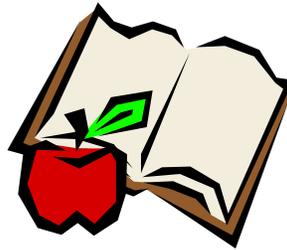


# PARK RIDGE SCHOOL DISTRICT

Park Ridge, New Jersey



## English 9 Honors Curriculum Guide

Approved by Park Ridge Board of Education – August 27, 2012

## Language Arts Literacy Curriculum Guide

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All 7-12 teachers participated in the Language Arts curriculum revision process days during the 2011 – 2012 school year, thereby affording opportunities for teachers to add their knowledge and professional experiences to the process. Teachers on the curriculum revision committee based the curriculum on the National Common Core Standards, teacher input and recommendations collected from collaboration efforts. The curriculum writing committee members will act as a resource for their department colleagues. Opportunities to discuss the curriculum implementation, teaching strategies, resources, as well as reflections and concerns will be provided during the 2012-13 school year.

I am grateful to the curriculum committee members for the many hours and expertise they devoted to writing this curriculum guide. The committee members are commended for their efforts and interest in providing the Park Ridge School District with a thorough curriculum that aligns with the National Common Core Standards for Language Arts Literacy.

According to the 2010 National Common Core Standards Initiative, “The Common Core Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With our students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.”

Cathy Timpone, Ed. D.

Director of Curriculum & Instruction

# Language Arts Literacy Curriculum Guide

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## **Grades 7-12 Curriculum Writing Committee:**

**Meredith McCamble revised:**

Reading 7 Curriculum Guide

**Michelle Muller revised:**

English 7 Curriculum Guide

**Melissa Quackenbush revised:**

English 8, Reading 8, English 9, English 9 Honors Curriculum Guides

**Stephanie Buckley revised:**

Speech and Drama 7, Speech and Drama 8, American Literature, American Literature Honors, Express Yourself, Acting in Performing Arts I and II, Theatre and Dance, Public Speaking, and At The Movies Curriculum Guides

**Maria Papadopoulas revised:**

Children in Film, British Literature, Themes in world Literature  
Creative Writing I, II, and III, Journalism I, II, III,  
Pulp Fiction, and Freshman Focus

**Christine Dow revised:**

SAT Preparation for Reading and Writing

**Maria Papadopoulos, High School Language Arts Literacy Supervisor**

## **Administration:**

Troy Lederman, Principal, Park Ridge High School  
Dr. Cathy Timpone, Director of Curriculum and Instruction  
Dr. Robert Gamper, Superintendent

Board Approval Date: August 27, 2012

**PARK RIDGE SCHOOL DISTRICT  
PARK RIDGE, NJ**

**ENGLISH DEPARTMENT, 2012 – 2013**

**COURSE TITLE/GRADE & SUBJECT:** English 9 Honors      **COURSE #:** 1220

**PREREQUISITE:** successful completion of English 8 and teacher recommendation

**TIME ALLOCATION:** Full year – five days per week (44 minutes per day) – 5 credits

<b>TEXTS:</b>	<i>Writers Inc</i>	Houghton Mifflin
	<i>Introducing the Short Story</i>	Amsco Publications
	<i>Sir Gawain and the Green Knight</i>	The Pearl Poet
	<i>A Connecticut Yankee in King Arthur's Court</i>	Twain
	<i>King Arthur and the Knights of the Round Table</i>	Greene
	<i>Black Like Me</i>	Griffin
	<i>To Kill A Mockingbird</i>	Lee
	<i>Black Boy</i>	Wright
	<i>I Know Why the Caged Bird Sings</i>	Angelou
	<i>The Christmas Box</i>	Evans
	<i>A Christmas Carol</i>	Dickens
	<i>American Born Chinese</i>	Wang
	<i>Animal Farm</i>	Orwell
	<i>Fahrenheit 451</i>	Bradbury
	<i>The House on Mango Street</i>	Cisneros
	<i>Romeo and Juliet</i>	Shakespeare
	<i>A Separate Peace</i>	Knowles
	<i>World Myths and Folk Tales</i>	Holt Reinhart
	<i>The Odyssey</i>	Homer
	<i>The Old Man and the Sea</i>	Hemingway

Teacher Designed Anthology of Short Stories  
Teacher Designed Anthology of Nonfiction  
Teacher Designed Anthology of Poetry  
Teacher Designed Anthology of Myths  
(See units of study for additional supplementary titles/resources.)

### **COURSE PHILOSOPHY:**

English 9 Honors program includes all the objectives of English 9 but with more challenging reading experiences, more extensive vocabulary, greater breadth in the study of grammar, and a composition program that emphasizes mastery of various modes of written discourse. The course introduces students to a variety of literary forms – short stories, nonfiction, essays, speeches, memoirs, novels, novellas, graphic novels, film, poetry, drama, myths, and epic poetry. The course emphasizes the essential skills necessary for successful reading comprehension as students practice analytical and critical reading skills. Students apply the writing process by drafting, revising and rewriting, and editing persuasive, informative/explanatory, narrative, and research papers. Through writing instruction and practice, students gain mastery of the five-paragraph essay format, thesis development, organization of content, the use of textual evidence to support one’s claims, and grammar skills. Within the Writer-in-Residence program, students explore writing about personal experience and strengthen their individual voices as creative writers. Language skills in this course stress vocabulary development through contextual reading and word recognition strategies, and students apply basic speech skills in oral presentations of writing assignments. Through emphasis on note-taking and viewing, students develop listening and study skills. This course lays the foundation for successful achievement in the high school English program and on the New Jersey High School Proficiency Assessment (HSPA).

### **OVERARCHING ENDURING UNDERSTANDINGS:**

**Reading:** Proficient readers use different strategies before, during, and after reading to construct meaning.  
Effective communicators can employ sophisticated and appropriate vocabulary in written and oral expression.  
Proficient readers use author perspective to comprehend character, setting, plot, and theme.  
Active readers recognize recurring themes across literary texts.  
Literary criticism can enhance and extend meaning.  
Effective readers employ knowledge of literary techniques and elements to analyze text.  
Author study allows readers to deepen their understanding and appreciation of style, purpose, and perspective.  
Effective researchers access information and evaluate sources purposefully.

**Writing:** Successful writers implement the writing process to ensure organization, clarity, and coherence of thoughts.  
Successful writers understand the importance of tone, authenticity, focus, and supporting details to engage and influence readers.

Successful writers can employ the most effective writing forms depending on their purpose for writing. Effective writers engage readers by using a variety of techniques to enhance meaning and purpose. Mastery of standard English conventions facilitate clarity of writing and establish a common discourse.

**Speaking:** Oral language is a powerful tool for communicating, thinking, and learning. Discussions have various purposes and formats and allow individuals to develop a position and acknowledge opposing views. The questioning of ideas, viewpoints, and opinions allows for clarification, illustration, definition, and elaboration. Successful oral presentations serve various purposes, requires varied organizational and delivery strategies, and necessitate audience feedback and self-assessment.

**Listening:** Effective communicators can use listening skills to understand the ideas being communicated by others.

**Viewing:** Media literacy provides students with a framework for understanding and critically thinking about media in their world as a basis for communication. Different media (i.e. text, film, video, television, theatrical performance) require different analytical strategies for viewers to effectively construct meaning. Critical thinkers must be able to evaluate the purpose and the validity of media in their lives since Media products express the values of the culture that produced them.

**Technology:** A variety of technology resources can be used to access, manipulate, and present information. Effective readers, writers, speakers, and viewers can use varied technologies to enhance their learning.

## **21<sup>st</sup> Century**

**Life Skills:** The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. Gathering and evaluating knowledge and information from a variety of sources fosters creativity and innovative thinking. Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities. Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives. Ethical behaviors support human rights and dignity in all aspects of life.

**The Arts:** Cultural and historical events impact art-making as well as how audiences respond to works of art.

Artistic styles, trends, movements, and historical responses to various genres of art evolve over time. Recognition of fundamental elements within various arts disciplines is dependent on the ability to decipher cultural implications embedded in artworks.

### **OVERARCHING ESSENTIAL QUESTIONS:**

Why is literacy important?

Why do we read?

How does literature reflect the values of culture?

How does literature transform a reader?

Why do we write?

How do writers improve expression?

How does writing capture and transform culture?

What can we learn about ourselves and the world from reading literature?

How do effective readers respond to and analyze text?

How do effective writers engage audiences and communicate ideas logically and ethically?

What does effective communication look like?

Why is effective communication important?

How does the historical context of a text impact one's understanding of character, setting, plot, symbol, conflict, and theme?

How do filmmakers take creative license with text?

How are works of art and literature appreciated as expressions of truth?

How is our understanding of culture, society, and ourselves constructed through and by language?

How do language and media influence the way we think, act, and perceive the world?

How can we express ourselves through writing and speaking?

How does technology enhance communication and access to information?

How does art reflect the values and experiences of a particular group or time period?

How are art, history and literature interconnected?

How do we “read” and make meaning of art?

### **TABLE OF CONTENTS:**

**UNIT 1** Literary Elements, Short Stories And Chivalry

**UNIT 2** Genre Study—Nonfiction

**UNIT 3** Exploring Theme—Examining Issues of Race, Ethnicity and Identity through Literature

**UNIT 4** Exploring Theme—Literature as Social Commentary

**UNIT 5** Exploring Theme—Literature and Politics

**UNIT 6** Genre Study—Poetry

**UNIT 7** Genre Study--Introduction to Shakespearean Tragedy

**UNIT 8** Genre Study—The Hero's Quest in Mythology and the Epic

## UNIT ONE: LITERARY ELEMENTS, SHORT STORIES AND CHIVALRY

### UNIT SUMMARY:

Upon entering high school, students arrive with varying degrees of preparation, and this unit enables students to develop a common understanding of important literary elements, as well as a shared vocabulary for discussion them. The unit establishes the foundation of knowledge and skills necessary for reading and analyzing literature, and by using the short story, students practice identifying literary elements, applying literary terminology and rhetorical strategies, and exercising the appreciation of the art of great storytelling. Each story may be used to focus on a particular element, such as point of view in “The Cask of Amontillado” (Poe) or symbolism in “The Scarlet Ibis” (Hurst). Stories should be selected that exemplify great storytelling and that are most suited to students’ needs (i.e. reading levels or interest). The range of suggested works provides exposure to literature from a variety of cultures. Honors students explore the theme of chivalry through independent reading and practice synthesizing meaning or truth from all the texts in the unit. Honors students will write to express insights about self, others, and the world as discovered through the range of suggested works.

### 21<sup>ST</sup> CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### PRIMARY INTERDISCIPLINARY CONNECTIONS:

- The range of suggested works provides exposure to literature from a variety of cultures, promoting understanding other nations and cultures, including the use of non-English languages.
- Understanding literature as preventative mental health measure, including risk avoidance and stress reduction.
- Historical background knowledge about the author’s life, the text’s setting, and cultural significance of the work is explored using primary and secondary sources and in connection with World Cultures.
- The writing process and effective writing techniques are reinforced using common language and expectations across content areas.
- The range of suggested art, music, and media provides exposure to a variety of works, promoting critical thinking, text-to-text and text-to-world connections.

