

# 9th Grade- Honors Curriculum Map, Unit 1

2017-2018

updated 6/13/2017

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 1 Vocabulary](#)

## Unit Summary: Fiction & Nonfiction: Thematic Connections and Commentary in the Novel and Correlative Texts

This unit is designed to enhance students' understanding of the elements of the novel. It seeks to guide students in making real-world connections to the events taking place in a whole-class novel. Elements such as plot, characters, conflict, symbolism, theme and motif will be discussed and analyzed, with a more intense focus on theme. This analysis will extend to an independent reading text as well. Students will engage in annotated close reading of a novel and supplementary texts in order to cultivate critical reading; complete an independent reading assignment that requires analysis of literary elements studied in the unit; participate in collaborative activities, including Socratic seminar discussions, to build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments designed to build students' skills in grammar and effective paragraph writing.

### Essential Questions:

*These questions establish inquiry to unify the unit's assignments and assessments.*

**What is the difference between a subject and a theme?**

**Why does writing style/structure convey tone and purpose?**

**How can good reading strategies in order to comprehend the major elements of a novel?**

### Assessments:

**Summative/Performance Assessments (Tests/Essays/ Projects = 50%)**

- 1. Summer Reading Essay (10%):** Expository Essay (*\*benchmark pre-assessment for writing*)
- 2. Writing Workshop (15%):** Personal Narrative OR Literary Analysis (theme focus)
- 3. Performance Assessment (15%):** Theme Analysis Independent Reading Based; *\*Must align with standard RL.9.2 & RL.CCR.9 – 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; Analyze how two or more texts address similar themes or topics*
- 4. Vocabulary (10%):** Cumulative Test, [60 MP 1 Words](#)

**Formative Assessments (Classwork & Homework = 20%; Quizzes = 30%)** → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).*

**Benchmark Pre-Assessment for Reading:** Nonfiction text (*MC & OE responses paired with visual text = 0%*)

### Texts:

**Whole Class novel:** *To Kill a Mockingbird, Catcher in the Rye, Fahrenheit 451, The Adventures of Huckleberry Finn*

- *Film versions of novel may be used to support or compare to original novel (for example: To Kill a Mockingbird)*

**Supplementary nonfiction relevant to context or themes in the novel**

[Independent reading novel suggestions](#)

**Acquired Skills and Terms to Know:**

**Lit Terms:** plot (basic plot diagram elements) , dialogue, conflict (internal, external), setting, point of view (3 types), foreshadowing, flashback, symbol, motif

**Skills:** annotate , cite, analyze, context clues, infer, narrate

**Grammar:** subject/verb agreement, comma in a series, parts of speech, run-on, fragment, phrase. clause

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## STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Effective Paragraphs	Speaking & Listening	Language
<p><u>Key Ideas &amp; Structure</u>  <b>RL.9.2, Development of Theme/Motifs:</b> Determine a theme or central idea and analyze its emergence and development  <b>RL.9.3, Character &amp; Theme:</b> Analyze how characters advance plot/develop theme  <b>RL.9.4, Tone &amp; Word Choice:</b> Determine figurative and connotative meanings; analyze word choice for tone, connect to theme  <b>RL.9.5, Author's Choices: Flashbacks, Foreshadowing, &amp; Symbolism:</b> Analyze how author's choices develop character, plot, theme  <b>RL.9.6, Point of View:</b> Analyze point-of-view's impact on theme</p> <p><b>Vocabulary-in-Context:</b> Define unknown words using context clues (RL.9.4/RI.9.4)</p> <p><b>Different Mediums:</b> Analyze a subject or theme in two different mediums, including what is present &amp; absent in each</p>	<p><u>Text Types &amp; Purposes</u>  <b>Personal Narrative Writing</b>            A 1<sup>st</sup>-person point of view composition which recounts an individual incident or that is based on a real-life personal experience. <i>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i></p> <p><b>Literary Analysis Writing</b>            An essay that evaluates and elaborates on significant literary devices used within a work or throughout several works <i>W.9-10.2. 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.</i></p> <p><b>Writing Workshop:</b> Use mentor texts to illustrate conflict, theme, symbol development; use notebooks entries to make connections; note descriptive details and figurative language that establish theme development. Write, revise, and edit a rough draft for content and organization, grammar and mechanics. (<b>W.9.3, W.9.4, W.9.5, &amp; W.9.6</b>)</p> <p><b>Research to Build &amp; Present Knowledge</b>            Use evidence from readings to support analysis (<b>W.9.9</b>)</p>	<p><u>Comprehension &amp; Collaboration</u>  <b>Mini- Seminars:</b> Engage students in partner and small-group discussions that focus on a single question/goal/purpose to help scaffold speaking and listening skills as well as build on their abilities to analyze how elements of short fiction contribute to character development and reflect culture/society (SL.9.1a &amp; b)</p> <p><b>Introduction to Socratic Seminar:</b> preparing for discussion, listening/respecting views, setting ground rules, review of procedures, practice responding to text and questions. (SL.9.1b, SL.9.3)</p> <p><b>Full-class Socratic Seminar:</b> Based on one text that allows for rich discussion that cultivates responses to essential questions</p>	<p><u>Conventions of Standard English</u>            Use appropriate sentence structure to avoid <b>run-ons and fragments</b>; demonstrate understanding of <b>phrases vs. clauses</b>. (L.9.1 &amp; L.9.2)</p> <p><u>Knowledge of Language</u>            Revise for content, organization, and word choice (L.9.3a)</p>
<p><u>Range of Reading (RL.9.10)</u>            Novel            Supplementary nonfiction</p>		<p><u>Presentation of Knowledge &amp; Ideas (SL.9.4)</u>            Present text analysis and ideas based on close readings in Socratic Seminar &amp; refer to text when supporting ideas.</p>	<p><u>Vocabulary Acquisition &amp; Use (L.9.4, L.9.5, L.9.6)</u>            Apply knowledge in contexts; interpret rhetorical language; Evaluate nuance</p>

## Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Narrative or Analysis	Speaking & Listening	Language
<ul style="list-style-type: none"> <li>• What is close reading?</li> <li>• What other mediums are “text?”</li> <li>• Why does point of view, tone, flashback and setting affect the plot of a novel?</li> <li>• How is literature a reflection of a region, time period, historical event or tradition?</li> <li>• How are themes, symbols, motifs and characters evolved throughout a work?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the writing, revising, editing process?</li> <li>• What is a rubric and it’s purpose?</li> <li>• Why does conferring with another person on writing improve one’s topics and writing style?</li> <li>• Why is textual evidence essential?</li> <li>• How is writing style influenced by purpose?</li> <li>• How is film/ art review a unique and a realistic genre of writing?</li> </ul>	<ul style="list-style-type: none"> <li>• What decisions do authors, film directors and artists make so their audience will understand their message?</li> <li>• Why does effective collaboration enhance understanding of texts?</li> <li>• How can we recognize other points of view and formulate educated opinions?</li> </ul>	<ul style="list-style-type: none"> <li>• What does figurative language contribute to the text?</li> <li>• Why does learning grammatical conventions improve clarity and coherence in everyday communication?</li> <li>• How does knowledge of word parts increase vocabulary and deepen comprehension of text?</li> </ul>

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**Tier 2 VOCABULARY:** Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.

1. Acute
2. Adapt
3. Adept
4. Adherent
5. Adjourn
6. Arduous
7. Asinine
8. Assurance
9. Auspicious
10. Blasphemy
11. Bleak
12. Bode
13. Brazen
14. Brunt
15. Circumspect
16. Compel
17. Competent
18. Contempt
19. Daunt
20. Deadlock
21. Despicable
22. Detain
23. Deteriorate
24. Disclose
25. Dubious
26. Eminent
27. Fallacy

28. Feign
29. Grievous
30. Hone
31. Hoodwink
32. Immunity
33. Intrepid
34. Inquisitive
35. Jeer
36. Kin/Kindred
37. Laborious
38. Languid
39. Lenient
40. Liable/Liability
41. Malign
42. Maltreat
43. Morale
44. Muddle
45. Ordeal
46. Pensive
47. Predispose
48. Preposterous
49. Pretense
50. Profound
51. Propaganda
52. Prospect
53. Reconcile
54. Render
55. Revoke
56. Statute
57. Surmount
58. Sustain
59. Tirade
60. Unflinching

**Tier 3 VOCABULARY:** Students will engage with these discipline-specific words throughout the unit:

1. Academic Integrity
2. Analogy
3. Annotation
4. Colloquial
5. Connotation
6. Denotation
7. Flashback
8. Foreshadowing
9. Frame (narrative)
10. Imagery
11. Motif
12. Novel
13. Plagiarism
14. Symbolism
15. Theme

# 9th Grade- Honors Curriculum Map, Unit 2

2017-2018

updated 6/13/2017

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning, Unit 2](#)  
[Vocabulary](#)

## **Unit Summary: Narrative Fiction & Non-Fiction: The Portrayal of People, Places, and Possibilities in the Short Story**

This unit is designed to aid students in understanding the elements of a short story, with particular focus on analysis of characters and the portrayal of cultural experiences and societal views. It seeks to guide students in how to interpret main ideas that are developed in a story through the evaluation of character and conflict development; setting and point of view; plot and literary devices. Students will engage in annotated close reading of a variety of fiction and nonfiction to cultivate critical reading; complete an independent reading assignment that requires analysis of narrative elements; participate in collaborative activities, including Socratic seminar discussions to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments designed to develop effective use of language and promote reflections on progress when composing an essay. Writing tasks will demonstrate understanding of content, structure and features of the short story and narrative non-fiction genres. Students will also complete authentic assessments to demonstrate their comprehension of the structure and purpose of the short narrative genre.

