Grade 9	Unit 1: The Short Story		Suggested Length: 2 - 3 weeks
Essential Questions	***Program of Studies* and Core Content**	**Key Terms and Vocabulary**	**Classroom Instruction and <u>Assessment</u>** *Student will:*
1. How can I compare the characters and events in short stories to my own life? 2. What are the elements of a short story? 3. What is the structure of a short story?	**Program of Studies** ❑ *ELA-EI-R-2 Respond critically to a variety of literary genres (e.g., novels, essays, short stories, poetry, drama) and styles by applying a knowledge of characteristics of those genres and literary terms and concepts (e.g., theme, character, point of view, figurative language) and by making connections to personal experiences.* ❑ *ELA-EI-R-3 Identify writers' purposes and techniques used to communicate with different audiences.* ❑ *ELA-EI-R-5 Understand vocabulary in context (e.g., decoding, jargon, dialect, idioms, subtleties of meaning).* ❑ *ELA-EI-W-1 Use writing-to-learn strategies such as note taking, reflective response, response journals, and logs to make personal connections, to form ideas, and to complete tasks.* ❑ *ELA-EI-W-4 Write personal pieces (e.g., personal narratives, memoirs, personal essays) to communicate ideas.* ❑ *ELA-EI-W-5 Write literary pieces (e.g., stories, poems, scripts, plays) that apply characteristics, elements, and techniques of genres read.* ❑ *ELA-EI-T-1 Use technology to complete authentic tasks.* **Core Content- Reading** ❑ **RD-09-1.0.1 Students will interpret literal or non-literal meanings of words in a passage. DOK 2** ❑ **RD-09-1.0.2 Students will make predictions based on what is read. DOK 2** ❑ **RD-09-1.0.4 Students will interpret the**	❑ Basic situation or exposition ❑ Rising action ❑ Complications ❑ Denouement or resolution ❑ Plot ❑ Direct and indirect characterization ❑ Setting ❑ Atmosphere ❑ Imagery ❑ Point of view ❑ Irony ❑ Theme ❑ External conflict ❑ Internal conflict ❑ Resolution ❑ Climax ❑ Foreshadowing ❑ Paradox ❑ Irony	❑ Use the SQ3R method to read the following short stories: *The Sniper, The Most Dangerous Game, The Birds, Thank You, M'am, Salvador Late or Early, The Necklace, The Cask of Amontillado,* ❑ Use graphic organizers to identify and interpret the following elements of a short story ❑ Structure of a short story (basic situation or exposition, rising action, climax and denouement) ❑ Plot (basic situation, complications, external conflict, internal conflict, climax, conclusion) ❑ Setting (atmosphere) ❑ Characterization (direct and indirect) ❑ Irony (verbal, situational and dramatic) ❑ Point of view (first person, third person, and omniscient) ❑ Theme ❑ Identify and interpret literary elements in the short stories they read such as foreshadowing and paradox through class discussion of these elements as they appear in the stories read. ❑ Compose journal entries that allow students to reflect on each story's connection to real-life issues ❑ Analyze content as it applies to students' lives or real world issues, through class discussion and written work. ❑ Make predictions and draw conclusions about a text using clues from the text during class discussion and written exercises. ❑ Define and employ new vocabulary with each short story selection, using context clues, vocabulary worksheets, and games, such as charades. ❑ Write sentences using models revise sentence fragments and sentence beginnings and correct run-on sentences. ❑ Organize information in graphic form (e.g., graphic organizers) ❑ <u>Complete a comprehension assessment at the end of each short story, including at least one open response question per story.</u> ❑ Organize answers to open response questions using the

Grade 9	Unit 1: The Short Story		Suggested Length: 2 - 3 weeks
Essential Questions	*Program of Studies* and Core Content	**Key Terms and Vocabulary**	**Classroom Instruction and <u>Assessment</u>** *Student will:*
	meaning of jargon, dialect, or specialized vocabulary found in a passage. DOK 2 ❑ **RD-09-2.0.1 Students will paraphrase information in a passage. DOK 2** ❑ **RD-09-2.0.2 Students will identify essential information from a passage needed to accomplish a task. DOK 1** ❑ **RD-09-2.0.3 Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage. DOK 2** ❑ **RD-09-2.0.5 Students will interpret concrete or abstract terms using context from the passage. DOK 2** ❑ **RD-09-2.0.6 Students will explain the main ideas of a passage and identify the key ideas or information that support them. DOK 3** ❑ **RD-09-2.0.7 Students will make inferences, draw conclusions or make generalizations based on evidence from a passage. DOK 3** ❑ **RD-09-3.0.1 Students will explain or analyze how a conflict in a passage is resolved. DOK 3** ❑ RD-09-4.0.1 Students will analyze the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text). ❑ RD-09-4.0.2 Students will use evidence from a passage to formulate opinions in response to a reading passage. ❑ **RD-09-5.0.1 Students will compare and contrast the characteristics of a variety of literary genres. DOK 3** ❑ **RD-09-5.0.2 Students will analyze or evaluate the effectiveness of literary elements (e.g., theme, characterization, setting, point of view, conflict and resolution, plot, structure) within a**		four-column method. ❑ <u>Write an alternative ending to a story.</u>