## STANDARDS

### READING LITERATURE STANDARDS

**RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

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

**RL.11-12.9:** Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

### WRITING STANDARD

**W.9-10.1a-f:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.9-10.2a-f:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.9-10.3a-f:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**W.9-10.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.9a-b:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.9-10.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **SPEAKING AND LISTENING STANDARD**

**SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

## **LANGUAGE STANDARDS**

**L.9-10.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**L.9-10.2a-c:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.9-10.3a:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.9-10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

**L.9-10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.9-10.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **EDUCATIONAL TECHNOLOGY STANDARD**

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

## **21<sup>ST</sup> CENTURY LIFE SKILLS**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

## **HISTORY OF THE ARTS AND CULTURE STANDARD**

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

**AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD**

- 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
- 1.4.12.A.2 Speculate on the artist’s intent
- 1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

**UNIT ESSENTIAL QUESTIONS:**

- Why do stories exist?
- How do we tell stories?
- How do artists create visual narratives in photography and painting?
- How does chivalry influence an individual’s code of ethics and behavior?
- Why is plot development important to appreciating and understanding a short story?
- How does an author build suspense and why?
- How does conflict impact the decisions and actions of characters in a short story?
- What does the use of imagery reveal about the main character?
- What do short stories reveal about human nature?
- What motivates characters in a story?
- How does setting impact the action in a story?
- How do writers use figurative language and figurative devices to enhance meaning?

**UNIT ENDURING UNDERSTANDINGS:**

- Literature reflects human nature and truth about life.
- Reading is communication between writers and readers where writers use literary elements and devices to express truth and readers derive truth and create meaning by identifying and interpreting the use of literary elements and devices.
- Truth is expressed through a variety of mediums.
- Personal truth is formed through the values and attitudes of culture, and through behavior, individuals help create society’s culture. This process is cyclical and universal, and art and literature help express it.

<b>TIME ALLOTMENT</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
Four – five weeks; September – October	<ul style="list-style-type: none"> <li>▪ Knowledge of plot development, character development, setting, conflict and theme.</li> <li>▪ Knowledge of literary devices – what they are, how/why they are used.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and explain plot structure (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement) in short stories.</li> <li>▪ Understand and explain why plots in</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completion of reading comprehension questions – multiple choice and short answer related to plot, conflict, theme, and character development.</li> <li>▪ Respond to open-ended questions by offering analysis and interpretation of</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Knowledge of chivalric duties and codes of honor.</li> <li>▪ Strategies before, during, and after reading to construct meaning.</li> <li>▪ Vocabulary development</li> <li>▪ Response to literature: <ul style="list-style-type: none"> <li>▪ drawing conclusions; making judgments of reality or fantasy; differentiating between fact or opinion, worth and acceptability; verbalizing an emotional response to a selection; identifying with characters or incidents; reacting to the author’s use of language; detecting bias.</li> </ul> </li> <li>▪ The writing process: draft, review, revise, and edit</li> <li>▪ Elements of writing: style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning</li> <li>▪ thesis statement development</li> <li>▪ paragraph development—unity, coherence, flow</li> <li>▪ primary sources and MLA citation format</li> <li>▪ knowledge of word relationships, as well as historical and literary context clues</li> <li>▪ how an author’s use of words creates tone and mood, and how choice of words advances the theme</li> </ul>	<p>short stories usually focus on a single event.</p> <ul style="list-style-type: none"> <li>▪ Analyze how authors create the setting in a short story.</li> <li>▪ Define the concept of theme and identify the theme(s) in stories read.</li> <li>▪ Identify and explain characterization techniques in short stories.</li> <li>▪ Identify and explain the use of figurative language in short stories.</li> <li>▪ Analyze how authors create tone in short stories.</li> <li>▪ Identify the point of view in a short story and analyze how point of view affects the reader’s interpretation of the story.</li> <li>▪ Write a coherent essay of literary analysis with a clear thesis statement, at least three pieces of evidence from texts, and a strong introduction and conclusion.</li> <li>▪ Define and refine research questions; cite sources accurately, distinguishing between paraphrasing and quoting.</li> <li>▪ Identify and explain knights’ chivalric duties and codes of honor in relation to culture’s expectations or lack thereof.</li> <li>▪ Analyze satire and its impact on theme and tone.</li> <li>▪ Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.</li> </ul>	<p>details related to the short stories read.</p> <ul style="list-style-type: none"> <li>▪ Engage in discussion about the stories through Literature Circles and Socratic Seminars.</li> <li>▪ Engage in role-playing and/or Reader’s Theatre.</li> <li>▪ Quizzes – individual stories</li> <li>▪ Test – culmination of short story unit</li> <li>▪ Essay – literary analysis (character, setting, conflict, theme, symbolism, imagery)</li> <li>▪ Development of a short story that reflects a similar conflict or theme.</li> </ul>
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	or purpose of the work	<ul style="list-style-type: none"> <li>▪ Use primary sources to provide evidence and correctly cite sources.</li> <li>▪ Use knowledge of word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.</li> <li>▪ Analyze how an author’s use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.</li> </ul>	
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<p><b>TEACHER RESOURCES</b></p> <p><b>LITERARY TEXTS:</b> Short Stories:</p> <ul style="list-style-type: none"> <li>▪ “The Most Dangerous Game” (Richard Connell)</li> <li>▪ “The Cask of Amontillado” (Edgar Allan Poe)</li> <li>▪ “The Secret Life of Walter Mitty” (James Thurber)</li> <li>▪ “The Scarlet Ibis” (James Hurst)</li> <li>▪ “To Build a Fire” (Jack London)</li> <li>▪ “Lennigan versus the Ants” (Carl Stephenson)</li> <li>▪ “The Necklace” (Guy de Maupassant)</li> <li>▪ “Lonesome Boy, Silver Trumpet” (Arna Bontemp)</li> <li>▪ “The Open Window” (Saki)</li> <li>▪ “Everyday Use” (Alice Walker)</li> <li>▪ “How Much Land Does a Man Need?” (Leo Tolstoy)</li> <li>▪ “The Black Cat” (Edgar Allan Poe)</li> <li>▪ “The Gift of the Magi” (O. Henry)</li> <li>▪ “The Kitchen Boy” (Alaa Al Aswany)</li> <li>▪ “The Minister’s Black Veil” (Nathaniel Hawthorne)</li> <li>▪ “The Overcoat” (Nikolai Gogol)</li> <li>▪ “The Tell-Tale Heart” (Edgar Allan Poe)</li> <li>▪ “The Monkey’s Paw” (W.W. Jacobs)</li> <li>▪ “The Lottery” (Shirley Jackson)</li> <li>▪ “All Summer in a Day” (Ray Bradbury)</li> </ul>	<p><b>TEACHER NOTES/REFLECTIONS</b></p> <p><b>TERMINOLOGY:</b></p> <ul style="list-style-type: none"> <li>▪ Character, characterization</li> <li>▪ Figurative language</li> <li>▪ Irony (e.g., dramatic, situational, verbal)</li> <li>▪ Narrator, reliability</li> <li>▪ Parable</li> <li>▪ Plot (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement)</li> <li>▪ Parallel plot, sub plot</li> <li>▪ Point of view</li> <li>▪ Sensory imagery</li> <li>▪ Setting</li> <li>▪ Style</li> <li>▪ Symbol, symbolism</li> <li>▪ Theme</li> <li>▪ Time (e.g., pacing, flashback, “in medias res”)</li> <li>▪ Tone</li> <li>▪ Satire</li> <li>▪ Chivalry</li> </ul> <p><b>INDEPENDENT READING:</b> Honors students read <i>Connecticut Yankee in King Arthur’s Court</i></p>
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- “The Day of the Last Rock Fight” (Joseph Whitehill)
  - Anthology - *The Short Story: Understanding, Analysis, and Appreciation* (The Center for Learning)
  - Anthology - *Introducing the Short Story* (Amsco Publications)
  - Anthology – *Best Short Stories: Middle Level* (Jamestown Publishers)

Poetry:

- “Sir Gawain and the Green Knight” (The Pearl Poet)

Novels:

- *Connecticut Yankee in King Arthur’s Court* (Twain)
- *King Arthur and the Knights of the Round Table* (Greene)

**ART, MUSIC AND MEDIA:**

Art:

- Emanuel Leutze, *Washington Crossing the Delaware* (1851)
- Jacob Lawrence, *On The Way* (1990)
- Michelangelo, *The Creation of Adam*, Sistine Chapel (c. 1511)
- Pablo Picasso, *Young Acrobat on a Ball* (1905)
- Roy DeCarava, *Untitled* (1950)
- Sultan Muhammad, *From a Khamsa of Nizami* (1539-43)
- Tina Barney, *Marina’s Room* (1987)
- Ang Lee, dir., “Chosen” (and other BMW short films)
- Ken Burns, dir., *Brooklyn Bridge* (1981)
- Martin Scorsese, dir., *No Direction Home* (2005)
- *The Monkey’s Paw* (film based on W.W. Jacob’s short story)
- “Clothesline Saga” (Bob Dylan)
- “Me and Bobby McGee” (Kris Kristofferson and Fred Foster)
- “Peter and The Wolf” (Sergei Prokofiev)

Media:

- “The Bonnie Lass o’Fyvie” (“Peggy-O”) (Folk Ballad)
- “Variations on an Original Theme (‘Enigma’)” (Edward Elgar)

**MATERIALS:**

- Teacher created handouts
- SmartBoard, ELMO, computers with Internet access

(Twain) and *King Arthur and the Knights of the Round Table* (Greene) the summer prior to beginning 9<sup>th</sup> grade as preparation for this unit. Additionally, students continue reading “Sir Gawain and the Green Knight” (The Pearl Poet) independently and hold Literature Circle meetings through GoogleDocs. Culminating writing activities may include essays about the characters, conflicts, symbols, imagery, or themes in all or a variety of the unit texts relationships to understanding self, others, or the world with new insight or greater depth of meaning.

## UNIT TWO: GENRE STUDY—NONFICTION

### UNIT SUMMARY:

This unit focuses on three kinds of literary nonfiction: the memoir, the essay, and the speech, with “reflection” as the common aspect of these genres. The unit allows students to recognize and appreciate the effective use of literary devices in nonfiction. Students are exposed to memoirs from various cultures and look for common techniques, such as the emphasis on a particularly significant event or time period in the author’s life. Works of art that address similar goals, such as self-portraits are also examined to compare presentation. Students also consider the ways in which essays and speeches may exhibit the same reflective qualities, whereby the authors or orators engage readers or listeners to think carefully about literature, events, or ideas in a new way. Honors students explore the theme of race relations through independent reading and practice synthesizing meaning or truth from all the texts in the unit. Honors students will write to express insights about self, others, and the world as discovered through the range of suggested works.

### 21<sup>ST</sup> CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Students are exposed to memoirs from various cultures, promoting understanding other nations and cultures, including the use of non-English languages.
- Understanding literature as preventative mental health measure, including risk avoidance and stress reduction.
- Understanding the local and global implications of civic decisions is explored through emphasis on a particularly significant event or time period in the author’s life.
- Historical background knowledge about the author’s life, the text’s setting, and cultural significance of the work is explored using primary and secondary sources and in connection with World Cultures.
- The writing process and effective writing techniques are reinforced using common language and expectations across content areas.
- The range of suggested art, music, and media provides exposure to a variety of works, promoting critical thinking, text-to-text and text-to-world connections.

## STANDARDS

### READING FOR LITERATURE

**RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

**RL.11-12.9:** Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

### READING FOR INFORMATIONAL TEXT

**RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**RI.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**RI.9-10.5:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**RI.9-10.6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

**RI.9-10.7:** 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.

**RI.9-10.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**RI.9-10.9:** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

## **WRITING**

**W.9-10.1a-f:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.9-10.2a-f:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.9-10.3a-f:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**W.9-10.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.9a-b:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.9-10.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **SPEAKING AND LISTENING**

**SL.9-10.1a-f:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

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

## **LANGUAGE**

**L.9-10.1b:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.9-10.2a-c:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.9-10.3a:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.9-10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

**L.9-10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.9-10.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**EDUCATIONAL TECHNOLOGY STANDARD**

- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

**21<sup>ST</sup> CENTURY LIFE SKILLS**

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

**HISTORY OF THE ARTS AND CULTURE STANDARD**

- 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

**AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD**

- 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
- 1.4.12.A.2 Speculate on the artist’s intent
- 1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

**UNIT ESSENTIAL QUESTIONS:**

- How is reflecting different from remembering?
- Does culture shape literature or does literature shape culture?
- How is a self-portrait like a memoir?

