

# 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>

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## 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