Grade 9	Unit 1: The Short Story		Suggested Length: 2 - 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> *Student will:*

	passage. DOK 3
	❑ **RD-09-5.0.3 Students will analyze the author's use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language). DOK 3**
	❑ **RD-09-5.0.4 Students will critique the author's word choice, style, tone or content. DOK 3**
	❑ **RD-09-5.0.8 Students will explain how the use of text features (e.g., illustrations, charts, lists, tables, graphs, tables of contents, indexes, glossaries, headings, captions), format or layout enhances the reader's understanding of a passage. DOK 3**
	❑ **RD-09-5.0.9 Students will analyze the effectiveness of the organizational patterns in a passage (e.g., cause and effect, repetition, comparison and contrast, sequence, generalizations) for fulfilling the purpose of the passage. DOK 3**
	
	<u>Core Content- Writing</u>
	
	❑ **WR-HS-1.1.0 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by**
	  ❑ **Narrowing the topic to present an idea, theme or thesis**
	  ❑ **Choosing a perspective authentic to the writer**
	  ❑ **Analyzing and addressing the needs of the intended audience**
	  ❑ **Adhering to the characteristics of the form**
	  ❑ **Applying a suitable tone**
	  ❑ **Allowing voice to emerge when appropriate DOK 4**		

Grade 9	Unit 1: The Short Story		Suggested Length: 2 - 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> *Student will:*

	❑ **WR-HS-2.3.0 Organization: Students will create unity and coherence to accomplish the focused purpose by**
	  ❑ **Engaging the audience**
	  ❑ **Establishing a context for reading when appropriate**
	  ❑ **Communicating ideas and support in a meaningful order**
	  ❑ **Applying transitions and transitional elements to guide the reader through the piece**
	  ❑ **Developing effective closure DOK 3**
	
	❑ **WR-HS-3.6.0 Correctness: Students will communicate clearly by**
	  ❑ **Applying correct spelling**
	  ❑ **Applying correct punctuation**
	  ❑ **Applying correct capitalization**
	  ❑ **Incorporating acceptable departure from standard correctness to enhance meaning when appropriate**
	  ❑ **Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources, documenting sources in text and/or on a Works Cited page) DOK 2**		

Grade 9	Unit 2: Romeo, Juliet & Shakespeare		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> *Student will:*
1. Who was William	<u>**Program of Studies**</u> ❑ *ELA-EI-R-2 respond critically to a variety of literary genres (drama) and styles by*	❑ Playwright ❑ Platform	❑ Students will take notes by highlighting teacher given articles about Shakespeare and the European

Grade 9	Unit 2: Romeo, Juliet & Shakespeare		Suggested Length: 3 weeks
Essential Questions	***Program of Studies* and Core Content**	**Key Terms and Vocabulary**	**Classroom Instruction and Assessment** *Student will:*
Shakespeare? 2. What was daily life like during the European Renaissance? 3. How does the hierarchy of the European Renaissance compare to that of the American Renaissance? Modern day America? 4. Are Shakespeare's works still applicable today? 5. What comparisons can be made between the families of Romeo and Juliet and families of today?	*applying a knowledge of characteristics of those genres and literary terms and concepts (e.g., theme, character, point of view, figurative language) and by making connections to personal experiences.* ❑ *ELA-EI-R-5 understand vocabulary in context (e.g. jargon, dialect, idioms, subtleties of meaning).* ❑ *ELA-E1-W-1 use writing-to-learn strategies such as note taking, reflective response, response journals, and logs to make personal connections, to form ideas, and to complete tasks (additional supporting Academic Expectations 1.10, 6.3).* ❑ *ELA-E1-W-2 apply writing-to-demonstrate-learning strategies in situations such as essays, essay tests, and open-response questions.* ❑ *ELA-E1-W-3 write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning) that demonstrate independent thinking about content and structure observed in informational and literary reading.* ❑ *ELA-E1-W-4 write personal pieces (personal essays) to communicate ideas.* ❑ *ELA-EI-SLO-1 demonstrate awareness of audience, purpose, and situation in oral presentations both with and without technology.* ❑ *ELA-EI-SLO-2 apply appropriate verbal and nonverbal elements (e.g., gestures, facial expressions, tone, volume, rate) to enhance delivery.* ❑ *ELA-EI-SLO-3 ·apply strategies for critical listening and observing skills to complete products (additional supporting Academic Expectation 5.1).*	❑ Trapdoor ❑ Balcony ❑ Heavens ❑ Props ❑ Scenery ❑ Renaissance ❑ Sonnet ❑ Foreshadow ❑ Soliloquy	Renaissance. The students as a class will decide what information is important to highlight as notes. ❑ Students will compare the European Renaissance Ideas with American Renaissance and with current day America in an article or essay. ❑ Students will compare plays and movies of today with those performed at the Globe Theater using Venn Diagrams. ❑ Students will compare Feuds of Romeo and Juliet to modern day by making personal connections in their response logs. ❑ Students will explore the belief systems of the European Renaissance orally. ❑ Students will perform a scene from the play, *Romeo and Juliet*. ❑ Students will sample foods and music of the European Renaissance. ❑ *Students will create a dance/act that could be seen in a Shakespearean play.* ❑ Students will identify blank verse and the poetic form of the Shakespearean sonnet. ❑ Students will create their own sonnet. (WP-Literary) ❑ Students will discuss the old/new version of the movie Romeo and Juliet then write an article about the movies. ❑ *Students will write a personal narrative (WP-Literary)* ❑ Students will complete a comprehension assessment at the end of each act of *Romeo and Juliet*, as well as at the end of the unit. There will be at least one open response question on each assessment. ❑ Students will use the four-column method to answer all open response items. ❑ All essential questions, daily discussion, OR question