**UNIT ENDURING UNDERSTANDINGS:**

- Writing is catharsis; it is a vehicle for both recounting experience and enabling others to live vicariously.
- Literature captures the values and attitudes of culture as well as transforms the values and attitudes of culture.
- Through rhetorical elements and devices, truth is expressed both in written and visual forms.

<b>TIME ALLOTMENT</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
Four – five weeks; October – November	<ul style="list-style-type: none"> <li>▪ Knowledge of essay forms – abstract/universal essay, compare-and-contrast essay, objective/factual essay, and personal autobiographical essay.</li> <li>▪ Knowledge of rhetorical devices – alliteration, exemplification, extended metaphor, repetition, and satire</li> <li>▪ Author’s use of persuasive devices – ethos, pathos, and logos – creates tone and mood, and how choice of words advances the theme or purpose of the work.</li> <li>▪ Knowledge of literary nonfiction genres – autobiography, memoir, essay, and speech.</li> <li>▪ Response to literature: <ul style="list-style-type: none"> <li>▪ drawing conclusions; making judgments of reality or fantasy; differentiating between fact or opinion, worth and acceptability; verbalizing an emotional response to a selection; identifying with characters or incidents; reacting to the author’s use of language; detecting bias.</li> </ul> </li> <li>▪ The writing process: draft, review, revise, and edit</li> <li>▪ Strategies before, during, and after</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and explain the characteristics of a memoir.</li> <li>▪ Distinguish between an autobiography and a memoir.</li> <li>▪ Identify and explain the effect of stylistic devices used in memoirs.</li> <li>▪ Identify and explain the characteristics of various types of essays (e.g., literary and narrative).</li> <li>▪ Identify and analyze the effect of rhetorical strategies in speeches in speeches such as alliteration, repetition, and extended metaphors.</li> <li>▪ Apply rhetorical strategies learned in this lesson to essay writing projects of their own.</li> <li>▪ Use organization strategies – chronological order and classification and division – in writing and analyze organization techniques in texts read.</li> <li>▪ Use different strategies before, during, and after reading to construct meaning.</li> <li>▪ Develop and enhance vocabulary through literature.</li> <li>▪ Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.</li> <li>▪ Use primary sources to provide</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completion of reading comprehension questions – multiple choice and short answer related to unit terminology.</li> <li>▪ Respond to open-ended questions by offering analysis and interpretation of details related to the texts read.</li> <li>▪ Engage in discussion about the texts through Literature Circles and Socratic Seminars.</li> <li>▪ Engage in role-playing and/or Reader’s Theatre.</li> <li>▪ Quizzes – individual selections</li> <li>▪ Test – culmination of nonfiction unit</li> <li>▪ Essay – literary analysis (unit specific terminology) <ul style="list-style-type: none"> <li>▪ Development of a personal essay.</li> </ul> </li> </ul>

	<p>reading to construct meaning.</p> <ul style="list-style-type: none"> <li>▪ Vocabulary development</li> <li>▪ Elements of writing: style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning</li> <li>▪ thesis statement development</li> <li>▪ paragraph development—unity, coherence, flow</li> <li>▪ primary sources and MLA citation format</li> <li>▪ knowledge of word relationships, as well as historical and literary context clues</li> <li>▪ how an author’s use of words creates tone and mood, and how choice of words advances the theme or purpose of the work</li> </ul>	<p>evidence and correctly cite sources</p> <ul style="list-style-type: none"> <li>▪ Use knowledge of word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.</li> </ul>	
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<p><b>TEACHER RESOURCES</b></p> <p><b>LITERARY:</b>  Novels:</p> <ul style="list-style-type: none"> <li>▪ <i>Black Like Me</i> (John Howard Griffin)</li> </ul> <p><b>INFORMATIONAL TEXTS:</b>  Articles:</p> <ul style="list-style-type: none"> <li>▪ “The Coming Merger of Mind and Machine” (Ray Kurzweil)</li> </ul> <p>Essays:</p> <ul style="list-style-type: none"> <li>▪ “Lincoln and the Gettysburg Awakening” (Glenn LaFantasie) (excerpts)</li> <li>▪ “Avant-Garde and Kitsch” (Clement Greenberg)</li> <li>▪ “Lear, Tolstoy, and The Fool” (George Orwell)</li> <li>▪ <i>Life on the Mississippi</i> (Mark Twain) (excerpts)</li> </ul>	<p><b>TEACHER NOTES/REFLECTIONS</b></p> <p><b>TERMINOLOGY:</b></p> <ul style="list-style-type: none"> <li>▪ Abstract/universal essay</li> <li>▪ Alliteration</li> <li>▪ Autobiography</li> <li>▪ Chronological order</li> <li>▪ Classification and division</li> <li>▪ Compare-and-contrast essay</li> <li>▪ Ethos, pathos, logos</li> <li>▪ Exemplification</li> <li>▪ Extended metaphor</li> <li>▪ Memoir</li> <li>▪ Objective/factual essay</li> <li>▪ Personal/autobiographical essay</li> </ul>
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- “Politics and the English Language” (George Orwell)
- “Preface to *Lyrical Ballads*” (William Wordsworth)
- Excerpts from *The 100 Most Influential Books Ever Written: The History of Thought from Ancient Times to Today* (Martin Seymour-Smith)
- “The Lost Childhood” (Graham Greene)

Memoirs:

- “A Four Hundred Year Old Woman” (Bharati Mukherjee)
- “A Sketch of the Past” (Virginia Woolf)
- “Learning to Read and Write” (Frederick Douglass)
- *A Childhood: The Biography of a Place* (Harry E. Crews)
- *In Search of Our Mothers’ Gardens* (Alice Walker)
- *Notes of a Native Son* (James Baldwin)
- *One Writer’s Beginnings* (Eudora Welty)
- *Running in the Family* (Michael Ondaatje)
- *The Woman Warrior: Memoirs of a Girlhood Among Ghosts* (Maxine Hong Kingston)

Speeches:

- “Bradenburg Gate Address” (Ronald Reagan)
- “Gettysburg Address” (Abraham Lincoln)
- “Letter from a Birmingham Jail” (Martin Luther King, Jr.)
- “Address at the March on Washington” (Martin Luther King, Jr.)
- Nobel Prize in Literature Acceptance Speech, 1949 (William Faulkner)
- “Second Inaugural Address” (Abraham Lincoln)
- “Sinews of Peace Address” (Winston Churchill)

**ART, MUSIC AND MEDIA:**

Art:

- Albrecht Durer, *Self-Portrait at the age of 13* (1484)
- Artemisia Gentileschi, *Self-Portrait as the Allegory of Painting* (1630s)
- Balthus, *Le roi des chats* (The king of cats) (1935)
- Francis Bacon, *Self-Portrait* (1973)
- Gustave Courbet, *The Desperate Man* (self-portrait) (1843)

- Repetition
- Satire

**INDEPENDENT READING:**

Honors students read *Black Like Me* (Griffin) independently to appreciate the art of literary nonfiction and in preparation for the next unit, which focuses on the novel and race relations. Students continue holding Literature Circle meetings through GoogleDocs, and culminating writing activities may include essays about the characters, conflicts, symbols, imagery, or themes in all or a variety of the unit texts relationships to understanding self, others, or the world with new insight or greater depth of meaning.

- Jacob Lawrence, *Self-Portrait* (1977)
- Jan van Eyck, *Self-Portrait* (1433)
- Leonardo da Vinci, *Possible Self-Portrait of Leonardo da Vinci* (c.1513)
- Louisa Matthiasdottir, *Self-Portrait with Dark Coat* (No Date)
- Pablo Picasso, *Self-Portrait* (1907)
- Rembrandt van Rijn, *Self-Portrait at an Early Age* (1628)
- Rembrandt van Rijn, *Self-Portrait at the Age of 63* (1669)
- Vincent van Gogh, *Self-Portrait* (1889)

**MATERIALS:**

- Teacher created handouts
- SmartBoard, ELMO, computers with Internet access

## UNIT THREE: EXPLORING THEME—EXAMINING ISSUES OF RACE, ETHNICITY AND IDENTITY THROUGH LITERATURE

### UNIT SUMMARY:

This unit focuses on the novel as a literary form and explores issues of race and identify as well as the universal theme of honor. Particular attention is given to the classic American novels *To Kill A Mockingbird*. Students apply the knowledge of literary elements explored in the short story unit to a new literary form – the novel. In addition, they connect the previous study of nonfiction to longer texts such as *Black Boy* and *I Know Why the Caged Bird Sings*. They discuss the similarities and differences between how literary elements are developed in short stories and in novels. Setting and characterization are highlighted, with particular attention paid to the question of which characters may be called honorable, as well as how honor impacts justice and injustice. In addition, students focus on how individuals negotiate their personal identity amidst the cultural and racial challenges presented by society. Informational texts illuminate the historical contexts featured in the various novels, including but not limited to the Great Depression and the Jim Crow South. Honors students explore the theme of race relations through independent reading and practice synthesizing meaning or truth from all the texts in the unit. Honors students will write to express insights about self, others, and the world as discovered through the range of suggested works.

### 21<sup>ST</sup> CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Through study of the Great Depression, students come to understand the role of the economy in society, as well as know how to make appropriate personal economic choices.
- The exercise of rights and obligations of citizenship at local, state, national, and global levels is explored through the novel's focus on the justice system and personal politics.
- Understanding literature as preventative mental health measure, including risk avoidance and stress reduction.
- Historical background knowledge about the author's life, the text's setting, and cultural significance of the work is explored using primary and secondary sources and in connection with World Cultures.
- The writing process and effective writing techniques are reinforced using common language and expectations across

content areas.

- The range of suggested art, music, and media provides exposure to a variety of works, promoting critical thinking, text-to-text and text-to-world connections.

## STANDARDS

### READING FOR LITERATURE

**RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

**RL.11-12.9:** Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

### READING FOR INFORMATIONAL TEXT

**RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**RI.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**RI.9-10.5:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**RI.9-10.6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

**RI.9-10.7:** 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.

**RI.9-10.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**RI.9-10.9:** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

## **WRITING**

**W.9-10.1a-f:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.9-10.2a-f:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.9-10.3a-f:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**W.9-10.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.9a-b:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.9-10.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **SPEAKING AND LISTENING**

**SL.9-10.1a-f:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

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

## **LANGUAGE**

**L.9-10.1b:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.9-10.2a-c:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.9-10.3a:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.9-10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

**L.9-10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.9-10.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase

important to comprehension or expression.

### **EDUCATIONAL TECHNOLOGY STANDARD**

- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

### **21<sup>ST</sup> CENTURY LIFE SKILLS**

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

### **HISTORY OF THE ARTS AND CULTURE STANDARD**

- 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

### **AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD**

- 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
- 1.4.12.A.2 Speculate on the artist's intent
- 1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

### **US HISTORY: AMERICA IN THE WORLD STANDARD**

- 6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
- 6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.
- 6.1.12.D.8.a Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence .
- 6.1.12.C.13.a Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in

the struggle for civil and human rights.

6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

**UNIT ESSENTIAL QUESTIONS:**

- What do we learn about society by reading literature?
- How does literature reflect the racial and multicultural experiences of individuals in society?
- How does literature represent the struggles between an individual and society?
- How do the personal challenges of an individual help them to grow?
- Why is justice important?
- What’s fair – what’s not?
- Who judges?
- How does one choose between punishment or mercy?
- Is honor inherent or bestowed?
- How do individuals negotiate their personal identity amidst the cultural and racial challenges presented by society?