### **Essential Questions:**

*These questions establish inquiry to unify the unit's assignments and assessments.*

**What motivates people's choices, actions and reactions?**

**Why is literature a reflection of societal, personal or cultural experiences?**

**How do authors use narrative techniques, rhetorical devices and structure to convey meaning and ideas?**

### **Assessments:**

**Summative/Performance Assessments (Tests/Essays/ Projects = 50%)**

1. **Mid-Year Benchmark (15%)**
2. **Writing Workshop (15%):** Persuasive Writing (Character focus) *W.9.2 ; RL.9.3 - Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme*
3. **Performance Assessment (15%):** \*must align with **RL.9.6:** *Analyze a particular point or cultural experience in a world of literature from outside the United States*
4. **Vocabulary (10%):** Cumulative Test, 90 total words

**Formative Assessments (Classwork & Homework = 20%; Quizzes = 30%)** → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar)*

### **Texts:**

**Textbook: Elements of Literature, 3<sup>rd</sup> Course**

- Short narratives (for example: "The Most Dangerous Game," "The Lady or the Tiger," "Thank You, Ma'am," "The Sniper," "The Cask of Amontillado," "Marigolds," "The Bass, the River, and Sheila Mant," "The Utterly Perfect Murder," "The Sound of Thunder," "Grover Dill and the Tasmanian Devil," excerpts from *House on Mango Street*)
- Informational texts related by content to short narratives (for example: "Can Animals Think?" by Eugene Linden, "A Defense of the Jury System," "Community Service and You" by T.J. Saftner, "A Country Divided" by Patricia McMahon, "Poe's Final Days" by Kenneth Silverman )
- Informational texts that define and explain the purpose of literary elements (for example, informational texts by John Leggett: "Plot: Time and Sequence," "Setting: Putting Us There," "Character: Revealing Human Nature," "Character Interactions: Give-and-Take," "Narrator and Voice: Who's Talking?" "Theme: An Idea About Life," "Irony and Ambiguity: Surprises, Twists and Mysteries")
- Memoirs – "Internment" by Margaret McCrory, "Teaching Chess, and Life" by Carlos Capellan, "The Grandfather" by Gary Soto, "How to Eat a Guava" by Esmerelda Santiago

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**Supplemental Nonfiction:** Various news articles and commentaries related to short stories studied in this unit: “Separate Spheres” (article to accompany “The Necklace”); Current events (articles, memoirs) related to themes of revenge, social class, and ethnic cleansing (to accompany “The Most Dangerous Game”) – use [www.articles.cnn.com](http://www.articles.cnn.com), [www.nytimes.com](http://www.nytimes.com).

**Suggestions for Independent Reading**

**Acquired Skills and Terms to Know:**

**Literary Terms:**

character (flat, round, static, dynamic, protagonist, antagonist, foil, hero, anti-hero)  
 tone/mood  
 diction  
 rhetoric  
 imagery  
 irony (3 types)

audibility  
 inflection  
 pitch  
 eye contact

pronoun usage  
 punctuation of dialog  
 capitalization  
 underlining vs. quoting  
 sentence types

## STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Literary Analysis	Speaking & Listening	Language
<p><u>Key Ideas &amp; Structure</u>  <b>Close Readings/Annotations</b>  <b>Characters:</b> static, dynamic; contribution to plot &amp; theme(RL.9.3)                      Theme: citing textual evidence of development of author’s message (RL.9.1 &amp; RL.9.2)  <b>Plot development:</b> Exposition,</p>	<p><u>Text Types &amp; Purposes</u>  <b>Persuasive Writing: (Character focus)</b>                      W.9-10.2. 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.  <u>Writing Process</u></p>	<p><u>Comprehension &amp; Collaboration</u>  <b>Mini- Seminars:</b> Engage students in partner and small-group discussions (SL.9.1a &amp; b) that focus on a single question/goal/purpose to help scaffold speaking and listening skills as well as build on their abilities to analyze how theme is developed through plot,</p>	<p><u>Conventions of Standard English</u>                      Continue to use appropriate sentence structure to avoid run-ons and fragments.                      Vary sentence structure, using simple, compound, and complex sentences (L.9.1 &amp; L.9.2)</p>

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<p>Rising Action/Conflict development, Climax, Resolution, Falling Action (RL.9.5)</p> <p><b>Point of View:</b> Narrative 1<sup>st</sup> person, 3<sup>rd</sup> person limited &amp; omniscient</p> <p><b>World literature/Cultural Perspective:</b> Cultural experiences reflected in literature (RL.9.6)</p> <p><b>Mood:</b> Setting, diction, figurative language, foreshadowing, imagery (RL.9.4 &amp; RL.9.5)</p> <p><b>Irony:</b> the purpose and effect of its use; its contribution to theme and character development (RL.9.4 &amp; RL.9.5)</p>	<p>Write, revise, and edit a rough draft for content and organization, grammar and mechanics. (W.9.4, W.9.5, &amp; W.9.6)</p> <p><b>Research to Build &amp; Present Knowledge</b> Conduct preliminary research; annotate and document sources; determine thesis and gather relevant information; outline &amp; Works Cited page. (W.9.7, W.9.8, W.9.9)</p>	<p>character, word choice, etc. and evaluate theme across different mediums (RL.9.2, 3, 4, 7)</p> <p><b>Continued use of Socratic Seminar:</b> Support ideas shared in collaborative discussions; engage in dialogue, not debate; listen &amp; summarize; ask questions to propel conversations; entertain other perspectives; continue to set individual and group goals with students for participation in seminar discussions. (SL.9.1a, 1c, 1d, SL.9.2, SL.9.3) SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>L.9-10.2-4 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Knowledge of Language</b> Revise for content, organization, and word choice; edit work according to MLA guidelines (L.9.3a)</p>
<p><b>Range of Reading (RL.9.10)</b> <b>Short Stories:</b> Narrative fiction/non-fiction <b>Mentor Texts:</b> Nonfiction narratives <b>Independent Reading Choice:</b> Annotate for elements/devices studied in class; emphasis on plot elements and factors that contribute to characterization.</p>	<p><b>Range of Writing (W.9.10)</b> Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations</p>	<p><b>Presentation of Knowledge &amp; Ideas (SL.9.4)</b> Present text analysis and ideas based on close readings in Socratic Seminar &amp; refer to text when supporting ideas.</p>	<p><b>Vocabulary Acquisition &amp; Use (L.9.4, L.9.5, L.9.6)</b> Apply knowledge in contexts; interpret rhetorical language; Evaluate nuance</p>

## Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Literary Analysis	Speaking & Listening	Language
<ul style="list-style-type: none"> <li>• What do good readers do when they do not comprehend a text?</li> <li>• What role do the elements of setting and dialogue play in a short work?</li> <li>• Why is literature a reflection of a person's cultural history?</li> </ul>	<ul style="list-style-type: none"> <li>• What purpose does close reading and annotation serve when writing an essay?</li> <li>• What skills can be refined by writing routinely?</li> <li>• Why does conferring with another person</li> </ul>	<ul style="list-style-type: none"> <li>• What techniques do good speakers use to effectively convey their message and feelings?</li> <li>• What purpose can close</li> </ul>	<ul style="list-style-type: none"> <li>• What effect does grammar have on tone, mood, purpose, style and meaning?</li> <li>• Why does learning grammatical convention improve clarity and</li> </ul>

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|---|--|---|--|
| <ul style="list-style-type: none"><li>• How do conflicts and word choice shape characters in a short story?</li><li>• How does the structure of the short story contribute to plot development?</li></ul> | <ul style="list-style-type: none"><li>• on writing improve one's topics and writing style?</li><li>• Why use a rubric to help us plan and revise our essays?</li><li>• How is writing style influenced by purpose?</li><li>• How do we know what to look for and work on in revision?</li><li>• How should we cite textual evidence?</li></ul> | <ul style="list-style-type: none"><li>• reading and preparation serve in order to propel and enhance discussions?</li><li>• Why does effective collaboration enhance understanding of texts?</li><li>• Why does entertaining alternative perspectives enhance our own?</li><li>• How can we use other points of view to mold our own opinions and make educated decisions?</li><li>• How do we effectively listen to our peers?</li></ul> | <ul style="list-style-type: none"><li>• coherence in everyday communication?</li><li>• How can punctuation marks such as semicolon, colon, and comma, create pacing in our writing?</li><li>• How does word choice affect or reveal theme?</li><li>• How can self-reflection help me set goals in writing conventions?</li></ul> |
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**Tier 2 VOCABULARY:** Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.

1. accomplice
2. acknowledge
3. affirm
4. affluent
5. allude
6. altercation
7. anecdote
8. audible
9. awe
10. candid
11. catalyst
12. coherent
13. commandeer
14. comply
15. concise
16. condone
17. consequence
18. convey
19. debacle
20. denounce
21. destiny
22. dilemma
23. evolve
24. facilitate

25. fortify
26. humane
27. hypocrite
28. illustrious
29. impact
30. impartial
31. impoverished
32. initiate
33. innate
34. intolerable
35. lucrative
36. malicious
37. mediocre
38. momentous
39. naïve
40. opinionated
41. paramount
42. perceive
43. pompous
44. ponder
45. prevail
46. probe
47. quarry
48. rectify
49. relinquish
50. reminisce
51. ritual
52. scapegoat
53. semblance
54. sparse

55. stereotype
56. subtle
57. temperate
58. universal
59. versatile
60. warp

**Tier 3 VOCABULARY:** Students will engage with these discipline-specific words throughout the unit:

1. Academic Integrity
2. Annotation
3. Antagonist
4. Clause
5. Conflict (Internal and External),
6. Diction
7. Dynamic character
8. Foil
9. Foreshadowing
10. Fragment
11. Imagery
12. Irony
13. Metaphor
14. Mood
15. Personification
16. Phrase
17. Plagiarism
18. Protagonist
19. Run-on
20. Short Story
21. Simile

22. Static character

23. Theme

# 9th Grade- Honors Curriculum Map, Unit 3

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updated 6/13/2017

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning, Unit 2](#)  
[Vocabulary](#)

## **Unit Summary: The Art of Argument & The Research Process: Becoming an Investigator**

This unit will require students to choose a topic that has been covered in class through reading and discussion, or discovered through their own writing and independent reading process. Students will implement the proper steps of the research process, which include garnering scholarly sources, outlining, documenting (MLA & parenthetical citations), writing a thesis, summarizing, and revising to add research and explanations that support the topic or delete irrelevant information. Students will engage in annotating, close reading of informational texts, and creating an annotated bibliography in order to cultivate critical reading skills. Participation in collaborative activities for this unit include Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigation of meanings of new vocabulary and the use of language to expand their own vocabulary; regular writing as part of Writer's Workshop assignments designed to develop effective use of language and promote reflections on progress when developing argument in research paper writing.