Grade 9	Unit 2: Romeo, Juliet & Shakespeare		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* and Core Content	**Key Terms and Vocabulary**	**Classroom Instruction and Assessment** *Student will:*
	❑ *ELA-EI-SLO-4 use correct and appropriate language in students' own speaking.* ❑ *ELA-EI-I-1 access appropriate print and nonprint (e.g., computers, electronic media, interviews) resources for group, collaborative, and/or independent inquiry projects.* ❑ *ELA-EI-T-1 use technology to complete authentic tasks.* **Core Content- Reading** ❑ **RD-09-1.0.4 Students will interpret the meaning of jargon, dialect, or specialized vocabulary found in a passage. DOK 2** ❑ **RD-09-2.0.6 Students will explain the main ideas of a passage and identify the key ideas or information that support them. DOK 3** ❑ **RD-09-3.0.1 Students will explain or analyze how a conflict in a passage is resolved. DOK 3** ❑ RD-09-4.0.1 Students will analyze the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text). ❑ **RD-09-5.0.1 Students will compare and contrast the characteristics of a variety of literary genres. DOK 3** ❑ **RD-09-5.0.2 Students will analyze or evaluate the effectiveness of literary elements (e.g., theme, characterization, setting, point of view, conflict and resolution, plot, structure) within a passage. DOK 3** ❑ **RD-09-5.0.3 Students will analyze the author's use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language). DOK 3**		

Grade 9	Unit 2: Romeo, Juliet & Shakespeare		Suggested Length: 3 weeks
Essential Questions	***Program of Studies* and Core Content**	**Key Terms and Vocabulary**	**Classroom Instruction and Assessment** *Student will:*
	Core Content- Writing ❑ **WR-HS-1.1.0 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by** 　❑ **Narrowing the topic to present an idea, theme or thesis** 　❑ **Choosing a perspective authentic to the writer** 　❑ **Analyzing and addressing the needs of the intended audience** 　❑ **Adhering to the characteristics of the form** 　❑ **Applying a suitable tone** 　❑ **Allowing voice to emerge when appropriate DOK 4** ❑ WR-HS-1.1.02 In Literary Writing, 　❑ Students will communicate to an audience about the human condition (e.g., by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary). 　❑ Students will apply characteristics of the selected form (e.g., short story, play/script, poem). 　❑ Students will sustain point of view. 　❑ Students will sustain a suitable tone or appropriate voice. 　❑ Students will apply fictional perspective in literary writing when appropriate. ❑ **WR-HS-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience's understanding of purpose by**		

Grade 9	Unit 2: Romeo, Juliet & Shakespeare		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> *Student will:*

	❑ **Developing logical, justified, and suitable explanations**
	❑ **Providing relevant elaboration**
	❑ **Explaining related connections or reflections**
	❑ **Applying idea development strategies appropriate to the form DOK 4**
	
	❑ WR-HS-1.2.2 In Personal Expressive/Literary Writing
	  ❑ Students will communicate theme/main idea through use of literary elements appropriate to the genre:
	    ❑ Students will develop characters (fictional/non-fictional) through emotions, actions, reactions, actions, reactions, descriptions, thoughts, or dialogue when appropriate.
	    ❑ Students will develop plot/story line appropriate to form.
	  ❑ Students will develop an appropriate setting, mood, scene, image or feeling.
	  ❑ Students will incorporate literary or poetic devices (e.g., simile, metaphor, personification) for an intentional effect.
	  ❑ Students will incorporate reflection, insight and analysis when appropriate.
	