**UNIT ENDURING UNDERSTANDINGS:**

- Justice is challenging, because human nature is prone to bias and subjectivity.
- Personal responsibility for moral integrity and ethical behavior ensures justice remains part of society.
- Honor is not always popular.
- Mercy triumphs judgment; however, it is not always merciful to allow others to escape consequences.
- Personal integrity, self-confidence, maturity, a sense of honor, and self-determination are some of the character traits that enable individuals to overcome the cultural and racial challenges presented to them by society.

<b>TIME ALLOTMENT</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
Four – five weeks; November – December	<ul style="list-style-type: none"> <li>▪ Knowledge of plot development, character development, setting, conflict and theme.</li> <li>▪ Recognizing that novels may have more than one plot</li> <li>▪ Knowledge of literary devices – what they are, how/why they are used.</li> <li>▪ Narration and point of view</li> <li>▪ Vocabulary development through</li> </ul>	<ul style="list-style-type: none"> <li>▪ Examine the history of the novel as a literary form.</li> <li>▪ Explain the importance of historical context to the development of setting, character and theme.</li> <li>▪ Identify major and minor characters.</li> <li>▪ Analyze and explain characterization techniques for major and minor characters.</li> <li>▪ Explain the importance of point of</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completion of reading comprehension questions – multiple choice and short answer related to plot, conflict, theme, and character development.</li> <li>▪ Respond to open-ended questions by offering analysis and interpretation of details related to the novel.</li> <li>▪ Engage in discussion about the novel through Literature Circles and Socratic Seminars.</li> </ul>

	<p>literature.</p> <ul style="list-style-type: none"> <li>▪ Diction and author's purpose</li> <li>▪ Understanding how a text works as both a mirror to themselves and a window to world, past, present, and future. In coming to this understanding, students will learn to respect and appreciate differences.</li> <li>▪ Understanding that messages are representations of social reality and vary by historic time periods and parts of the world.</li> <li>▪ Response to literature: <ul style="list-style-type: none"> <li>▪ drawing conclusions; making judgments of reality or fantasy; differentiating between factor opinion, worth and acceptability; verbalizing an emotional response to a selection; identifying with characters or incidents; reacting to the author's use of language; detecting bias.</li> </ul> </li> <li>▪ Strategies before, during, and after reading to construct meaning.</li> <li>▪ Elements of writing: style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning</li> <li>▪ The writing process: draft, review, revise, and edit</li> </ul>	<p>view in a novel (e.g., in <i>To Kill A Mockingbird</i>) and why it would not be the same story told from someone else's point of view.</p> <ul style="list-style-type: none"> <li>▪ Recognize and explain the effects of word meaning on perception and behavior.</li> <li>▪ Analyze media for stereotyping (e.g., gender, ethnicity).</li> <li>▪ Determine influences on news media based on existing political, historical, economical, and social contexts (e.g., importance of audience feedback).</li> <li>▪ Read and make meaning</li> <li>▪ Gain literal information and make inferences from literature.</li> <li>▪ Critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engage in role-playing and/or Reader's Theatre.</li> <li>▪ Quizzes – chapter by chapter</li> <li>▪ Test – culmination of novel unit</li> <li>▪ Essay – literary analysis (character, setting, conflict, theme, symbolism, imagery connecting to text-to-self, text-to-text, and text-to-world.</li> <li>▪ Development of a short story that reflects a similar conflict or theme.</li> </ul>
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## TEACHER RESOURCES

### LITERARY TEXTS:

#### Novels:

- *Black Boy* (Richard Wright)
- *Of Mice and Men* (John Steinbeck)
- *To Kill A Mockingbird* (Harper Lee)
- *I Know Why the Caged Bird Sings* (Maya Angelou)
- *The Help* (Kathryn Stockett)

#### Short Stories:

- “The Homecoming” (Frank Yerby)
- Excerpts from *Joy Luck Club* – “A Pair of Tickets” (Amy Tan)

#### Poetry:

- “The Mother” (Gwendolyn Brooks)
- “Okay, ‘Negroes’” (June Jordan)
- “I, too, sing America” (Langston Hughes)
- “I Want Freedom Just as You” (Langston Hughes)
- “We Wear the Mask” (Paul Laurence Dunbar)

### INFORMATIONAL TEXTS:

- Excerpts from *And Justice for All* (Perfection Learning)

#### Essays:

- “In Search of Our Mothers’ Gardens” (Alice Walker) (to accompany *The Color Purple*)
- “Am I My Brother’s Keeper” (Helen Howard)
- “The Strength of the Negro Mother” (Mahalia Jackson)

#### Nonfiction:

- *Brother, Can You Spare a Dime? The Great Depression of 1929-1933* (Milton Melzer)
- *Only Yesterday* (Frederick Lewis Allen) (excerpts, e.g., chapters XII-XIV)
- “Fair Housing – It’s Your Right (A message from the secretary of HUD)”
- “The Right Thing to Do at the Time” (George Garrett)

#### Speeches:

## TEACHER NOTES/REFLECTIONS

### TERMINOLOGY:

- Antagonist
- Characterization
- Characters: major and minor
- Conflict
- Extended metaphor
- Motif
- Parallel plots, sub plot
- Protagonist
- Setting
- Theme
- Biblical allusion

### INDEPENDENT READING:

Honors students choose to read either *Black Boy* (Wright) or *I Know Why the Caged Bird Sings* (Angelou) independently to appreciate the art of autobiography and to focus on the literary form of the novel and theme of race relations. Students continue holding Literature Circle meetings through GoogleDocs, and culminating writing activities may include essays about the characters, conflicts, symbols, imagery, or themes in all or a variety of the unit texts relationships to understanding self, others, or the world with new insight or greater depth of meaning.

- First Inaugural Speech, March 4, 1933 (Franklin D. Roosevelt)
- “I Have A Dream” (Martin Luther King, Jr.)

Articles:

- “Why Did Educators Kill “Mockingbird” (Linda Campbell)

**ART, MUSIC AND MEDIA:**

Art:

- “America from the Great Depression to World War II: Photographs from the FSA-OWI, 1935-1945” (Library of Congress)
- Selected photographs by Dorothea Lange, taken for the Farm Security Administration (Library of Congress)

Film:

- Robert Mulligan, dir., *To Kill A Mockingbird* (1962)
- Mary McDonagh Murphy, dir., *Hey Boo!* (2010)
- PBS, *Scottsboro: An American Tragedy*
- *Klu Klux Klan*
- *The Great Debaters*

**MATERIALS:**

- Teacher created handouts
- SmartBoard, ELMO, computers with Internet access

## UNIT FOUR: EXPLORING THEME—LITERATURE AS SOCIAL COMMENTARY

### UNIT SUMMARY:

This unit juxtaposes Charles Dickens' literary classic, *A Christmas Carol*, with Richard Evans' contemporary novella, *The Christmas Box* in order for students to examine how literature reflects the values and attitudes of culture, as well as the universality of the themes of social justice and compassion. Now that students are familiar and adept at identifying and explaining literary elements and devices from the short story and novel units, they will be prepared to take their analysis further to comparing and contrasting two novellas and making generalizations about human nature and culture. Honors students read independently to discover the literary form of the graphic novel and theme of literature as social commentary. They also practice synthesizing meaning or truth from all the texts in the unit. Honors students will write to express insights about self, others, and the world as discovered through the range of suggested works.

### 21<sup>ST</sup> CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Through study of Victorian England and Present-day American cultures, students come to understand the role of the economy in society.
- Exploration of the social justice system promotes understanding the local and global implications of civic decisions.
- Understanding literature as preventative mental health measure, including risk avoidance and stress reduction.
- Historical background knowledge about the author's life, the text's setting, and cultural significance of the work is explored using primary and secondary sources and in connection with World Cultures.
- The writing process and effective writing techniques are reinforced using common language and expectations across content areas.
- The range of suggested art, music, and media provides exposure to a variety of works, promoting critical thinking, text-to-text and text-to-world connections.

## STANDARDS

### READING FOR LITERATURE

**RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

**RL.11-12.9:** Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

### READING FOR INFORMATIONAL TEXT

**RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**RI.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**RI.9-10.5:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**RI.9-10.6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

**RI.9-10.7:** 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.

**RI.9-10.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**RI.9-10.9:** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

### WRITING

**W.9-10.1a-f:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient

evidence.

**W.9-10.2a-f:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.9-10.3a-f:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**W.9-10.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.9a-b:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.9-10.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **SPEAKING AND LISTENING**

**SL.9-10.1a-f:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

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

## **LANGUAGE**

**L.9-10.1b:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.9-10.2a-c:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.9-10.3a:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.9-10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

**L.9-10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.9-10.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **EDUCATIONAL TECHNOLOGY STANDARD**

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong

learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

### **21<sup>ST</sup> CENTURY LIFE SKILLS**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

### **HISTORY OF THE ARTS AND CULTURE STANDARD**

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

### **AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD**

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artist's intent

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

### **US HISTORY: AMERICA IN THE WORLD STANDARD**

6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.

6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

### **WORLD HISTORY/GLOBAL STUDIES STANDARD**

6.2.12.D.3.b Explain how industrialization and urbanization (1750-1914) affected class structure, family life, and the daily lives of men, women, and children.

#### **UNIT ESSENTIAL QUESTIONS:**

- What does literature teach us about human nature and culture?
- How does literature represent the struggle between an individual

#### **UNIT ENDURING UNDERSTANDINGS:**

- Literature allows individuals to reflect on personal choices through examination of fictional characters and situations.

<p>and society?</p> <ul style="list-style-type: none"> <li>▪ How are social issues and controversies represented in literature?</li> <li>▪ How can literature be used as social commentary?</li> <li>▪ What can literature teach us about society? about human nature?</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Readers exercise empathy by analyzing literature.</li> <li>▪ Writers and artists have the power to transform social customs and norms.</li> </ul>
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<b>TIME ALLOTMENT</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
<p>Four – five weeks; January – February</p>	<ul style="list-style-type: none"> <li>▪ Knowledge of plot development, character development, setting, conflict and theme.</li> <li>▪ Knowledge of literary devices – what they are, how/why they are used.</li> <li>▪ The effects of word meaning on perception and behavior.</li> <li>▪ Narration and point of view</li> <li>▪ Vocabulary development through literature.</li> <li>▪ Diction and author's purpose</li> <li>▪ Understanding how a text works as both a mirror to themselves and a window to world, past, present, and future. In coming to this understanding, students will learn to respect and appreciate differences.</li> <li>▪ Understanding that messages are representations of social reality and vary by historic time periods and parts of the world.</li> <li>▪ Response to literature: <ul style="list-style-type: none"> <li>▪ drawing conclusions; making judgments of reality or fantasy; differentiating</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Examine the history of the novella as a literary form.</li> <li>▪ Explain the importance of historical context on the development of setting, character, and theme.</li> <li>▪ Identify major and minor characters.</li> <li>▪ Identify and explain similarities and differences in symbols, tone, mood, and characterization.</li> <li>▪ Analyze and explain characterization techniques for major and minor characters.</li> <li>▪ Explain the importance of point of view in a novella and why it would not be the same story told from someone else's point of view.</li> <li>▪ Identify similarities and differences in the novellas in order to evaluate truths about human nature and culture.</li> <li>▪ Analyze media for stereotyping (e.g., gender, ethnicity).</li> <li>▪ Determine influences on news media based on existing political, historical, economical, and social contexts (e.g., importance of audience feedback).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completion of reading comprehension questions – multiple choice and short answer related to plot, conflict, theme, and character development.</li> <li>▪ Respond to open-ended questions by offering analysis and interpretation of details related to the novels.</li> <li>▪ Engage in discussion about the novel through Literature Circles and Socratic Seminars.</li> <li>▪ Engage in role-playing and/or Reader's Theatre.</li> <li>▪ Quizzes – chapter by chapter</li> <li>▪ Test – culmination of novel unit</li> <li>▪ Essay – literary analysis (character, setting, conflict, theme, symbolism, imagery connecting to text-to-self, text-to-text, and text-to-world.</li> <li>▪ Development of a short story that reflects a similar conflict or theme.</li> </ul>

