedy of Romeo and Juliet Activities: Anticipatory Set	Reading Assessments:	
Text: The Tragedy of Romeo and Juliet Activities: Introduction Notes on William Shakespeare, Literary terms, and The Globe Theater	Active Reading Guides, Act I -V Quiz, Final Exam, Discussions/ Double Entry Journals, Incorporation of Vocabulary Acquisition	
Text: The Tragedy of Romeo and Juliet Activities: Scene Re-write activities – Act III Scene V	Writing Prompts & Assessments:	
Text: The Tragedy of Romeo and Juliet Activities: Summary Review Activity – Acts I –V	Scene Rewrite Activity/ Translating Shakespearean Language	
Text: The Tragedy of Romeo and Juliet Activities: Film to Text Comparison	Timed Writings, RAFT Writing Prompts	
Text: The Tragedy of Romeo and Juliet Activities: Scene Summary Block Activity and Discussion	Write an Analytical Essay	
Text: The Tragedy of Romeo and Juliet Activities: Understanding and Using Shakespeare’s Terms		
Text: The Tragedy of Romeo and Juliet Activities: Prologue Rewrite Activity	Grammar Assessments:	
	Synonyms, Puns, Context Clues	
TEXT: The Tragedy of Romeo and Juliet Activities: Web quest	Listening and Speaking Focus:	
Text: from Love’s Vocabulary Activities: Create a Poem	Dramatic Reading Monologue/ Dialogue/ soliloquy/ apostrophe/ aside	
Text: Poem and Video - My Shakespeare Activities: Media Analysis	Class Discussion	
Text: from The Tragedy of Romeo and Juliet Activities: Close Read	Reading Focus:	
Text: Myth “Pyramus and Thisbe” Activities: Analysis Activity	Theme Motif	
Text: Short Story - Duty Activities: - Analysis – Representations in Different Mediums	Characterization Foil (in text) Foreshadowing Imagery Drama Meter/ Iambic Pentameter	

	<p>PRE-AP ENRICHMENT ACTIVITIES</p> <p>Tapestry Group Activity</p> <p>Panic Room Review</p> <p>Dialogue Rewrite</p> <p>Socratic Seminar</p> <p>Scaffolding Activity Acts I-V</p>
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Module Title: Houghton Mifflin Harcourt – Collect 5 Heroes and Quests (from The Odyssey)

Subject: English 9	Grade: 9	Timeline: 30-35 Days
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Module Overview:
In the unit <i>Heroes and Quests</i> students will analyze the nature of journeys and quests to determine the nature, outcomes, and requirements of journeys. At the conclusion of the module, students will synthesize multiple texts to analyze why people undertake arduous journeys.
Module Objectives:
<ul style="list-style-type: none"> ✓ Support Inferences about theme ✓ Discuss the epic poem as Greek comedy and evaluate it according to the six characteristics ✓ Follow Homers tragic flaw for Odysseus and how this affects the poem ✓ Analyze an author’s choices concerning how to structure a text, order events, and manipulate time ✓ Determine precise words and phrases that contribute to imagery found within the poem ✓ Create inferences about the theme in The Odyssey based on literary elements, plot, dialogue, voice and characterization ✓ Analyze a particular cultural experience reflected in literature from outside the United States ✓ Trace the development of the character of Odysseus ✓ Cite textual evidence to support inferences ✓ Determine purpose and POV
Thematic Focus:
Students will encounter references to the characters, plot, and themes of the Odyssey in literary works and in other contexts.
Essential Questions:
What qualities does a person possess that makes them heroic?
What does the word quest mean? How may this be applied to The Odyssey?

Instructional Focus of Module:

1.3 Reading Literature	Grammar Eligible Content
1.39.10A 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.	Subject/Verb agreement Academic Vocabulary ample astern brazen deliberation
1.39.10B	

<p>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.</p> <p>1.39.10C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>1.29.10D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>1.39.10E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p>	<p>dire doting imperious Invocation Lout minstrel motivate nimble nymph objective pensive pursuit repose scourge subsequent shroud stout travail undertake</p>
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1.2 Reading Informational Text	1.4 Writing
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<p>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.</p>	<p>1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and setting.</p> <p>1.4.9–10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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</p>
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command of the conventions of standard English grammar, usage, capitalization, punctuation, and setting.

	coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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Text Set:

<p>Anchor Text: from The Odyssey Activities: Anticipatory Set</p> <hr/> <p>Text: from The Odyssey Activities: Qualities of a Hero Activity</p> <hr/> <p>Text: from The Odyssey Activities: The Journey of Odysseus – Chart</p> <hr/> <p>Text: The Cruellest Journey 600 miles Activities: Discussion</p> <hr/> <p>Text: The Journey Activities: Interpreting Figurative Language</p> <hr/> <p>Text: The Real Reason We Explore Space Activities: Evaluating an Argument</p> <hr/> <p>Text: The Odyssey Activities: Background Notes – Epic and Myth</p> <hr/> <p>Text: from The Odyssey Activities: Elements of a Greek Myth Activity</p> <hr/> <p>Text: from The Odyssey Activities: From Film to Text activity</p> <hr/> <p>Text: from The Odyssey Activities: Background of Troy Timeline activity</p> <hr/> <p>Text: from The Odyssey Activities: Greek god and goddess Project</p> <hr/> <p>Text: from The Odyssey Activities: The Journey or the destination activity</p> <hr/> <p>Text: from The Odyssey Activities: What is a hero? Poster assignment</p> <hr/> <p>Text: from The Odyssey Activity: Fate vs. Free Will assignment</p> <hr/> <hr/> <hr/>	<p>Grammar Assessments:</p> <p>Denotation and Connotation</p> <hr/> <p>Writing Prompts & Assessments:</p> <p>Analysis of Central Idea</p> <hr/> <hr/>
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Ongoing Standards Addressed in This Unit:

<p>RL 1: Citing Textual Evidence RL 2: Determine the theme of a text</p>

RL 3: Analyze how complex characters develop over the course of a text
RL 4: Determine meanings of words and phrases used in a text
RL 5: Analyze author's choices concerning text structure, events, and time.
RL 6: Analyze a particular cultural experience reflected in literature outside the U.S.
W 3a: Write narratives to engage and orient the reader
W 3d: Use precise words and phrases, telling details, and sensory language
L 1b: Use various types of phrases
L 4c: Consult reference materials to determine meaning
L 5a: Interpret figures of speech in context

Module Title: Houghton Mifflin Harcourt – Collections 2 – The Struggle for Freedom

Subject: English 9	Grade: 9	Timeline: 30-35 days
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Module Overview:

Students will encounter multiple texts and experiences to explore the nature of freedom. Varied points of view will encourage students to develop informed opinions on the nature freedom which will culminate in an argumentative essay discussing whether freedom should be given or must be demanded.

Module Objectives:

- ✓ Analyze a seminal U.S. document and the impact of its rhetoric
- ✓ Analyze connections between ideas and events and analyze accounts in different mediums.
- ✓ Analyze how an author unfolds events in a diary and analyze the impact of word choice on tone.
- ✓ Determine author's point of view and analyze accounts in different mediums
- ✓ Analyze an author's point of view and cultural background, and also analyze an author's choices about style and structure.
- ✓ Write an argument defending whether freedom should be given or must be demanded while synthesizing multiple texts.
- ✓ Synthesize multiple documents to defend an argument.
- ✓ Make a claim and develop the claim with valid reasons and relevant evidence from the text
- ✓ Anticipate opposing claims and counter them with well-supported reasons and relevant evidence.
- ✓ Establish clear, logical relationships among claims, counterclaims, reasons, and evidence.
- ✓ Analyze the use of rhetoric to develop argument.
- ✓ Analyze point of view and word choice to determine theme.
- ✓ Include an introduction, a logically structured body linked with transitions, and evidence.

Thematic Focus:

Students will analyze the nature of freedom through multiple, diverse perspectives on what is required to gain and keep freedom.

Essential Questions:

What is impact of rhetoric in developing and argument and attaining freedom?

What is the effect of synthesizing multiple perspectives regarding a singular event in history?

What is similar/different about the struggle for freedom in other countries?

Should freedom be given or must it be demanded?

Instructional Focus of Module:

1.2 Reading Informational Text	1.4 Writing
<p>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.</p> <p>1.2.9–10.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.</p> <p>1.2.9–10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>1.2.9-10G Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account</p> <p>1.2.9-10H Delineate and evaluate the argument and specific claims in a text, assessing the validity or reasoning and relevance of evidence</p> <p>1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p>	<p>1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> <p>1.4.9–10.M Write narratives to develop real or imagined experiences or events.</p> <p>1.4.9-10R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> <p>1.4.9-10S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>1.4.9-10T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is</p>

	<p>most significant for a specific purpose and audience.</p> <p>1.4.9-10X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a sling sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>1.5 Speaking and Listening</p> <p>1.5.9-10B Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>1.5.9-10C Integrate multiple sources of information presented in diverse media, or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>Grammar Eligible Content</p> <p>Subject/ verb agreement</p> <p>Suffixes that form Nouns</p> <p>Academic Vocabulary</p> <p>decline enable impose integrate reveal</p>