	❑ **WR-HS-2.3.0 Organization: Students will create unity and coherence to accomplish the focused purpose by**
	  ❑ **Engaging the audience**
	  ❑ **Establishing a context for reading when appropriate**
	  ❑ **Communicating ideas and support in a meaningful order**
	  ❑ **Applying transitions and transitional elements to guide the reader through the piece**		

Grade 9	Unit 2: Romeo, Juliet & Shakespeare		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* **and Core Content**	**Key Terms and Vocabulary**	**Classroom Instruction and Assessment** *Student will:*

	❑ **Developing effective closure DOK 3**
	
	❑ WR-HS-2.3.2 In Personal Expressive/Literary Writing
	  ❑ Students will engage the interest of the reader.
	  ❑ Students will communicate ideas and details in meaningful order.
	  ❑ Students will apply organizational devices (e.g. foreshadowing, flashback) when appropriate.
	  ❑ Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.
	  ❑ Students will apply effective paragraphing.
	  ❑ Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape.
	  ❑ Students will create effective conclusions.
	
	❑ **WR-HS-2.4.0 Sentence Structure: Students will create effective sentences by**
	  ❑ **Applying a variety of structures and lengths**
	  ❑ **Maintaining parallel structure**
	  ❑ **Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate DOK 3**
	
	❑ WR-HS-2.4.2 In Personal Expressive/Literary Writing,
	  ❑ Students will develop sentences of various structures and lengths for effect.
	  ❑ Students will maintain parallel structure.		

Grade 9	Unit 2: Romeo, Juliet & Shakespeare		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* **and Core Content**	**Key Terms and Vocabulary**	**Classroom Instruction and <u>Assessment</u>** *Student will:*
	❑ Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate. ❑ Students will arrange poetic language in meaningful order. ❑ Students will apply poetic line breaks effectively. ❑ **WR-HS-3.5.0 Language: Students will exemplify effective language choices by** ❑ **Applying correct grammar and usage** ❑ **Applying concise use of language** ❑ **Incorporating strong verbs, precise nouns, concrete details, and sensory details** ❑ **Applying language appropriate to the content, purpose and audience DOK 2** ❑ WR-HS-3.5.2 In Personal Expressive/Literary Writing, ❑ Students will adhere to standard guidelines for usage and grammar or apply nonstandard for an intentional effect. ❑ Students will incorporate language based on economy, precision, richness, or impact on the reader. ❑ Students will develop ideas through descriptive or figurative language. ❑ **WR-HS-3.6.0 Correctness: Students will communicate clearly by** ❑ **Applying correct spelling** ❑ **Applying correct punctuation** ❑ **Applying correct capitalization** ❑ **Incorporating acceptable departure from standard correctness to enhance meaning when appropriate** ❑ **Incorporating appropriate**		

Grade 9	Unit 2: Romeo, Juliet & Shakespeare		Suggested Length: 3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment *Student will:*
	documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources, documenting sources in text and/or on a Works Cited page) DOK 2		

Grade 9	Unit 3: The Power of Poetry		Suggested Length: 2-3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment *Student will:*
1. What is this thing we call poetry and where do I go to find it? 2. What are the elements of poetry and how are they used to create meaningful poetry? 3. How can I derive meaning from the poetry I read? 4. How can I express myself in my own poems?	**Program of Studies** ❑ *ELA-EIII-R-1 analyze and evaluate the four types of reading materials (literary, informational, practical/workplace, and persuasive) in both print and nonprint (e.g., computer, media) formats.* ❑ *ELA-EIII-R-2 read and analyze classic and contemporary literature as representative of the many dimensions of the human experience.* ❑ *ELA-EIII-R-4 apply a knowledge of literary terms and concepts (e.g., theme, symbolism, tone) to analyze literature.* ❑ *ELA-EIII-R-5 apply analytical reading skills to make connections to the real world* ❑ *ELA-EIII-R-7 interpret multiple meanings of vocabulary in context.* ❑ *ELA-EIII-W-1 use writing-to-learn (e.g., note taking, reflective response, response journals, logs) as a basis for developing literary writing (e.g., stories, poems, scripts, plays)* ❑ *ELA-EIII-W-2 use writing-to-demonstrate-learning strategies in situations such as essays, essay tests, and open-response questions.* ❑ *ELA-EIII-W-3 continue to develop transactive writing (writing produced for authentic*	❑ Poetry ❑ Alliteration ❑ Allusion ❑ Imagery ❑ Metaphor ❑ Extended metaphor ❑ Simile ❑ Onomatopoeia ❑ Figurative language ❑ Personification ❑ Repetition ❑ Rhyme ❑ Rhyme scheme ❑ Ballad ❑ Shakespearean sonnet ❑ Italian sonnet ❑ Palindrome ❑ Ode ❑ Free verse ❑ Hyperbole ❑ Villanelle ❑ Blank verse ❑ Lyric poetry ❑ Couplet ❑ Assonance ❑ Quatrain	❑ Brainstorm what they already know about poetry to create a class definition of poetry ❑ Compare the class definition of poetry to those of E. E. Cummings and T. S. Eliot ❑ Read and discuss examples of introductory poems using specified formulas (i.e. biopoem, I Am poem, and acrostic poem ❑ Practice writing a biopoem together as a class ❑ <u>Compose their own introductory poem using one of the above formulas (WP-Literary)</u> ❑ Define and recognize within a work poetry devices and various poetic forms listed in the "Key Terms and Vocabulary" section of this guide. ***Reading List:*** *By the Bivouac's Fitful Flame, She Walks in Beauty, How to Eat a Poem, Shall I Compare Thee to a Summer's Day, My Mistress' Eyes, Twinkies, The City, Trees, The Toaster, Apartment House, Player Piano, Mirror, Pied Beauty, The River, A Dream Deferred, I Wanna Hold Your Hand, Annie's Song, Life Signs, Fog, The Ballad of Birmingham, Big Bad John, Ode on a Grecian Urn, Farewell Love and All Thy Laws For Ever, Do Not Go Gentle Into that Good Night, Daily, When I Heard the Learn'd Astronomer, Old Pond, A Morning Glory, I Never Saw A Moor, The Seven Ages of Man, Fire and Ice, All Watched Over by machines of Loving Grace*