	<p>between factor opinion, worth and acceptability; verbalizing an emotional response to a selection; identifying with characters or incidents; reacting to the author’s use of language; detecting bias.</p> <ul style="list-style-type: none"> <li>▪ Strategies before, during, and after reading to construct meaning.</li> <li>▪ Elements of writing: style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning</li> <li>▪ The writing process: draft, review, revise, and edit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading.</li> </ul>	
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<p><b>TEACHER RESOURCES</b></p> <p><b>LITERARY TEXTS:</b>  Novels:</p> <ul style="list-style-type: none"> <li>▪ <i>The Christmas Box</i> (Richard Evans)</li> <li>▪ <i>A Christmas Carol</i> (Charles Dickens)</li> </ul> <p>Graphic Novels:</p> <ul style="list-style-type: none"> <li>▪ <i>American Born Chinese</i> (Wang)</li> </ul> <p><b>INFORMATIONAL TEXTS:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Charles’ Dickens A Christmas Carol: Student-Teacher Study Guide</i> (The Shakespeare Theater of New Jersey)</li> <li>▪ <i>The Christmas Box/A Christmas Carol Curriculum Unit</i> (The Center for Learning)</li> </ul> <p><b>ART, MUSIC AND MEDIA:</b></p>	<p><b>TEACHER NOTES/REFLECTIONS</b></p> <p><b>TERMINOLOGY:</b></p> <ul style="list-style-type: none"> <li>▪ Antagonist</li> <li>▪ Character, characterization</li> <li>▪ Characters: major and minor</li> <li>▪ Conflict</li> <li>▪ Extended metaphor</li> <li>▪ Motif</li> <li>▪ Protagonist</li> <li>▪ Setting</li> <li>▪ Theme</li> <li>▪ Biblical allusion</li> <li>▪ Figurative language</li> <li>▪ Irony (e.g., dramatic, situational, verbal)</li> <li>▪ Narrator, reliability</li> </ul>
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<p>Music:</p> <ul style="list-style-type: none"> <li>▪ “Seasons of Love” (from Rent)</li> </ul> <p>Film:</p> <ul style="list-style-type: none"> <li>▪ <i>Charles Dickens</i> (History Channel)</li> <li>▪ <i>The Christmas Box</i> (made for TV movie, 1995)</li> <li>▪ <i>A Christmas Carol</i> (various film adaptations)</li> <li>▪ <i>Scrooge</i> (Musical)</li> </ul> <p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher created handouts</li> <li>▪ SmartBoard, ELMO, computers with Internet access</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parable</li> <li>▪ Plot (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement)</li> <li>▪ Parallel plot, sub plot</li> <li>▪ Point of view</li> <li>▪ Sensory imagery</li> <li>▪ Style</li> <li>▪ Symbol, symbolism</li> <li>▪ Mood and atmosphere</li> <li>▪ Time (e.g., pacing, flashback, “in medias res”)</li> <li>▪ Tone</li> </ul> <p><b>INDEPENDENT READING:</b></p> <p>Honors students read <i>American Born Chinese</i> (Wang) independently to discover the literary form of the graphic novel and theme of literature as social commentary. Students continue holding Literature Circle meetings through GoogleDocs, and culminating writing activities may include essays about the characters, conflicts, symbols, imagery, or themes in all or a variety of the unit texts relationships to understanding self, others, or the world with new insight or greater depth of meaning.</p>
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## UNIT FIVE: EXPLORING THEME--LITERATURE AND POLITICS

### UNIT SUMMARY:

The purpose of this unit is for students to examine the balance of power between individuals and society, as well as literature's role as propaganda. Prior to this unit, students read short stories and novels in order to identify literary elements and devices and explain their impact on the reader. Additionally, students discovered how themes in literature transcend time and space. This unit requires students to add another layer of analysis and critical reading in order to identify how literature can be viewed from multiple perspectives, as well as how this critical lens holds political power. Capitalizing on terminology and skills practiced in the nonfiction unit, students evaluate allegory as a means of communication. Honors students read independently to explore the theme of literature, politics, and propaganda. Students synthesize meaning or truth from all the texts in the unit in order to uncover the delicate balance of power between independence and persuasion. Honors students will write to express insights about self, others, and the world as discovered through the range of suggested works.

### 21<sup>ST</sup> CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Suggested works provides exposure to literature from a variety of cultures, promoting understanding other nations and cultures, including the use of non-English languages.
- Promotion of the balance of power between individuals and society helps students understand the local and global implications of civic decisions.
- The debate between Creation Theory/Intelligent Design and Evolutionary Theory is featured in *Inherit the Wind*.
- Understanding literature as preventative mental health measure, including risk avoidance and stress reduction.
- Historical background knowledge about the author's life, the text's setting, and cultural significance of the work is explored using primary and secondary sources and in connection with World Cultures.
- The writing process and effective writing techniques are reinforced using common language and expectations across content areas.
- The range of suggested art, music, and media provides exposure

to a variety of works, promoting critical thinking, text-to-text and text-to-world connections.

## STANDARDS

### READING FOR LITERATURE

**RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

**RL.11-12.9:** Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

### READING FOR INFORMATIONAL TEXT

**RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**RI.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**RI.9-10.5:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**RI.9-10.6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

**RI.9-10.7:** 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.

**RI.9-10.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**RI.9-10.9:** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

## **WRITING**

**W.9-10.1a-f:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.9-10.2a-f:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.9-10.3a-f:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**W.9-10.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.9a-b:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.9-10.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **SPEAKING AND LISTENING**

**SL.9-10.1a-f:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

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

## **LANGUAGE**

**L.9-10.1b:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.9-10.2a-c:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.9-10.3a:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.9-10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

**L.9-10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.9-10.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**EDUCATIONAL TECHNOLOGY STANDARD**

- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

**21<sup>ST</sup> CENTURY LIFE SKILLS**

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

**HISTORY OF THE ARTS AND CULTURE STANDARD**

- 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

**AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD**

- 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
- 1.4.12.A.2 Speculate on the artist’s intent
- 1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

**US HISTORY: AMERICA IN THE WORLD STANDARD**

- 6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.
- 6.1.12.D.7.c Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
- 6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

**UNIT ESSENTIAL QUESTIONS:**

- How is literature used politically?

**UNIT ENDURING UNDERSTANDINGS:**

- Literature is a tool in which writers capture the attention and

<ul style="list-style-type: none"> <li>▪ How does literature parallel history?</li> <li>▪ Why is allegory important?</li> <li>▪ How is propaganda used in society and literature?</li> <li>▪ How are social issues/controversies represented in literature?</li> <li>▪ How does literature parallel history and politics?</li> <li>▪ How does literature represent the struggle between an individual and society?</li> <li>▪ Why is allegory important?</li> <li>▪ How is satire used to comment on society and the individual?</li> <li>▪ How is propaganda used in society and in literature?</li> <li>▪ How can an effective speaker influence a group's thoughts and actions?</li> <li>▪ How does debate foster social and political change?</li> </ul>	<p>allegiance of readers and gain power from the people.</p> <ul style="list-style-type: none"> <li>▪ The ability to evaluate society and politicians' intended messages is vital to the independence and health of a nation's democracy.</li> <li>▪ Reading with multiple perspectives enables readers to think critically about the assumptions underlying culture's messages in order to make informed and wise choices about personal codes of conduct.</li> <li>▪ Effective speakers use rhetorical devices because they have the power to inspire audiences.</li> </ul>
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<b>TIME ALLOTMENT</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
Four – five weeks; March	<ul style="list-style-type: none"> <li>▪ Narration and point of view</li> <li>▪ Diction and author's purpose</li> <li>▪ Understanding how a text works as both a mirror to themselves and a window to world, past, present, and future. In coming to this understanding, students will learn to respect and appreciate differences.</li> <li>▪ Understanding that messages are representations of social reality and vary by historic time periods and parts of the world.</li> <li>▪ Response to literature: <ul style="list-style-type: none"> <li>▪ drawing conclusions; making judgments of reality or fantasy; differentiating between fact and opinion,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Question critically the position or viewpoint of an author.</li> <li>▪ Examine the history of the political literature as a literary form.</li> <li>▪ Research the historical/cultural/political influences upon authors and their works</li> <li>▪ Explain the importance of historical context to the development of setting, character, and theme.</li> <li>▪ Identify major and minor characters and explain their allegorical function.</li> <li>▪ Analyze and explain characterization techniques for major and minor characters.</li> <li>▪ Explain the use of allegory in communicating themes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completion of reading comprehension questions – multiple choice and short answer related to plot, conflict, theme, and character motivation/development.</li> <li>▪ Respond to open-ended questions by offering analysis and interpretation of details related to the novel.</li> <li>▪ Engage in discussion about the novel through Literature Circles and Socratic Seminars.</li> <li>▪ Engage in role-playing and/or Reader's Theatre</li> <li>▪ Quizzes – chapter by chapter</li> <li>▪ Test – culmination of novel unit</li> <li>▪ Essay – literary analysis (character, setting, conflict, theme, symbolism, imagery connecting to text-to-self, text-</li> </ul>