### **Essential Questions:**

*These questions establish inquiry to unify the unit's assignments and assessments.*

**WHAT ARE THE COMPONENTS OF A CREDIBLE VERBAL AND WRITTEN ARGUMENT?**  
**WHY IS RESEARCH, ARGUMENT AND DEBATE IMPORTANT IN OUR DAILY LIVES AND SOCIETY?**  
**HOW DOES ONE EVALUATE RESOURCES AND ARGUMENTS IN VARIOUS MEDIUMS?**

### **Assessments:**

**Summative/Performance Assessments (Tests/Essays/ Projects = 50%)**

- 1. Final Benchmark (10%)**
- 2. Writing Workshop (20%):** Argument Research Paper, controversial issue
- 3. Performance Assessment (10%):** Annotated Bibliography \*must align with **RI.9.5-6:** *Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, etc./determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that purpose*
- 4. Vocabulary (10%):** Cumulative Test, 1A, 120 Word; 1CP, 90 total words

**Formative Assessments (Classwork & Homework = 20%; Quizzes = 30%)** → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar)*

### **Texts:**

**Textbook:** Prentice Hall Literature, Grade 9, Common Core Edition

**Mentor Texts:** "Mind-Reading Technology" by [Mark Rowh](#); "Saving Lives or Enabling Addicts?"; "Expanded Access to Narcan Pro and Con", *This I Believe* series

**Argument Writing Resources:** *Everything's an Argument*, 6<sup>th</sup>/7<sup>th</sup> Edition by Andrea E. Lunsford; *Real Essays with Readings*, 4<sup>th</sup> Edition (pgs. 299-322 and pgs. 814-838)

**Suggested Online Resources:** [procon.org](http://procon.org); [stageoflife.com/education/MentorTexts.aspx](http://stageoflife.com/education/MentorTexts.aspx); <https://twowritingteachers.org/>

**Suggestions for Independent Reading**

**Acquired Skills and Terms to Know for This Unit:**

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**Research Skills:** Annotate, Paraphrase, Summarize; Works Cited documentation, MLA Format

**Rhetorical Terms:** Claim, Counterclaim, Logos, Ethos, Pathos, Rhetorical Question

**Grammar:** Semi-colon, Colon, Quotations Marks, Parenthetical Citations, Appositives

## STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Argument	Speaking & Listening	Language
<p><u>Key Ideas &amp; Structure</u>  <b>Author Purpose/Point of View:</b> Cite textual evidence (RI.9.1 &amp; RI.9.2)</p> <p><b>Development of central idea:</b> Analysis of details, purpose, &amp; text structure (RI.9.5 &amp; RI.9.6)</p> <p><b>Craft:</b> Use of diction and figurative language to convey tone. (RI.9.4)</p> <p><b>Evaluation of Text:</b>            Create summaries of text; paraphrase text; annotate and evaluate mentor texts on a particular subject (RI.9.7, RI.9.8)            Analyze texts/articles (RI.9.9)</p> <p><b>Introduction to Rhetorical Devices:</b>            Introduction to analysis of how rhetorical devices support argument</p> <p><i>Ethos, Logos, Pathos</i> (RI.9.6)</p>	<p><u>Text Types &amp; Purposes</u>  <b>Argument Writing:</b> Documented research of a topic (choices generated by students &amp; instructors); analyze two claims; develop a thesis &amp; support a claim w/ research; must explore two claims minimum of 3 sources, 3 pages in length.</p> <p>Write, revise, and edit a rough draft for MLA format, parenthetical citations, content and organization, grammar and mechanics. (W.9.4, W.9.5, &amp; W.9.6)</p> <p><b>Research to Build &amp; Present Knowledge</b>            Conduct preliminary research; annotate and document sources; determine thesis and gather relevant information; outline &amp; Works Cited page. (W.9.7, W.9.8, W.9.9)</p>	<p><u>Comprehension &amp; Collaboration</u>  <b>Mini- Seminars:</b> Engage students in partner and small-group discussions (SL.9.1a &amp; b) that focus on a single question/goal/purpose to help scaffold speaking and listening skills as well as build on their abilities to analyze how theme is developed through plot, character, word choice, etc. and evaluate theme across different mediums (RL.9.2, 3, 4, 7)</p> <p><b>Continued use of Socratic Seminar:</b>            Support ideas shared in collaborative discussions; engage in dialogue, not debate; listen &amp; summarize; ask questions to propel conversations; entertain other perspectives; continue to set individual and group goals with students for participation in seminar discussions. (SL.9.1a, 1c, 1d, SL.9.2, SL.9.3)</p>	<p><u>Conventions of Standard English</u>            Use a semicolon and conjunctive adverb to link independent clauses; use a colon to introduce a list or quotation; uses commas in lists, to offset phrases, and to separate clauses.</p> <p>Continue to use appropriate sentence structure to avoid run-ons and fragments.</p> <p>Vary sentence structure, using simple, compound, and complex sentences (L.9.1 &amp; L.9.2)</p> <p><u>Knowledge of Language</u>            Revise for content, organization, and word choice; edit work according to MLA guidelines (L.9.3a)</p>
<p><u>Range of Reading (RL.9.10)</u>  <b>Mentor Texts:</b> Argument  <b>Research Sources:</b>  <b>Independent Reading Choice:</b> Annotate for elements/devices studied in class;</p>	<p><u>Range of Writing (W.9.10)</u>            Writing Workshop writing process, including reflections (portfolio)            Responses to Literature &amp; Argument            Open-ended Questions            Annotations</p>	<p><u>Presentation of Knowledge &amp; Ideas (SL.9.4)</u>            Present text analysis and ideas based on close readings in Socratic Seminar &amp; refer to text when supporting ideas.</p>	<p><u>Vocabulary Acquisition &amp; Use (L.9.4, L.9.5, L.9.6)</u>            Apply knowledge in contexts; interpret rhetorical language; Evaluate nuance</p>

## Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Argument	Speaking & Listening	Language
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# 9th Grade- Honors Curriculum Map, Unit 3

2017-2018

- What is the purpose of an expository/ persuasive text?
- What methods does an author use to inform/ persuade his/her readers?
- What are rhetorical devices and their effect on the style of a piece?
- Why does text structure affect an author's purpose?
- Why are reliable sources a necessity?
- How can you recognize bias?
- How does one determine main ideas?
- How does one find and evaluate credible sources?
- What is the purpose of research?
- What types of questions guide research?
- What constitutes plagiarism and what can be done to avoid it?
- What is MLA format, documentation and citation?
- Why is note-taking, revising, and editing important to the writing process?
- How do writers effectively present claims and counterclaims to develop arguments?
- How do we use and explain researched evidence to support thesis statements?
- How does a topic evolve into a thesis?
- What role does effective collaboration hold in enhancing the understanding of texts?
- Why does analyzing counterclaims help us develop and refine our perspectives?
- Why is effective communication essential for an audience to listen to and understand a speaker's message?
- How can various points of view mold our own opinions and affect our decisions?
- How can research be used to propel and enhance discussions?
- What effect does learning grammatical convention have on improving clarity and coherence in everyday communication?
- Why does rhetoric enhance argument writing?
- Why are the mechanics of a formal paper important to the final presentation of my research?
- How does word choice impact argument?
- How does knowledge of word parts increase vocabulary and deepen comprehension of text?

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**Tier 2 VOCABULARY:** Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.

1. Abridge
2. Advocate
3. Ample
4. Appreciable
5. Arbitrary
6. Assess
7. Auxiliary
8. Brevity
9. Brigand
10. Chronological
11. Cite
12. Comparable
13. Compile
14. Comport
15. Concede/Conceded
16. Concerted
17. Conservative
18. Contend
19. Contrary
20. Cornerstone
21. Credible
22. Dawdle
23. Derive
24. Devise
25. Diligent

26. Diminutive
27. Distort
28. Elaborate
29. Eloquent
30. Enlightened
31. Erroneous
32. Evasive/Evade
33. Exonerate
34. Futile
35. Hamper
36. Infer
37. Institute
38. Integrity
39. Legitimate
40. Notable
41. Plaintiff
42. Proponent
43. Prudent
44. Quaver
45. Rational
46. Rebut
47. Refute
48. Relevant
49. Retain
50. Skeptical
51. Stagnant
52. Supplement
53. Surpass
54. Tenacious
55. Theoretical
56. Transition
57. Trite
58. Valid

59. Verify
60. Vindicate

**Tier 3 VOCABULARY:** Students will engage with these discipline-specific words throughout the unit:

1. Academic Integrity
2. Annotate
3. Argument
4. Citation
5. Counterargument
6. Credible
7. Paraphrase
8. Persuasive appeals: Ethos, Logos, Pathos
9. Plagiarism
10. Refutation
11. Summarize
12. Synthesize
13. Thesis

# 9th Grade- Honors Curriculum Map, Unit 4

2017-2018

updated 6/13/2017

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 4 Vocabulary](#)

## Unit Summary: Poetry & Drama

This unit is designed to enhance students' understanding of the elements of poetry and drama. It seeks to guide students in interpreting how main ideas are developed and refined through author's choices of character/speaker, plot, figurative language, etc. Students will analyze the form and function of different poems as well as the structure of drama through the reading of *Romeo & Juliet* or *The Merchant of Venice* or *Othello*. Students will engage in annotated close reading of poems and a drama as well as supplementary texts in order to refine their critical reading skills; complete an independent reading assignment that requires an independent analysis; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments designed to develop effective use of language and promote reflections on progress when developing a narrative essay and own original poetry.