Text Set: HMH Collections 2 -

<p>Anchor Text: "I Have A Dream" speech Activities: Analyze author's use of rhetoric</p>	<p>Reading Assessments:</p>	
<p>Text: from "Nobody Turn Me Around" Activities: Close Reading activity</p>	<p>Analyze rhetorical devices and seminal documents.</p>	
<p>Text: from "Cairo: My City, Our Revolution" Activities: Analyze events in a diary format</p>	<p>Writing Prompts & Assessments:</p>	
<p>Text: "from Reading Lolita in Tehran" Activities: Analyze accounts in different mediums</p>	<p>Synthesize multiple texts to create an argumentative essay</p>	
<p>Text: "Persepolis 2: The Story of a Return" Activities: Analyze graphic novels</p>		
<p>Text: "The Censors" Activities: Collaborative Discussion</p>		
<p>Text: A Eulogy for Dr. Martin Luther King Jr. Activities: Close Read</p>		
<p>Text: The Prisoner Who Wore Glasses Activities: Close Read</p>		

Ongoing Standards Addressed in This Unit:

- R1 1: Cite textual evidence
- R1 2: Determine a central idea
- R1 3: Analyze how the author unfolds ideas or events
- R1 4: Analyze the impact of word choices on meaning and tone.
- R1 5: Analyze how ideas or claims are developed
- R1 6: Determine an author's point of view or purpose and analyze rhetoric
- R1 7: Analyze various accounts of a subject told in different mediums
- R1 9: Analyze seminal U.S. documents
- W 2: Write informative/argumentative/explanatory texts
- L 1 a: Use parallel structure

Module Title: Speak by Laurie Halse Anderson

Subject: English 9	Grade: 9	Timeline: 20-25 Days
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Module Overview:
Speak allows the reader to relate to and empathize with the narrator Melinda Sordino. The novel depicts how social dynamics and isolation play into Melinda’s deterioration, But, by using her voice, how an individual can make a change in her own life, while exposing a hidden fear of others’ as well.
Module Objectives:
<ul style="list-style-type: none"> ✓ Identify and discuss Anderson’s use of sensory images and how they relate to Melinda’s emotions ✓ Discuss intertextuality and references: (Maya Angelou’s writing, The Scarlet Letter, and classic fairy tales) to understand how these allusions maintain Speak’s themes. ✓ Introduce literary analysis and expository writing ✓ Discuss the use of tone in the novel and related to outside sources ✓ Trace Melinda’s personal growth over the course of the novel ✓ Discuss how this is a coming of age novel ✓ Identify allusion, antithesis, antagonist, flashback, foreshadowing, imagery, inferences, irony, metaphor, simile, and symbolism ✓ Evaluate the effectiveness of the title and discuss the irony of the word speak as it relates to the book. ✓ Cite textual evidence to support inferences ✓ Support inferences about themes (hope, grief, isolation)
Thematic Focus:
The Struggle for freedom (in an individual/ personal account) – In connection with Collection 2 of Houghton Mifflin Harcourt English 9 Anthology.
Essential Questions:
What does silence do to a person? What about speaking out? Discuss times in history when it changed the course of our nation/world because someone was willing to speak up for their rights.

Instructional Focus of Module:

	1.3 Reading Literature	Vocabulary
	1.39.10A 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. 1.39.10B	Blathers Conundrum Delinquency Drone Flounder Harried Imperial Indoctrination

	<p>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.</p> <p>1.39.10C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>1.29.10D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>1.39.10E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p> <p>1.3.9. 10 F Analyze how words and phrases shape meaning and tone in texts</p> <p>1.3.9.10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source materials in a specific work.</p> <p>1.3.9.10J Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrases important to comprehension or expression</p> <p>1.3.9-10K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>Interim Mayham Morph Obscene Patriarch Predator Pseudo</p>
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1.2 Reading Informational Text	1.4 Writing
<p>1.2.9.10C Determine an author’s particular point of view and analyze how rhetoric advances the point of view</p>	<p>1.4.910B Write with a sharp, distinct focus identifying topic, task, and audience</p> <p>1.4.9.10D 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.</p> <p>1.4.9-10F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitulation, punctuation, and spelling.</p> <p>1.4.9-10M Write narratives to develop real or imagined experiences or events</p>