	<p>worth and acceptability; verbalizing an emotional response to a selection; identifying with characters or incidents; reacting to the author's use of language; detecting bias.</p> <ul style="list-style-type: none"> <li>▪ Strategies before, during, and after reading to construct meaning.</li> <li>▪ Elements of writing: style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning</li> <li>▪ The writing process: draft, review, revise, and edit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain the importance of point of view and why it would not be the same story told from someone else's point of view.</li> <li>▪ Identify similarities and differences between texts in order to explore how common themes are revealed</li> <li>▪ Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present.</li> <li>▪ Determine influences on news media based on existing political, historical, economical, and social contexts (e.g., importance of audience feedback).</li> <li>▪ Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources correctly.</li> <li>▪ Gain literal information and make inferences from literature.</li> <li>▪ Apply the principles of revolution to a new context/situation.</li> </ul>	<p>to-text, and text-to-world.</p> <ul style="list-style-type: none"> <li>▪ Design a Revolution – apply the principles of revolution to one's own life.</li> </ul>
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<p><b>TEACHER RESOURCES</b></p> <p><b>LITERARY TEXTS:</b></p> <p>Novels:</p> <ul style="list-style-type: none"> <li>▪ <i>Animal Farm</i> (George Orwell)</li> <li>▪ <i>Fahrenheit 451</i> (Ray Bradbury)</li> <li>▪ <i>Fahrenheit 451</i> (Graphic Novel by Tim Hamilton)</li> <li>▪ <i>Butterfly Revolution</i> (William Butler)</li> </ul>	<p><b>TEACHER NOTES/REFLECTIONS</b></p> <p><b>TERMINOLOGY:</b></p> <ul style="list-style-type: none"> <li>▪ Allegory</li> <li>▪ Antagonist</li> <li>▪ Character, characterization</li> <li>▪ Characters: major and minor</li> <li>▪ Conflict</li> <li>▪ Extended metaphor</li> </ul>
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<p>Drama:</p> <ul style="list-style-type: none"> <li>▪ <i>Inherit the Wind</i> (Jerome Lawrence &amp; Robert E. Lee)</li> </ul> <p>Short Stories:</p> <ul style="list-style-type: none"> <li>▪ “Bees and People” (Mikhail Zoshchenko)</li> <li>▪ “Harrison Bergeron” (Kurt Vonnegut)</li> <li>▪ “Menagerie, A Child’s Fable” (Charles Johnson)</li> <li>▪ “The Birds” (Daphne du Maurier)</li> </ul> <p>Poems:</p> <ul style="list-style-type: none"> <li>▪ “The Stalin Epigram” (Osip Mandelstam)</li> <li>▪ “Crow Song” (Margaret Atwood)</li> </ul> <p><b>INFORMATIONAL TEXTS:</b></p> <ul style="list-style-type: none"> <li>▪ Excerpt from <i>The Rise and Fall of the Soviet Union</i> (Michael Kort)</li> <li>▪ <i>Animal Farm Curriculum Unit</i> (The Center for Learning)</li> <li>▪ <i>Latitudes: Animal Farm</i> (Perfection Learning)</li> </ul> <p><b>ART, MUSIC AND MEDIA:</b></p> <ul style="list-style-type: none"> <li>▪ Russian propaganda posters</li> </ul> <p><b>MATERIALS:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher created handouts</li> <li>▪ SmartBoard, ELMO, computers with Internet access</li> </ul>	<ul style="list-style-type: none"> <li>▪ Motif</li> <li>▪ Protagonist</li> <li>▪ Setting</li> <li>▪ Theme</li> <li>▪ Biblical allusion</li> <li>▪ Figurative language</li> <li>▪ Irony (e.g., dramatic, situational, verbal)</li> <li>▪ Narrator, reliability</li> <li>▪ Parable</li> <li>▪ Plot (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement)</li> <li>▪ Parallel plot, sub plot</li> <li>▪ Point of view</li> <li>▪ Satire</li> <li>▪ Sensory imagery</li> <li>▪ Style</li> <li>▪ Symbol, symbolism</li> <li>▪ Mood and atmosphere</li> <li>▪ Time (e.g., pacing, flashback, “in medias res”)</li> <li>▪ Tone</li> <li>▪ Propaganda Techniques – name calling, glittering generalities, transfer, false analogy, plain folks, card stacking, bandwagon, testimonial, either/or fallacy, and faulty cause and effect</li> <li>▪ Errors of Faulty Logic – contradiction, accident, false cause, begging the question, evading the issue, arguing from ignorance, and composition and division</li> <li>▪ Errors of Attack – poisoning the well, ad hominem, and appealing to force</li> <li>▪ Errors of Weak Reference – appeal to authority, appeal to the people, appeal to emotion</li> </ul> <p><b>INDEPENDENT READING:</b>  Honors students read <i>Fahrenheit 451</i> (Bradbury) independently to explore the theme of literature, politics, and propaganda. Students synthesize meaning or truth from all the texts in the unit in order to</p>
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	uncover the delicate balance of power between independence and persuasion with new insight or greater depth of meaning. Students continue to meet through GoogleDocs, holding Literature Circle meetings online.
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## UNIT SIX: GENRE STUDY--POETRY

### UNIT SUMMARY:

In this unit, students encounter a new literary genre – poetry – and focus on poetic forms, rhyme, and meter. Having studied both the short story and the novel, students now consider why poetry is different than prose, and in particular they examine the power and expressive potential of imagery and other kinds of figurative language. They are exposed to poetry from a variety of cultures, noting the ways in which the poetic form is universal. As a way of being introduced to literary criticism, students read several authors’ reflections of poetry and discuss whether they agree or disagree with their critiques. Finally, the unit is an opportunity to introduce students to the idea of “form” in art, examining masterpieces of art and architecture that, like poems, exhibit an excellent distillation of formal and visual elements (e.g., line, color, space, tone, weight, etc...). Honors students read independently to explore poetry’s influence on prose. Students synthesize meaning or truth from all the texts in the unit in order to uncover the delicate balance of power between independence and persuasion. Honors students will write to express insights about self, others, and the world as discovered through the range of suggested works.

### 21<sup>ST</sup> CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Exposure to poetry from a variety of cultures, students will note the ways in which the poetic form is universal and learn about the diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.
- Understanding literature as preventative mental health measure, including risk avoidance and stress reduction.
- Historical background knowledge about the author’s life, the text’s setting, and cultural significance of the work is explored using primary and secondary sources and in connection with World Cultures.
- The writing process and effective writing techniques are reinforced using common language and expectations across content areas.
- The range of suggested art, music, and media provides exposure to a variety of works, promoting critical thinking, text-to-text and text-to-world connections.

## STANDARDS

### READING FOR LITERATURE

**RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

**RL.11-12.9:** Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

### READING FOR INFORMATIONAL TEXT

**RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**RI.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**RI.9-10.5:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**RI.9-10.6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

**RI.9-10.7:** 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.

**RI.9-10.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**RI.9-10.9:** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

### WRITING

**W.9-10.1a-f:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient

evidence.

**W.9-10.2a-f:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.9-10.3a-f:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**W.9-10.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.9a-b:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.9-10.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **SPEAKING AND LISTENING**

**SL.9-10.1a-f:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

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

## **LANGUAGE**

**L.9-10.1b:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.9-10.2a-c:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.9-10.3a:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.9-10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

**L.9-10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.9-10.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **EDUCATIONAL TECHNOLOGY STANDARD**

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

### **21<sup>ST</sup> CENTURY LIFE SKILLS**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

### **HISTORY OF THE ARTS AND CULTURE STANDARD**

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

### **AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD**

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artist's intent

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

### **UNIT ESSENTIAL QUESTIONS:**

- How does poetry reveal what we might not otherwise recognize?
- How is poetry the domain for all human experience?
- How does poetry unify people and culture?
- What similarities exist between great poems and masterpieces of other kinds?

### **UNIT ENDURING UNDERSTANDINGS:**

- Poetry is a way of seeing and understanding reality; nature's beauty, grief over loss, poke fun at idiosyncrasies, reflect on life's meaning, protest social problems, and celebrate relationships.
- Experiencing poems can be enjoyable.
- Poetry should be experienced in as many dimensions as possible.
- Poetic tools and techniques are important insofar as they contribute to the overall experience of the poem.
- A poem authentically experienced enriches one's life.
- Reading a poem is more than an act of intellectual criticism; it is an interaction.

	<ul style="list-style-type: none"> <li>All readers can understand and appreciate something about a poem, regardless of whether they can understand everything about it.</li> </ul>
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<b>TIME ALLOTMENT</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
Four – five weeks; March – April	<ul style="list-style-type: none"> <li>Knowledge of poetic elements and devices (see terminology below) – what they are, how/why they are used.</li> <li>The structures of poems (see terminology below)</li> <li>Vocabulary development through literature.</li> <li>Response to literature:               <ul style="list-style-type: none"> <li>drawing conclusions; making judgments of reality or fantasy; differentiating between fact and opinion, worth and acceptability; verbalizing an emotional response to a selection; identifying with characters or incidents; reacting to the author’s use of language; detecting bias.</li> </ul> </li> <li>Strategies before, during, and after reading to construct meaning.</li> <li>Elements of writing: style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning</li> <li>The writing process: draft, review,</li> </ul>	<ul style="list-style-type: none"> <li>Define and offer examples of various forms of poetry.</li> <li>Identify the form, rhyme scheme, and meter of poems studied.</li> <li>Define and explain poetic devices, such as alliteration, assonance, consonance, and enjambment, and describe the ways in which they help reveal the theme(s) of the poem.</li> <li>Recognize and explain the distinguishing characteristics of various kinds of poetry, such as ballads, odes, lyric poetry, blank verse, haiku, and sonnets.</li> <li>Describe how poetry differs from prose and explain why authors would choose one form over another for a particular purpose.</li> <li>Analyze how poetic devices affect reading, emotions, and understanding.</li> <li>Analyze how an author’s use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.</li> <li>Gain literal information and make inferences from poetry.</li> <li>Demonstrate an appreciation for the</li> </ul>	<ul style="list-style-type: none"> <li>Completion of reading comprehension questions – multiple choice and short answer related to plot, conflict, theme, and character motivation/development.</li> <li>Respond to open-ended questions by offering analysis and interpretation of details related to poetry.</li> <li>Engage in discussion about the poetry through Literature Circles and Socratic Seminars.</li> <li>Engage in role-playing and/or Reader’s Theatre</li> <li>Quizzes</li> <li>Test – culmination of poetry unit</li> <li>Essay – literary analysis (character, setting, conflict, theme, symbolism, imagery connecting to text-to-self, text-to-text, and text-to-world.</li> <li>Compose original poetry.</li> </ul>

	revise, and edit	rhythm and beauty of language as a reflection of the rhythm and beauty of the world by completing a literary research paper, citing at least three sources.	
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TEACHER RESOURCES	TEACHER NOTES/REFLECTIONS
<p><b>LITERARY TEXTS:</b></p> <p>Poetry:</p> <ul style="list-style-type: none"> <li>▪ “A Lemon” (Pablo Neruda)</li> <li>▪ “Bogland,” “Digging,” and/or “The Underground” (Seamus Heaney)</li> <li>▪ “Campo di Fiori” (Czeslaw Milosz)</li> <li>▪ “Dream Variations” (Langston Hughes)</li> <li>▪ “Elegy Written in A Country Churchyard” (Thomas Gray)</li> <li>▪ Haiku selections</li> <li>▪ “Homecoming” (Julia Alvarez)</li> <li>▪ “I Ask My Mother to Sing” (Li-Young Lee)</li> <li>▪ “I Wandered Lonely as a Cloud” (William Wordsworth)</li> <li>▪ “Lord Randall” (Anonymous)</li> <li>▪ “Love Is” (Nikki Giovanni)</li> <li>▪ “Mending Wall” (Robert Frost)</li> <li>▪ “Morning Glory” (Naomi Shihab Nye)</li> <li>▪ “Ode on a Grecian Urn” (John Keats)</li> <li>▪ “Ozymandias” (Percy Bysshe Shelley)</li> <li>▪ “Phantom Limbs” (Anne Michaels)</li> <li>▪ “Poetry” (Marianne Moore)</li> <li>▪ Psalm 96 (King James Bible)</li> <li>▪ “Saturday’s Child” (Countee Cullen)</li> <li>▪ “Sonnet 73” (William Shakespeare)</li> <li>▪ “The Darkling Thrush” (Thomas Hardy)</li> <li>▪ “The Lady of Shallott” (Alfred, Lord Tennyson)</li> <li>▪ “The Raven” (Edgar Allan Poe)</li> <li>▪ “The Reader,” “In Trackless Woods” (Richard Wilbur)</li> </ul>	<p><b>TERMINOLOGY:</b></p> <ul style="list-style-type: none"> <li>▪ Alliteration</li> <li>▪ Analogy</li> <li>▪ Assonance</li> <li>▪ Ballad</li> <li>▪ Blank verse</li> <li>▪ Consonance</li> <li>▪ Diction</li> <li>▪ Dramatic poetry</li> <li>▪ Enjambment</li> <li>▪ Figurative language</li> <li>▪ Free verse</li> <li>▪ Haiku</li> <li>▪ Heroic couplet</li> <li>▪ Imagery</li> <li>▪ Lyric poetry</li> <li>▪ Meter</li> <li>▪ Narrative poetry</li> <li>▪ Octet</li> <li>▪ Ode</li> <li>▪ Rhyme</li> <li>▪ Rhyme scheme</li> <li>▪ Rhythm</li> <li>▪ Sestet</li> <li>▪ Sonnet (petrarchan, Shakespearean)</li> </ul>