Grade 9	Unit 3: The Power of Poetry		Suggested Length: 2-3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> *Student will:*
	purposes and audiences beyond completing an assignment to demonstrate learning), which applies knowledge of conventions of various print and nonprint (e.g., computers, electronic media) resources. ❏ *ELA-EIII-W-4 continue to develop personal (e.g., personal narratives, memoirs, personal essays) and literary writing.* ❏ *ELA-EIII-W- tailor use of language and conventions (e.g., mechanics, formatting, grammar) for a variety of audiences, purposes, and situations.* ❏ *ELA-EIII-W-6 critique own and others' works based on criteria for effective writing, including awareness of audiences and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).* ❏ *ELA-EIII-SLO-2 apply critical listening/observing skills to analyze nonprint (e.g., computers, electronic media) materials (additional supporting Academic Expectations 5.1).* ❏ *ELA-EIII-SLO-3 collaborate to solve problems (e.g. panel discussions, simulations) (additional supporting Academic Expectations 5.5).* ❏ *ELA-EIII-I-1 locate and analyze a variety of appropriate sources to obtain information for specific needs.* ❏ *ELA-EIIII-2 paraphrase and summarize to adapt information for specific purposes (additional supporting Academic Expectations 5.3).* ❏ *ELA-EIII-T-1 Use a variety of multimedia tools (e.g., audio, video, computer presentation programs) to enhance presentations.*	❏ Refrain ❏ Sestet ❏ Octave ❏ Haiku ❏ Elegy ❏ Found poem ❏ Biopoem ❏ Acrostic ❏ Diamante ❏ Concrete poem ❏ Theme ❏ Mood/tone ❏ Audience	❏ Use graphic organizers to aid in understanding of the following poetic devices and forms: alliteration, imagery, onomatopoeia, haiku, rhyme ❏ <u>Write daily journal entries in response to teacher-selected prompts, related to the expression and craft of poetry, to be evaluated according to a journal rubric</u> ❏ Identify the purpose of using specific poetic devices within the context of a poem ❏ Analyze, in writing, the effectiveness of poetic devices found in selected poems listed on the reading list above, as well as their own original poetry. ❏ Read "*The Ballad of Birmingham*" and compose an ending to the story that explains whether the child in the ballad lives or dies ❏ Locate examples of ballads, using Internet and print sources, to share with the class (Students have the option to use music for this assignment, providing their song meets the criteria for a ballad.) ❏ Identify and highlight key points in teacher given handouts on the history and structure of the sonnet and the villanelle ❏ <u>Compose the following original poems: found poem, extended metaphor poem, haiku, ballad, and catalog poem (WP-Literary)</u> ❏ <u>Create their own poetry book by compiling their own work and the work of published poets and providing detailed analyses and evaluation of the poetic elements contained in each poem.</u> ❏ <u>Evaluate the unit through a unit test that combines multiple choice and open response selections related to the elements and types of poetry.</u>

Grade 9	Unit 3: The Power of Poetry		Suggested Length: 2-3 weeks
Essential Questions	*Program of Studies* **and Core Content**	**Key Terms and Vocabulary**	**Classroom Instruction and** <u>**Assessment**</u> *Student will:*

	<u>**Core Content- Reading**</u>
	
	❏ **RD-09-2.0.2 Students will identify essential information from a passage needed to accomplish a task. DOK 1**
	❏ **RD-09-2.0.3 Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage. DOK 2**
	❏ **RD-09-2.0.7 Students will make inferences, draw conclusions or make generalizations based on evidence from a passage. DOK 3**
	❏ RD-09-4.0.1 Students will analyze the content or make connections as it applies to students' lives (text-to-self, real-world issues (text to-world or other texts (text-to-text).
	❏ RD-09-4.0.2 Students will use evidence from a passage to formulate opinions in response to a reading passage.
	❏ **RD-09-5.0.1 Students will compare and contrast the characteristics of a variety of literary genres. DOK 3**
	