## Essential Questions:

*These questions establish inquiry to unify the unit's assignments and assessments.*

**What are the fundamental components of a drama/ poem?**

**Why do things like taking writing risks, examining multiple texts on the same topic, collaboration and discussion help broaden our perspectives?**

**How do an author's choices affect the meaning, reading and impact of a drama/ poem?**

## Assessments:

**Summative/Performance Assessments (Tests/Essays/ Projects = 50%)**

1. **Teacher's Choice (10%):** on *Shakespearean Drama*
2. **Writing Workshop (10%):** Narrative OR Literary Analysis Essay
3. **Performance Assessment (20%):** mini-mult-igenre? \*must align with **RL.9.7:** *Analyze the representation of a subject or a key scene in two different artistic mediums, including what is absent or emphasized in each*
4. **Vocabulary (10%):** Cumulative Test, 1A: 150 words, 1CP: 100 words

**Formative Assessments (Classwork & Homework = 20%; Quizzes = 30%)** → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar)*

## Texts:

**Whole-class drama:** *Romeo & Juliet* (Prentice Hall Literature textbook edition), *The Merchant of Venice* (Penquin Classics), *Othello* (?)

**Suggested reading selections:**

### Elements of Literature, 3<sup>rd</sup> Course

- Poetry (for example: "A Blessing," "Woman Work," "Daily," "in Just-," "Once by the Pacific," "Country Scene," "Tiburon," "Folding Won Tons In," "'Hope' is the thing with feathers," "Internment," "Fog," "Fire and Ice," "Women," "Boy at the Window," "I Wandered Lonely as a Cloud," "The Courage that My Mother Had," "Ballad of Birmingham," "The Gift," "Legal Alien/Extranjera legal," "The Base-Stealer," and/or "American Hero"), Shakespeare's Sonnet 18 ("Shall I Compare Thee") & 130 ("My Mistress's Eyes Are Nothing Like the Sun") My Father's Song, "Oranges," "Do Not Go Gentle Into that Good Night," "i carry your heart," "Theme for English B" (Hughes); "So You Want to Be a Writer" (Bukowski)

# 9th Grade- Freshman Honors Curriculum Map, Unit 4

## 2017-2018

- Biographical sketches on poets: James Wright, Maya Angelou, Naomi Shihab Nye, E.E. Cummings, Robert Frost, Ho Xuan Hu'o'ng, Martin Espada, Abraham Chang, Emily Dickinson, Juliet S. Kono, Carl Sanburg, Alice Walker, Richard Wilbur, William Wordsworth, Edna St. Vincent Millay, Dudley Randall, Li-Young Lee, Pat Mora, Robert Francis, and/or Essex Hemphill
- Expository essays (“Eyeglasses for the Mind” by Stephen King, “I Never Saw Daffodils So Beautiful” by Dorothy Wordsworth, and/or “The History Behind the Ballad” by Taylor Branch)
- Informational texts that define and explain the purpose of literary elements (for example, informational texts by John Malcolm Brinnin: “Imagery,” “Figures of Speech,” “The Sounds of Poetry”)

### Independent reading novel suggestions

#### Acquired Skills and Terms to Know:

iambic pentameter	allusion	sonnet
couplet	aside	monologue
comedy/tragedy	exact/slant rhyme	soliloquy
paradox	tragic flaw	hyperbole
simile/ metaphor	oxymoron	lyric
prologue/ epilogue		

### STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Narrative OR Literary Analysis	Speaking & Listening	Language
<b>Key Ideas &amp; Structure</b> <b>RL.9.2 Development of Theme/Motifs:</b> Determine a theme or central idea and analyze its emergence and development throughout the text.  <b>RL.9.3 Character:</b> Analyze how characters develop, interact with one another, and advance the storyline or reveal the theme.	<b>Text Types &amp; Purposes</b> <b>Personal Narrative Writing</b> A 1 <sup>st</sup> -person point of view composition which recounts an individual incident or that is based on a real-life personal experience.  <b>Literary Analysis Writing</b> An essay that evaluates and elaborates on	<b>Comprehension &amp; Collaboration</b>  <b>Mini-Seminars:</b> Engage students in partner and small-group discussions (SL.9.1a & b) that focus on a single question/goal/purpose to help scaffold speaking and listening skills as well as build on their abilities to analyze how theme is developed through plot,	<b>Conventions of Standard English</b> Use a semicolon to link independent clauses; use colons to introduce a list or quotation; use commas in lists, to offset phrases, and to separate clauses  Continue to use appropriate sentence structure to avoid run-ons and fragments.

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# 9th Grade- Freshman Honors Curriculum Map, Unit 4