- “The Sound of the Sea” (Henry Wadsworth Longfellow)
- “Walking Distance” (Debra Allbery)
- “We Grow Accustomed to the Dark” (Emily Dickinson)

Novels:

- *The House on Mango Street* (Sandra Cisneros)

**INFORMATIONAL TEXTS:**

- “Crediting Poetry,” the Nobel Prize Lecture, 1995 (Seamus Heaney) (excerpts)
- *Faulkner in the University: Class Conferences at the University of Virginia 1957-1958* (William Faulkner, Frederick L. Gwynn, ed.) (excerpts)
- *Participating in the Poem* (The Center for Learning)

**ART, MUSIC AND MEDIA:**

Art:

- Chartres Cathedral (1193 and 1250)
- Frank Lloyd Wright, Frederick C. Robie House (1909)
- Greek, *Terracotta Hydria* (ca. 510 BC)
- Leonardo da Vinci, *Mona Lisa* (1503-06)
- Michelangelo, *David* (1504)
- Sandro Botticelli, *The Birth of Venus* (1486)
- The Parthenon (447-432 BC)
- Vincent van Gogh, *Starry Night* (1889)

Music:

- Giacomo Puccini, “O mio babbino caro” (*Gianni Schicchi*, 1918)
- Giacomo Puccini, “Un bel di, vedremo” (*Madama Butterfly*, 1904)

**MATERIALS:**

- Teacher created handouts
- SmartBoard, ELMO, computers with Internet access

**INDEPENDENT READING:**

Honors students read *The House on Mango Street* (Cisneros) independently to explore poetry’s influence on prose. Students continue holding Literature Circle meetings through GoogleDocs, and culminating writing activities may include essays about the characters, conflicts, symbols, imagery, or themes in all or a variety of the unit texts relationships to understanding self, others, or the world with new insight or greater depth of meaning.

## UNIT SEVEN: GENRE STUDY—INTRODUCTION TO SHAKESPEAREAN TRAGEDY

### UNIT SUMMARY:

Students read Shakespeare's *Romeo and Juliet* to examine the elements of tragedy, characteristics of a tragic hero, and appreciate the language of Shakespeare. Students' understanding of theme, conflict, and literary elements and devices are reinforced as they evaluate the actions of characters and the consequences upon others, comparing and contrasting the ways in which the play treats the theme of "fate versus free will." Building on the poetry unit, students will also consider Shakespeare's use of rhythm, punctuation, and imagery and the ways in which they help convey the motives, thoughts, and feelings of the characters. This unit will confirm students' shared understanding of the elements of drama, preparing them for the study of other dramatic works throughout high school. Honors students read independently to explore the themes of fate and free will, life and death, and love and hate. Students synthesize meaning or truth from all the texts in the unit in order to uncover the delicate balance of power between independence and persuasion. Honors students will write to express insights about self, others, and the world as discovered through the range of suggested works.

### 21<sup>ST</sup> CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Examination of the role of fate and free will in governing decision-making helps students understand the local and global implications of civic decisions.
- Understanding literature as preventative mental health measure, including risk avoidance and stress reduction.
- Historical background knowledge about the author's life, the text's setting, and cultural significance of the work is explored using primary and secondary sources and in connection with World Cultures.
- The writing process and effective writing techniques are reinforced using common language and expectations across content areas.
- The range of suggested art, music, and media provides exposure to a variety of works, promoting critical thinking, text-to-text and text-to-world connections.

## STANDARDS

### READING FOR LITERATURE

**RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

**RL.11-12.9:** Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

### READING FOR INFORMATIONAL TEXT

**RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**RI.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**RI.9-10.5:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**RI.9-10.6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

**RI.9-10.7:** 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.

**RI.9-10.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**RI.9-10.9:** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

## **WRITING**

**W.9-10.1a-f:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.9-10.2a-f:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.9-10.3a-f:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**W.9-10.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.9a-b:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.9-10.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **SPEAKING AND LISTENING**

**SL.9-10.1a-f:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

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

## **LANGUAGE**

**L.9-10.1b:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.9-10.2a-c:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.9-10.3a:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.9-10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

**L.9-10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.9-10.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**EDUCATIONAL TECHNOLOGY STANDARD**

- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

**21<sup>ST</sup> CENTURY LIFE SKILLS**

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

**HISTORY OF THE ARTS AND CULTURE STANDARD**

- 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

**AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD**

- 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
- 1.4.12.A.2 Speculate on the artist’s intent
- 1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

**UNIT ESSENTIAL QUESTIONS:**

- How do the elements of tragedy impact the development of a story?
- How do the actions of individuals lead to tragic circumstances?
- How does fate impact the lives of individuals?
- Are we governed by fate or free will?
- How does feuding and intolerance affect society and the individual?
- Why are extreme emotions (rage and love/lust) dangerous?

**UNIT ENDURING UNDERSTANDINGS:**

- Drama captures the range of complex human emotion (i.e., comedy and tragedy) and helps individuals mature both emotionally and socially.
- Literature questions human existence and the philosophies underpinning the establishment of culture and society.
- All readers can understand and appreciate something about Shakespearean drama, regardless of whether they can understand everything about it.

<ul style="list-style-type: none"> <li>▪ Why is moderation necessary?</li> <li>▪ How are quick decisions dangerous?</li> <li>▪ How is an individual affected by love?</li> <li>▪ How are love/lust and anger/rage dangerous?</li> <li>▪ How can the loyalty between two individuals help and hurt their relationship?</li> <li>▪ How is the sonnet form used to convey emotions, reflect on and resolve problems?</li> <li>▪ How are stories conveyed through poetry?</li> <li>▪ How does feuding and intolerance affect the individual and society?</li> <li>▪ What similarities exist between how playwrights and painters depict tragedy?</li> </ul>	
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<b>TIME ALLOTMENT</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
Four – five weeks; April – May	<ul style="list-style-type: none"> <li>▪ Knowledge of plot development, character development, setting, conflict, and theme.</li> <li>▪ Knowledge of the elements of poetry and poetic devices – what they are, how/why they are used.</li> <li>▪ Use different strategies before, during, and after reading to construct meaning.</li> <li>▪ The elements of drama</li> <li>▪ The characteristics of a tragic hero</li> <li>▪ Vocabulary development through literature.</li> <li>▪ Diction, tone and mood</li> <li>▪ Understanding how a text works as both a mirror to themselves and a window to world, past, present, and future. In coming to this</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gain literal information and make inferences from literature.</li> <li>▪ Identify and explain the elements of drama and the characteristics of a tragic hero.</li> <li>▪ Explain the structure of the plot(s) and describe the dramatic techniques the playwright uses to advance them.</li> <li>▪ Trace the development of major and minor characters and explain how characterization advances the plot or theme.</li> <li>▪ Understand Aristotle’s definitions of comedy and tragedy and explain how tragedy is exemplified in the work.</li> <li>▪ Analyze the playwright’s use of irony.</li> <li>▪ Identify the poetic devices used in</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completion of reading comprehension questions – multiple choice and short answer related to plot, conflict, theme, and character motivation/development.</li> <li>▪ Respond to open-ended questions by offering analysis and interpretation of details related to poetry.</li> <li>▪ Engage in discussion about the poetry through Literature Circles and Socratic Seminars.</li> <li>▪ Engage in role-playing and/or Reader’s Theatre</li> <li>▪ Quizzes – individual Acts</li> <li>▪ Test – culmination of drama unit</li> <li>▪ Essay – literary analysis (character, setting, conflict, theme, symbolism, imagery connecting to text-to-self, text-to-text, and text-to-world.</li> </ul>

	<p>understanding, students will learn to respect and appreciate differences.</p> <ul style="list-style-type: none"> <li>▪ Understanding that messages are representations of social reality and vary by historic time periods and parts of the world.</li> <li>▪ Response to literature: <ul style="list-style-type: none"> <li>▪ drawing conclusions; making judgments of reality or fantasy; differentiating between factor opinion, worth and acceptability; verbalizing an emotional response to a selection; identifying with characters or incidents; reacting to the author’s use of language; detecting bias.</li> </ul> </li> <li>▪ Strategies before, during, and after reading to construct meaning.</li> <li>▪ Elements of writing: style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning</li> <li>▪ The writing process: draft, review, revise, and edit</li> </ul>	<p>the play and explain their effect.</p> <ul style="list-style-type: none"> <li>▪ Analyze how literary devices affect the reader's emotions and understanding of plot/theme.</li> <li>▪ Analyze how an author’s use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.</li> <li>▪ Demonstrate an appreciation for the rhythm and beauty of language as a reflection of the rhythm and beauty of the world.</li> <li>▪ Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources correctly.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Research paper and project on Elizabethan Society and Shakespeare.</li> <li>▪ Compose original sonnets.</li> </ul>
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<p><b>TEACHER RESOURCES</b></p> <p><b>LITERARY TEXTS:</b></p> <p>Drama:</p> <ul style="list-style-type: none"> <li>▪ <i>Romeo and Juliet</i> (William Shakespeare)</li> </ul> <p>Novels:</p> <ul style="list-style-type: none"> <li>▪ <i>A Separate Peace</i> (John Knowles)</li> </ul> <p>Poetry:</p>	<p><b>TEACHER NOTES/REFLECTIONS</b></p> <p><b>TERMINOLOGY:</b></p> <ul style="list-style-type: none"> <li>▪ Aside</li> <li>▪ Blank verse</li> <li>▪ Classical allusions</li> <li>▪ Comedy</li> <li>▪ Dialogue</li> </ul>
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- “Farewell love and all thy laws forever” (Wyatt)
- “Time does not bring relief” (Millay)
- “Love is not blind” (Millay)
- “On the sonnet” (Keats)
- Sonnets # 2, 66, 73, 130 (Shakespeare)
- The ballads – “Edward,” “Lord Randall,” “Bonny Barbara Allan,” “The Wife of Usher’s Well,” “Sir Patrick Spens,” “Bonny George Campbell,” “Hollis Brown,” “Joe Hill” (common medieval genre/source of folk lore and modern lyrics)

Myths:

- “Pyramus and Thisbe” (Ovid)

**INFORMATIONAL TEXTS:**

- “Poetics” (Aristotle) (excerpt from comedy and tragedy)
- “The Visual Artistry of *Romeo and Juliet*” (James Black) (*Studies in English Literature, 1500-1900*, Vol. 15, No. 2, Spring 1975: 245-256)

**ART, MUSIC AND MEDIA:**

Art:

- Artemisia Gentileschi, *Judith and Her Maidservant with the Head of Holofernes* (1625)
- Michelangelo Merisi da Caravaggio, *The Death of the Virgin* (1604-1606)
- Pablo Picasso, *The Tragedy* (1903)

Film:

- *Romeo and Juliet* (Zefirelli)
- *Romeo and Juliet* (Luhrman)

Audio:

- How Did William Become Shakespeare? (Cassette tape)
- SmartPass *Romeo and Juliet* (audio CD with commentary)

**MATERIALS:**

- Teacher created handouts
- SmartBoard, ELMO, computers with Internet access

- Irony (dramatic, situational, verbal)
- Foil
- Chorus
- Heroic couplet
- Iambic pentameter
- Monologue
- Protagonist
- Soliloquy
- Stasimon
- Tragedy
- Tragic hero
- Tragic flaw
- Tragic illumination

**INDEPENDENT READING:**

Honors students read *A Separate Peace* (Knowles) independently to explore the themes of fate/free will, life/death, and love/hate. Students continue holding Literature Circle meetings through GoogleDocs, and culminating writing activities may include essays about the characters, conflicts, symbols, imagery, or themes in all or a variety of the unit texts relationships to understanding self, others, or the world with new insight or greater depth of meaning.