	<u>**Core Content- Writing**</u>
	
	❏ **WR-HS-1.1.0 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by**
	   ❏ **Narrowing the topic to present an idea, theme or thesis**
	   ❏ **Choosing a perspective authentic to the writer**
	   ❏ **Analyzing and addressing the needs of the intended audience**
	   ❏ **Adhering to the characteristics of the form**
	   ❏ **Applying a suitable tone**
	   ❏ **Allowing voice to emerge when**		

Grade 9	Unit 3: The Power of Poetry		Suggested Length: 2-3 weeks
Essential Questions	*Program of Studies* **and Core Content**	**Key Terms and Vocabulary**	**Classroom Instruction and Assessment** *Student will:*

	appropriate DOK 4
	
	❑ WR-HS-1.1.2 In Literary Writing
	    ❑ Students will communicate to an audience about the human condition (e.g., by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary).
	    ❑ Students will apply characteristics of the selected form (e.g., short story, play/script, poem).
	    ❑ Students will sustain point of view.
	    ❑ Students will sustain a suitable tone or appropriate voice.
	    ❑ Students will apply fictional perspective in literary writing when appropriate.
	
	❑ **WR-HS-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience's understanding of purpose by**
	    ❑ **Developing logical, justified and suitable explanations**
	    ❑ **Providing relevant elaboration**
	    ❑ **Explaining related connections or reflections**
	    ❑ **Applying idea development strategies appropriate to the form DOK 4**
	
	❑ WR-HS-1.2.2 In Personal Expressive/Literary Writing
	    ❑ Students will communicate theme/main idea through use of literary elements appropriate to the genre:
	        ❑ Students will develop characters (fictional/non-fictional) through emotions, actions, reactions, actions, reactions, descriptions, thoughts, or		

Grade 9	Unit 3: The Power of Poetry		Suggested Length: 2-3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> *Student will:*

	dialogue when appropriate.
	  ❑ Students will develop plot/story line appropriate to form.
	❑ Students will develop an appropriate setting, mood, scene, image or feeling.
	❑ Students will incorporate literary or poetic devices (e.g., simile, metaphor, personification) for an intentional effect.
	❑ Students will incorporate reflection and insight and analysis when appropriate.
	
	❑ **WR-HS-2.3.0 Organization: Students will create unity and coherence to accomplish the focused purpose by**
	  ❑ **Engaging the audience**
	  ❑ **Establishing a context for reading when appropriate**
	  ❑ **Communicating ideas and support in a meaningful order**
	  ❑ **Applying transitions and transitional elements to guide reader through the piece**
	  ❑ **Developing effective closure DOK 3**
	
	❑ WR-HS-2.3.2 In Personal Expressive/Literary Writing
	  ❑ Students will engage the interest of the reader.
	  ❑ Students will communicate ideas and details in meaningful order.
	  ❑ Students will apply organizational devices (e.g. foreshadowing, flashback) when appropriate.
	  ❑ Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.
	  ❑ Students will apply effective paragraphing.		

Grade 9	Unit 3: The Power of Poetry		Suggested Length: 2-3 weeks
Essential Questions	*Program of Studies* and Core Content	**Key Terms and Vocabulary**	**Classroom Instruction and Assessment** *Student will:*
	❑ Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape. ❑ Students will create effective conclusions. ❑ **WR-HS-2.4.0 Sentence Structure: Students will create effective sentences by** ❑ **Applying a variety of structures and lengths** ❑ **Maintaining parallel structure** ❑ **Developing complete and correct sentences unless using unconventional structures for effect when appropriate DOK 3** ❑ WR-HS-2.4.2 In Personal Expressive/Literary Writing, ❑ Students will develop sentences of various structures and lengths for effect. ❑ Students will maintain parallel structure. ❑ Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate. ❑ Students will arrange poetic language in meaningful order. ❑ Students will apply poetic line breaks effectively. ❑ **WR-HS-3.5.0 Language: Students will exemplify effective language choices by** ❑ **Applying correct grammar and usage** ❑ **Applying concise use of language** ❑ **Incorporating strong verbs, precise nouns, concrete details, and sensory details** ❑ **Applying language appropriate to the content, purpose, and audience DOK 2**		

Grade 9	Unit 3: The Power of Poetry		Suggested Length: 2-3 weeks
Essential Questions	*Program of Studies* **and Core Content**	**Key Terms and Vocabulary**	**Classroom Instruction and Assessment** *Student will:*

	❑ WR-HS-3.5.2 In Personal Expressive/Literary Writing
	  ❑ Students will adhere to standard guidelines for usage and grammar or apply nonstandard for an intentional effect.
	  ❑ Students will incorporate language based on economy, precision, richness, or impact on the reader.
	  ❑ Students will develop ideas through descriptive or figurative language.
	