Text Set: *Speak*

<p>Anchor Text: Speak Activities: Anticipatory Activity (stations)</p>	<p>Reading Assessments:</p> <p>Active Reading Guides, section 1-4 Quiz, Final Exam, Discussions/ DEJ’s, Incorporation of Vocabulary Acquisition</p> <p>Writing Prompts & Assessments:</p> <p>Timed Writings, Expository writing, globe writing activity, memoir writing</p> <p>Grammar Assessments:</p> <p>Correct capitalization and punctuation marks</p> <p>Correct usage of commas and apostrophes</p> <p>Subject/ verb agreement</p>
<p>Text: Speak Activities: Theme or No Theme activity</p>	
<p>Text: I Know Why the Caged Bird Sings excerpt Activities: comparison activity</p>	
<p>Text: Speak Activities: Map it Out activity</p>	
<p>Text: Speak Activities: Inference/ prediction sheet activity</p>	
<p>Text: Speak Activities: Globe Writing – (assigned topics)</p>	
<p>Text: Speak Activities: Characterization Activity</p>	
<p>Text: Speak Activities: Top 10 lies activity</p>	
<p>TEXT: Speak Activities: Film comparison chart/ questions</p>	
<p>Text: Speak</p>	

Activities: Memoir writing	
Text: Speak	
Activities: Literary Group Discussions	
Text: Listen – Poem by Laurie Halse Anderson	
Activities: Discussion to Speak	
Text: Speak	
Activities: Imagery in Speak – tree activity	
Text: Speak	
Activities: - Wishbone activity	
Text: Speak	
Activities: I AM Poem – to self and character	

Module Title: A Monster Calls by Patrick Ness – Inspired by Siobhan Dowd

Subject: English 9	Grade: 9	Timeline: 20/25 Days
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Module Overview:
A Monster Calls is a fantasy novel that follows thirteen year old Conor O’Malley through a difficult period in his life. Conor learns throughout the novel how to cope with the themes of death and loss, while confronting several obstacles in his life such as family dynamics, a sick mother, and bullying.
Module Objectives:
<ul style="list-style-type: none"> ✓ Draw inferences, justifying these claims using textual evidence ✓ Explore characterization and use textual evidence to support their opinions ✓ Explore the interplay between text and illustration and explore the aspects of a narrative that are impossible to include in the written text ✓ Discuss the motivations of the key characters in A Monster Calls (Conor, Conor’s mum, Conor’s grandmother, Conor’s father, Lily, the Yew tree)
Thematic Focus:
The Struggle for freedom (in an individual/ personal account) – In connection with Collection 2 of Houghton Mifflin Harcourt English 9 Anthology.
Essential Questions:
<p>How often do you refer to something or someone as a monster?</p> <p>Do the monsters ever seem to suffer? If so, how so?</p> <p>1st tale question – Would you want special treatment if you were in Conor’s position, or would you get angry like he does? Have you ever known anyone in his situation? How did they react?</p> <p>2nd tale question – Is it truly possible to die of grief, like the king’s wife in the monster’s second story?</p> <p>3rd tale question – Why do we never see any signs of suffering from Conor’s dad? Or do we?</p>

Instructional Focus of Module

1.3 Reading Literature	1.5 Speaking and Listening
<p>1.39-10A</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>1.5.9-10A</p> <p>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.</p>

<p>1.39-10B 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.</p> <p>1.39-10C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>1.29-10D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>1.39-10E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p>	
1.2 Reading Informational Text	1.4 Writing
	<p>1.4.9-10R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> <p>1.4.9-10T 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.</p>

Text Set: A Monster Calls

<p>Anchor Text: A Monster Calls</p> <p>Activities: Connecting to Conor O’Malley- journal activity</p>	<p>Reading Assessments:</p> <p>Active Reading Guides, Chapter Quiz, Final Exam, Discussions/ DEJ’s, Incorporation of Vocabulary Acquisition</p>
<p>Text: A Monster Calls</p> <p>Activities: Anticipatory Set/ Pre-Reading Questions</p>	
<p>Text: A Monster Calls</p>	

Activities: Creating a 5 th Tale activity	Writing Prompts & Assessments:
Text: A Monster Calls	Journal Writing, Creating a 5 th tale
Activities: A four wall discussion activity	
Text: A Monster Calls	Academic Vocabulary
Activities: Carousel Activity	
Text: A Monster Calls	Ailment
Activities: Bringing the novel to life – imagery activity	Apothecary
Text:	Charisma
Activities:	Cinema
Text:	Congregation
Activities:	Cronies
Text:	Chaste
Activities:	Chambers
TEXT:	Compost
Activities:	Duvet
	Encompass
	Fortification
	Fortnight
	Groggily
	Injustice
	Keening
	Kettle
	Pantomime
	Pendulum
	Remedy
	Rucksack
	Sapling
	Settee
	Superstition
	Succumbed
	Tyranny
	Unruffled
	Vengeance