## 2017-2018

<p><b>RL.9.4 Tone &amp; Word Choice:</b> Navigate Shakespearean syntax; determine figurative and connotative meanings; analyze word choice for tone in poetry and drama.</p> <p><b>RL.9.5: Author's Choices:</b> Analyze how author's choices develop character, plot, theme in drama and how they create effects in drama and poetry.</p> <p><b>RL.9.6 Point of View:</b> Analyze impact of a character pov/perspective on plot and theme in drama and impact of speaker's pov/cultural experience in poetry and drama</p> <p><b>RL.9.9:</b> Analyze how an author or authors draw on and transform source texts.</p>	<p>significant literary devices used within a work or throughout several works</p> <p><b>Writing Workshop:</b> Use mentor texts to illustrate conflict, theme, symbol development; use notebooks entries to make connections; note descriptive details that establish mood and develop of plot; use figurative language and literary devices studied in this unit. Write, revise, and edit a rough draft for content and organization, grammar and mechanics. Create original poetry and portfolio Reflections <b>(W.9.3,W.9.4, W.9.5, &amp; W.9.6)</b></p> <p><b>Research to Build &amp; Present Knowledge</b> Use evidence from readings to support analysis <b>(W.9.9)</b></p>	<p>character, word choice, etc. and evaluate theme across different mediums (RL.9.2, 3, 4, 7)</p> <p><b>Continued use of Socratic Seminar:</b> Support ideas shared in collaborative discussions; engage in dialogue, not debate; listen &amp; summarize; ask questions to propel conversations; entertain other perspectives; continue to set individual and group goals with students for participation in seminar discussions. (SL.9.1a, 1c, 1d, SL.9.2, SL.9.3)</p>	<p>Vary sentence structure, using simple, compound, and complex sentences (L.9.1 &amp; L.9.2)</p> <p><b>Knowledge of Language</b> Revise for content, organization, and word choice; edit work according to MLA guidelines (L.9.3a)</p>
<p><b>Range of Reading (RL.9.10)</b> <b>Drama: Shakespearean drama</b> <b>Poetry</b> <b>Mentor Texts</b> <b>Independent Reading Choice</b></p>	<p><b>Range of Writing (W.9.10)</b> Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations Original poetry</p>	<p><b>Presentation of Knowledge &amp; Ideas (SL.9.4)</b> Present text analysis and ideas based on close readings in Socratic Seminar &amp; refer to text when supporting ideas.</p>	<p><b>Vocabulary Acquisition &amp; Use (L.9.4, L.9.5, L.9.6)</b> Apply knowledge in contexts; interpret rhetorical language; Evaluate nuance</p>

### Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Narrative or Analysis	Speaking & Listening	Language
<ul style="list-style-type: none"> <li>What is the difference between</li> </ul>	<ul style="list-style-type: none"> <li>What can be learned from studying a</li> </ul>	<ul style="list-style-type: none"> <li>What purpose can close</li> </ul>	<ul style="list-style-type: none"> <li>What effect does punctuation</li> </ul>

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# 9th Grade- Freshman Honors Curriculum Map, Unit 4

## 2017-2018

<p>poetry and prose?</p> <ul style="list-style-type: none"> <li>• What strategies can we use to closely read Shakespearean language?</li> <li>• Why does an author use figurative language?</li> <li>• Why do poets choose certain forms to write in?</li> <li>• How does word choice impact an author/speaker's tone?</li> <li>• How are characters, themes, symbols, motifs developed in a drama?</li> <li>• How does society/ history influence drama and poetry?</li> </ul>	<p>variety of mentor texts?</p> <ul style="list-style-type: none"> <li>• What is the difference between critique and analysis?</li> <li>• Why do we write poetry?</li> <li>• Why is poetry and drama a reflection of a time period?</li> <li>• How does one develop writing skills?</li> <li>• How can we use poetic devices to enhance our communication of important experiences?</li> <li>• How does conferring with another person on writing improve one's topics and writing style?</li> </ul>	<p>reading serve in order to propel and enhance discussions?</p> <ul style="list-style-type: none"> <li>• Why does entertaining alternative perspectives enhance our own?</li> <li>• How do we effectively listen to our peers?</li> <li>• How are plays and songs adapted/ changed for an audience?</li> <li>• How should a poem/ drama be read aloud for maximum impact?</li> </ul>	<p>have on on the the style and understanding of a piece of writing?</p> <ul style="list-style-type: none"> <li>• Why does improving your own personal vocabulary and grammar conventions expand communication abilities?</li> <li>• How can self-reflection help me set goals in writing conventions?</li> </ul>
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# 9th Grade- Freshman Honors Curriculum Map, Unit 4

## 2017-2018

**Tier 2 VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.**

1. Abscond
2. Adverse
3. Alter
4. Amble
5. Apex
6. Breach
7. Chide
8. Combatant
9. Congenial
10. Conspire
11. Cordial
12. Defray
13. Demure
14. Doleful
15. Drudgery
16. Elope
17. Fickle
18. Fluent
19. Idealistic
20. Imply
21. Impose
22. Incessant
23. Incurable
24. Indignant
25. Indulgent
26. Inhibit
27. Intervene
28. Kindle
29. Liberal
30. Moderate
31. Monologue
32. Morose
33. Novice
34. Obtrusive
35. Perilous
36. Posthumous
37. Prelude
38. Prolong
39. Provoke
40. Radical
41. Reciprocate
42. Recur
43. Refrain
44. Retort
45. Revert
46. Revile
47. Rift
48. Ruthless
49. Salvage
50. Savor
51. Seclusion
52. Sever
53. Subside
54. Susceptible
55. Tedious
56. Treacherous
57. Trivial
58. Vivid
59. Vocation
60. Yearn

**Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout the unit:**

1. Aside
2. Blank Verse
3. Comic Relief
4. Couplet
5. Drama
6. Dramatic Irony
7. Dialogue
8. Free Verse
9. Iambic Pentameter
10. Monologue
11. Poetry

# 9th Grade- Freshman Honors Curriculum Map, Unit 4

## 2017-2018

12. Pun
13. Rhyme Scheme
14. Soliloquy
15. Stanza
16. Tragedy
17. Tragic Flaw