	❑ **WR-HS-3.6.0 Correctness: Students will communicate clearly by**
	  ❑ **Applying correct spelling**
	  ❑ **Applying correct punctuation**
	  ❑ **Applying correct capitalization**
	  ❑ **Incorporating acceptable departure from standard correctness to enhance meaning when appropriate**
	  ❑ **Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources, documenting sources in text and/or on a Works Cited page) DOK 2**		

Grade 9	Unit 4: The Perilous Journey		Suggested Length: 2-3 weeks
Essential Questions	*Program of Studies* **and Core Content**	**Key Terms and Vocabulary**	**Classroom Instruction and Assessment** *Student will:*
	Program of Studies		
1. What is an epic poem?	❑ *ELA-EIII-R-2 read and analyze classic and contemporary literature as representative of the many dimensions of the human*	❑ Epic poem ❑ Epic hero ❑ Homer	❑ Students will read excerpts and summaries from Homer's *The Odyssey*. ❑ Students will read and analyze an informative speech

Grade 9	Unit 4: The Perilous Journey		Suggested Length: 2-3 weeks
Essential Questions	***Program of Studies* and Core Content**	**Key Terms and Vocabulary**	**Classroom Instruction and <u>Assessment</u>** *Student will:*
2. What conventions of poetry are used in an epic poem? 3. How is the journey a metaphor for life? 4. What are the characteristics of an epic hero and how can I find those same characteristics in my own life?	*experience.* ❑ *ELA-EIII-R-4 apply a knowledge of literary terms and concepts (e.g., theme, symbolism, tone) to analyze literature.* ❑ *ELA-EIII-R-5 apply analytical reading skills to make connections to the real world.* ❑ *ELA-EIII-R-7 interpret multiple meanings of vocabulary in context.* ❑ *ELA-EIII-W-1 use writing-to-learn (e.g., note taking, reflective response, response journals, logs) as a basis for developing literary writing (e.g., stories, poems, scripts, plays).* ❑ *ELA-EIII-W-2 use writing-to-demonstrate-learning strategies in situations such as essays, essay tests, and open-response questions.* ❑ *ELA-EIII-W-3 continue to develop transactive writing (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning), which applies knowledge of conventions of various print and nonprint (e.g., computers, electronic media) resources.* ❑ *ELA-EIII-W-4 continue to develop personal (e.g., personal narratives, memoirs, personal essays) and literary writing.* ❑ *ELA-EIII-W-5 tailor use of language and conventions (e.g., mechanics, formatting, grammar) for a variety of audiences, purposes, and situations.* ❑ *ELA-EIII-W-6 critique own and others' works based on criteria for effective writing, including awareness of audiences and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).* ❑ *ELA-EIII-SLO-2 apply critical listening/observing skills to analyze nonprint (e.g., computers, electronic media) materials*	❑ Homeric simile ❑ Homeric epithet ❑ Odyssey ❑ Dramatic irony ❑ Invocation to the Muse ❑ Foreshadowing ❑ In media res	and complete an outline of that speech. ❑ <u>Students will research and create a PowerPoint presentation for the class about a Greek god. Students will compose and deliver an informative speech to accompany their presentations</u>. (WP-Transactive) ❑ Students will summarize the background story of Odysseus and the beginning of his journey in written and illustrated form. ❑ Students will read Suzanne Vega's poem "Calypso" and make a Venn diagram that compares/contrasts the character of Calypso from *The Odyssey* and Calypso from the poem. ❑ Students will read and summarize the following articles: "Troy: It Casts a Spell" and "Welcome: A Religious Duty" ❑ <u>Students will identify the characteristics of an epic hero as found in the character Odysseus, and then write a series of journal entries reflecting on the presence of these same characteristics in their own</u> lives and the lives of others in the 21st century. ❑ Students will define and locate in the text: Homeric simile, Homeric epithet, invocation of the Muse, dramatic irony and foreshadowing, and evaluate how these literary elements enhance the poem. ❑ Students will read and summarize the article "Welcome: A Religious Duty", and evaluate the importance of hospitality in ancient Greece as reflected in the epic poem. ❑ Students will interpret various scenes through oral presentations. ❑ <u>Students will paraphrase various passages from the poem.</u> ❑ <u>Students will answer several open response questions about the poem using the four-column method and scoring guide provided.</u> ❑ <u>Students will evaluate the poem through multiple choice, matching and open response selections on a unit test.</u>

Grade 9	Unit 4: The Perilous Journey		Suggested Length: 2-3 weeks
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> *Student will:*
	(additional supporting Academic Expectations 5.1). ❑ *ELA-EIII-SLO-3 collaborate to solve problems (e.g. panel discussions, simulations) (additional supporting Academic Expectations 5.5).* ❑ *ELA-EIII-I-1 locate and analyze a variety of appropriate sources to obtain information for specific needs.* **<u>Core Content- Reading</u>** ❑ **RD-09-1.0.1 Students will interpret literal or non-literal meanings of words in a passage. DOK 2** ❑ **RD-09-2.0.1 Students will paraphrase information in a passage. DOK 2** ❑ **RD-09-2.0.3 Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage. DOK 2** ❑ **RD-09-2.0.5 Students will interpret concrete or abstract terms using context from the passage. DOK 2** ❑ **RD-09-2.0.6 Students will explain the main ideas of a passage and identify the key ideas or information that support them. DOK 3** ❑ RD-09-4.0.1 Students will analyze the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text). ❑ **RD-09-5.0.1 Students will compare and contrast the characteristics of a variety of literary genres. DOK 3** ❑ **RD-09-5.0.2 Students will analyze or evaluate the effectiveness of literary elements (e.g., theme, characterization, setting, point of view, conflict and**		