## UNIT EIGHT: GENRE STUDY—THE HERO’S QUEST IN MYTHOLOGY AND THE EPIC

### UNIT SUMMARY:

This unit focuses on epic poetry as its own genre and introduces students to classic and more recent epics, as well as to works of contemporary nonfiction that also address themes related to heroism. Students read Homer’s *The Odyssey* with special attention to the hero’s journey and learn about the characteristics of an epic hero. They become familiar with classic Greek and Roman mythology and consider the role of the gods in the hero’s adventures. Building on themes in the previous unit, they discuss the role of fate. Through pairings of these works with informational texts, students learn about the ancient city of Troy and the story of the Trojan War for historical context. Students encounter informational texts that describe the experience of soldiers going to or returning from war in contemporary times; they compare and contrast these accounts with the experiences of Odysseus. Alfred, Lord Tennyson’s “The Lotos-Eaters” is included in the unit so that students may explore how authors draw on the works of other authors to examine related themes. “The Song of Hiawatha” by Henry Wadsworth Longfellow is included so that students can compare a classic epic with a more recent one. As a connection to the nonfiction unit, which explores memoir, William Manchester’s *Goodbye Darkness* allows students to delve more deeply into the themes of bravery and heroism. Teachers may also choose to read excerpts from the Indian epic *The Ramayana* to explore an epic from yet another culture. Honors students read independently to explore the theme of heroism and archetypal journey of self-discovery. Honors students also discover the Bible as myth, as well as identify and explain archetypes as they appear in literature. Students synthesize meaning or truth from all the texts in the unit in order to uncover the delicate balance of power between independence and persuasion. Honors students will write to express insights about self, others, and the world as discovered through the range of suggested works.

### 21<sup>ST</sup> CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Exposure to epic poetry from a variety of cultures, students will note the ways in which the poetic form is universal and learn about the diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.
- Examination of the role of fate and free will in governing decision-making helps students understand the local and global implications of civic decisions.
- Understanding literature as preventative mental health measure, including risk avoidance and stress reduction.
- Historical background knowledge about the author’s life, the

	<p>text’s setting, and cultural significance of the work is explored using primary and secondary sources and in connection with World Cultures.</p> <ul style="list-style-type: none"> <li>▪ The writing process and effective writing techniques are reinforced using common language and expectations across content areas.</li> <li>▪ The range of suggested art, music, and media provides exposure to a variety of works, promoting critical thinking, text-to-text and text-to-world connections.</li> </ul>
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**STANDARDS**

**READING FOR LITERATURE**

**RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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

**RL.11-12.9:** Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**READING FOR INFORMATIONAL TEXT**

**RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**RI.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**RI.9-10.5:** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

- RI.9-10.6:** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose
- RI.9-10.7:** 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.
- RI.9-10.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- RI.9-10.9:** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

## **WRITING**

- W.9-10.1a-f:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.2a-f:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.3a-f:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- W.9-10.9a-b:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.9-10.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **SPEAKING AND LISTENING**

- SL.9-10.1a-f:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- SL.9-10.3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

## **LANGUAGE**

- L.9-10.1b:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.2a-c:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.3a:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.9-10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

**L.9-10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.9-10.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **EDUCATIONAL TECHNOLOGY STANDARD**

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

### **21<sup>ST</sup> CENTURY LIFE SKILLS**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

### **HISTORY OF THE ARTS AND CULTURE STANDARD**

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

### **AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES STANDARD**

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2 Speculate on the artist's intent

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

### **UNIT ESSENTIAL QUESTIONS:**

- Why does myth endure?

### **UNIT ENDURING UNDERSTANDINGS:**

- Archetypes and universal themes help explain nature and human

<ul style="list-style-type: none"> <li>▪ Why does epic endure?</li> <li>▪ Why are archetypes important?</li> <li>▪ Why study myths?</li> <li>▪ How does myth explain nature and human nature?</li> <li>▪ What traits do heroes embody?</li> <li>▪ What can modern readers learn from the epic stories written millennia ago?</li> <li>▪ How does honor influence an individual's code of ethics and behavior?</li> <li>▪ How do the values of a society influence a hero's actions, decisions, and development?</li> <li>▪ How is a hero challenged by the journey that he undertakes?</li> <li>▪ Why is honor important to the hero's journey?</li> <li>▪ How does fate impact a hero's journey?</li> <li>▪ What does the hero learn from the journey that is taken?</li> <li>▪ What is revealed about the values of the society to which the hero belongs?</li> <li>▪ How do the values of a society influence a hero's actions, decisions and development?</li> </ul>	<p>nature.</p> <ul style="list-style-type: none"> <li>▪ Literary archetypes and universal themes allude to myths and folk tales originating from oral tradition.</li> <li>▪ The hero's journey is similar to every man's self-discovery through life, which is balanced between fate and free will.</li> <li>▪ The values and attitudes of culture impact individual's actions and code of honor.</li> </ul>
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<b>TIME ALLOTMENT</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>
Four – five weeks; May – June	<ul style="list-style-type: none"> <li>▪ Knowledge of plot development, character development, setting, conflict, and theme.</li> <li>▪ Knowledge of literary devices – what they are, how/why they are used.</li> <li>▪ Elements of myth, epic, and graphic novel</li> <li>▪ Understanding how a text works as both a mirror to themselves and a window to world, past, present, and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read and respond to literature critically by drawing conclusions; making judgments of reality or fantasy; verbalizing an emotional response to a selection; identifying with characters or incidents; reacting to the author's use of language.</li> <li>▪ Gain literal information and make inferences from literature.</li> <li>▪ Identify and explain the qualities of gods and goddesses as exemplifying</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completion of reading comprehension questions – multiple choice and short answer related to plot, conflict, theme, and character motivation/development.</li> <li>▪ Respond to open-ended questions by offering analysis and interpretation of details related to poetry.</li> <li>▪ Engage in discussion about the poetry through Literature Circles and Socratic Seminars.</li> <li>▪ Engage in role-playing and/or Reader's</li> </ul>

	<p>future. In coming to this understanding, students will learn to respect and appreciate differences.</p> <ul style="list-style-type: none"> <li>▪ Understanding that messages are representations of social reality and vary by historic time periods and parts of the world.</li> <li>▪ Response to literature: <ul style="list-style-type: none"> <li>▪ drawing conclusions; making judgments of reality or fantasy; differentiating between factor opinion, worth and acceptability; verbalizing an emotional response to a selection; identifying with characters or incidents; reacting to the author’s use of language; detecting bias.</li> </ul> </li> <li>▪ Strategies before, during, and after reading to construct meaning.</li> <li>▪ Elements of writing: style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning</li> <li>▪ The writing process: draft, review, revise, and edit</li> </ul>	<p>nature and human nature.</p> <ul style="list-style-type: none"> <li>▪ Identify and explain the elements of an epic poem.</li> <li>▪ Identify and explain the characteristics of an epic hero.</li> <li>▪ Analyze the relationship between myths or legends and epic poetry.</li> <li>▪ Examine the historical context of literary works.</li> <li>▪ Analyze the archetypal journey of self-discovery.</li> <li>▪ Evaluate how a culture is represented through literature.</li> <li>▪ Compare and contrast how related themes may be treated in different genres (i.e., epic poetry, contemporary nonfiction, and film).</li> <li>▪ Hone effective listening skills during oral presentations and class discussions.</li> <li>▪ Listen to text and summarize, make judgments, and evaluate what is heard.</li> <li>▪ Support, modify, or refute a position in small or large-group discussions.</li> </ul>	<p>Theatre</p> <ul style="list-style-type: none"> <li>▪ Quizzes – individual myths and chapter by chapter</li> <li>▪ Test – culmination of myth and epic poetry unit</li> <li>▪ Essay – literary analysis (character, setting, conflict, theme, symbolism, imagery connecting to text-to-self, text-to-text, and text-to-world.</li> <li>▪ Project – Travel brochure for cruise of Odysseus’ journey and Odysseus’ resume.</li> <li>▪ Compose short stories or myths that reflect similar themes and conflicts.</li> </ul>
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<p><b>TEACHER RESOURCES</b></p> <p><b>LITERARY TEXTS:</b></p> <p>Novels:</p> <ul style="list-style-type: none"> <li>▪ <i>The Old Man and the Sea</i> (Ernest Hemingway)</li> </ul> <p>Poetry:</p>	<p><b>TEACHER NOTES/REFLECTIONS</b></p> <p><b>TERMINOLOGY:</b></p> <ul style="list-style-type: none"> <li>▪ Allusion</li> <li>▪ Archetype</li> <li>▪ Arête</li> </ul>
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- “Endymion” (John Keats)
- *The Aeneid* (Virgil)
- “The Lotos-Eaters” (Alfred, Lord Tennyson)
- *The Odyssey* (Homer)
- *The Ramayana* (attributed to the Hindu sage Valmiki) (excerpts)
- “The Song of Hiawatha” (Henry Wadsworth Longfellow)

Stories:

- *The Making of Monkey King* (Ntuj Tsim Huabtais Liab)
- *The Magical Monkey King: Mischief in Heaven* (Ji-Li Jiang)
- *Mythology* (Edith Hamilton)
- *Heroes, Gods, and Monsters of the Greek Myths* (Bernard Evslin)
- *World Myths and Folk Tales* (Holt Reinhart)
- *Echoes from Mt. Olympus* (Perfection Learning)
- *From Atlanta to Zeus: Readers Theatre from Greek Mythology* (Suzanne Barchers)

**INFORMATIONAL TEXTS:**

- “Going to War” (Second Lieutenant Kelley Victor Gasper)
- *Goodbye, Darkness: A Memoir of the Pacific War* (William Manchester) (excerpts)
- *Odysseus in America: Combat Trauma and the Trials of Homecoming* (Jonathan Shay) (excerpts)
- *Operation Homecoming: Iraq, Afghanistan, and the Home Front in the Words of U.S. Troops and Their Families* (Andrew Carroll, ed.)
- “Poetics” (Aristotle) (excerpt on comedy and tragedy)
- *Soldier’s Heart: Reading Literature Through Peace and War at West Point* (Elizabeth D. Samet)
- “The Devious Narrator of *The Odyssey*” (Scott Richardson, *The Classical Journal*, Vol. 101, No. 4, pp. 337-359)
- *The Gold of Troy* (Robert Payne)
- *The Hero with a Thousand Faces* (Joseph Campbell)
- *Unbroken: A World War II Story of Survival, Resilience, and Redemption* (Laura Hillenbrand)

- Chronological order
- The classical epic poem
- Epic poetry
- Epic/Homeric simile
- Epithet
- Evidence
- Hero
- Heroic couplet
- Iambic pentameter
- Invocation
- Narrative
- Oral tradition
- Thesis statement

**INDEPENDENT READING:**

Honors students read *The Old Man and the Sea* (Hemingway) independently to explore the theme of heroism and the archetypal journey of self-discovery. Students continue holding Literature Circle meetings through GoogleDocs, and culminating writing activities may include essays about the characters, conflicts, symbols, imagery, or themes in all or a variety of the unit texts relationships to understanding self, others, or the world with new insight or greater depth of meaning.

**ART, MUSIC AND MEDIA:**

Art:

- Greece, Relief Plaque (ca. 450 BC)
- India, *Folio from The Ramayana of Valmiki: Rama Shatters the Trident of the Demon Viradha* (1597-1605)

Music:

- Henry Purcell, *Dido and Aeneas* (1689)

Film:

- *The Odyssey*
- *World Myths and Folk Tales*
- *The Old Man and the Sea*
- *Castaway*
- *Oh, Brother Where Art Thou*

**MATERIALS:**

- Teacher created handouts
- SmartBoard, ELMO, computers with Internet access