

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)*

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Texts:

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

Suggested reading selections:

Elements of Literature, 3rd Course

- Poetry (for example: “A Blessing,” “Woman Work,” “Daily,” “in Just-,” “Once by the Pacific,” “Country Scene,” “Tiburón,” “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)
- 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		

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STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Narrative OR Literary Analysis	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u> RL.9.2 Development of Theme/Motifs: Determine a theme or central idea and analyze its emergence and development throughout the text.</p> <p>RL.9.3 Character: Analyze how characters develop, interact with one another, and advance the storyline or reveal the theme.</p> <p>RL.9.4 Tone & Word Choice: Navigate Shakespearean syntax; determine figurative and connotative meanings; analyze word choice for tone in poetry and drama.</p> <p>RL.9.5: Author's Choices: Analyze how author's choices develop character, plot, theme in drama and how they create effects in drama and poetry.</p> <p>RL.9.6 Point of View: 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>RL.9.9: Analyze how an author or authors draw on and transform source texts.</p>	<p><u>Text Types & Purposes</u> Personal Narrative Writing A 1st-person point of view composition which recounts an individual incident or that is based on a real-life personal experience.</p> <p>Literary Analysis Writing An essay that evaluates and elaborates on significant literary devices used within a work or throughout several works</p> <p>Writing Workshop: 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 (W.9.3, W.9.4, W.9.5, & W.9.6)</p> <p>Research to Build & Present Knowledge Use evidence from readings to support analysis (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>Continued use of Socratic Seminar: 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 semicolon 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> Drama: Shakespearean drama Poetry Mentor Texts Independent Reading Choice</p>	<p><u>Range of Writing (W.9.10)</u> Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations Original poetry</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>

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

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