

9th Grade 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 important 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 a literary analysis essay.

Essential Questions:

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

What motivates people?

What causes people to change?

What are the effects of people's choices and reactions to conflict?

What can be learned from conflict and change?

How is literature a reflection of personal or cultural experiences?

How do societal views or setting influence conflict, character, and change?

How do authors use narrative writing to convey ideas about people, places and possibilities?

Assessments:

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

1. **Mid-Year Benchmark (15%)**
2. **Writing Workshop (15%):** Literary Analysis essay on character, **RL.9.3:** *Analyze how complex characters develop over the course of the 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: Prentice Hall Literature, Grade 9, Common Core Edition

Suggested selections (at least 3): "The Necklace," "The Most Dangerous Game," "The Cask of Amontillado," "The Gift of the Magi," "The Lady or the Tiger", "The Sound of Thunder", "The Interlopers," "The Landlady," "Lamb to the Slaughter," "Marigolds," "The Sniper," "The Birds"

Supplemental Fiction: "The Princess and the Tin Box," "The Scarlet Ibis," "The Golden Kite, the Silver Wind," "A Christmas Memory," "Salvador Late or Early"

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, www.nytimes.com.

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[Suggestions for Independent Reading](#)

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Literary Analysis	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u> Close Readings/Annotations Characters: static, dynamic; contribution to plot & theme(RL.9.3) Theme: citing textual evidence of development of author’s message (RL.9.1 & RL.9.2) Plot development: Exposition, Rising Action/Conflict development, Climax, Resolution, Falling Action (RL.9.5) Point of View: Narrative 1st person, 3rd person limited & omniscient World literature/Cultural Perspective: Cultural experiences reflected in literature (RL.9.6) Mood: Setting, diction, figurative language, foreshadowing, imagery (RL.9.4 & RL.9.5) Irony: the purpose and effect of its use; its contribution to theme and character development (RL.9.4 & RL.9.5)</p>	<p><u>Text Types & Purposes</u> Literary Analysis Writing: Analyze the development of a character in a short story, with a clearly defined thesis, logical organization, and ample and appropriate textual evidence as support, cited properly in MLA Format (W.9.2a-e)</p> <p><u>Writing Process</u> Write, revise, and edit a rough draft for content and organization, grammar and mechanics. (W.9.4, W.9.5, & W.9.6)</p> <p><u>Research to Build & Present Knowledge</u> Conduct preliminary research; annotate and document sources; determine thesis and gather relevant information; outline & Works Cited page. (W.9.7, W.9.8, W.9.9)</p>	<p><u>Comprehension & Collaboration</u> Mini- Seminars: 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, character, word choice, etc. and evaluate theme across different mediums (RL.9.2, 3, 4, 7)</p> <p><u>Continued use of Socratic Seminar:</u> Support ideas shared in collaborative discussions; engage in dialogue, not debate; listen & 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 semicolons to link independent clauses; use colons to introduce a list or quotation; use 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 & 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> Short Stories: Narrative fiction/non-fiction Mentor Texts: Nonfiction narratives Independent Reading Choice: Annotate for elements/devices studied in class; emphasis on plot elements and factors that contribute to characterization.</p>	<p><u>Range of Writing (W.9.10)</u> Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations</p>	<p><u>Presentation of Knowledge & Ideas (SL.9.4)</u> Present text analysis and ideas based on close readings in Socratic Seminar & refer to text when supporting ideas.</p>	<p><u>Vocabulary Acquisition & 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 Literary Analysis	Speaking & Listening	Language
<ul style="list-style-type: none"> • What do good readers do when they do not comprehend a text? • How do conflicts shape characters in a short story? • How does word choice affect character development, conflict, and mood? • How does the structure of the short story contribute to plot development? • How do characters, conflict, and plot work to convey theme? 	<ul style="list-style-type: none"> • How can close reading and annotation of text help us write a better literary analysis essay? • How can writing routinely allow us to practice and refine skills? • How does the writing process influence the final product? • How do we know what to look for and work on in revision? • How can we use a rubric to help us plan and revise our essays? • How should we cite textual evidence? 	<ul style="list-style-type: none"> • How can close reading and preparation be used to propel and enhance discussions? • How does effective collaboration enhance understanding of texts? • How can entertaining alternative perspectives enhance our own? • How can we use other points of view to mold our own opinions and make educated decisions? • How do we effectively listen to our peers? 	<ul style="list-style-type: none"> • Why would a writer choose to use a semicolon instead of a period? • How can punctuation marks such as semicolon, colon, and comma, create pacing in our writing? • How does word choice affect or reveal theme? • How can self-reflection help me set goals in writing conventions?

to [Vocabulary list](#)
to [Standards for Learning](#)

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