Grade 9	Unit 4: The Perilous Journey		Suggested Length: 2-3 weeks
Essential Questions	*Program of Studies* **and Core Content**	**Key Terms and Vocabulary**	**Classroom Instruction and Assessment** *Student will:*
	resolution, plot, structure) within a passage. DOK 3 **Core Content- Writing** ❑ WR-HS-1.1.2 In Literary Writing, ❑ Students will communicate to an audience about the human condition (e.g., by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary). ❑ Students will apply characteristics of the selected form (e.g., short story, play/script, poem). ❑ Students will sustain point of view. ❑ Students will sustain a suitable tone or appropriate voice. ❑ Students will apply fictional perspective in literary writing when appropriate.		

Grade 9	Unit 5: Persuasive Pigs and Other Animals on the Farm		Suggested Length: 4-6 weeks
Essential Questions	*Program of Studies* **and Core Content**	**Key Terms and Vocabulary**	**Classroom Instruction and Assessment** *Student will:*
1. What causes people to rise up and rebel? 2. What is the nature of power and how do people get it, take and use or abuse it?	**Program of Studies** ❑ *ELA-EIII-R-1 analyze and evaluate the four types of reading materials (literary, informational, practical/workplace, and persuasive) in both print and nonprint (e.g., computer, media) formats.* ❑ *ELA-EIII-R-2 read and analyze classic and contemporary literature as representative of the many dimensions of the human experience.* ❑ *ELA-EIII-R-4 apply a knowledge of literary terms and concepts (e.g., theme, symbolism,*	❑ Proletariat ❑ Propaganda ❑ Beast fable ❑ Allegory ❑ Symbolism ❑ Metaphor ❑ Simile ❑ Protagonist ❑ Antagonist ❑ Satire ❑ Dramatic irony	❑ Become familiar with the concept of revolution, stages of revolution and vocabulary necessary to understand these concepts through teacher-given notes about the Russian Revolution ❑ Reflect on what they have read and interpreted in the novel by creating journal entries, as one of the barnyard animals in the book, in response to teacher's prompts. ❑ Analyze the characters in the novel and how they change during the early stages of the revolution. ❑ Create a graphic organizer that shows a particular character's strengths and weaknesses at the beginning of

Grade 9	Unit 5: Persuasive Pigs and Other Animals on the Farm		Suggested Length: 4-6 weeks
Essential Questions	***Program of Studies* and Core Content**	**Key Terms and Vocabulary**	**Classroom Instruction and <u>Assessment</u>** *Student will:*
3. What are the stages of a revolution and how does *Animal Farm* follow this formula? 4. What are the qualities of a good leader?	*tone) to analyze literature.* ❑ *ELA-EIII-R-5 apply analytical reading skills to make connections to the real world.* ❑ *ELA-EIII-R-7 interpret multiple meanings of vocabulary in context.* ❑ *ELA-EIII-W-1 use writing-to-learn (e.g., note taking, reflective response, response journals, logs) as a basis for developing literary writing (e.g., stories, poems, scripts, plays).* ❑ *ELA-EIII-W-2 use writing-to-demonstrate-learning strategies in situations such as essays, essay tests, and open-response questions.* ❑ *ELA-EIII-W-3 continue to develop transactive writing (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning), which applies knowledge of conventions of various print and nonprint (e.g., computers, electronic media) resources.* ❑ *ELA-EIII-W-4 continue to develop personal (e.g., personal narratives, memoirs, personal essays) and literary writing.* ❑ *ELA-EIII-W-5 tailor use of language and conventions (e.g., mechanics, formatting, grammar) for a variety of audiences, purposes, and situations.* ❑ *ELA-EIII-W-6 critique own and others' works based on criteria for effective writing, including awareness of audiences and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).* ❑ *ELA-EIII-SLO-2 apply critical listening/observing skills to analyze nonprint (e.g., computers, electronic media) materials (additional supporting Academic Expectations 5.1).* ❑ *ELA-EIII-SLO-3 collaborate to solve*	❑ Situational irony ❑ Classless society ❑ Marxism ❑ Capitalism ❑ Socialism	<u>the book and again after the pigs take control.</u> ❑ Participate in a class discussion of the changes that occur in the various characters. ❑ Identify, as a class, the qualities of a good leader and participate in a mock election of a barnyard leader from among their animals. ❑ Work in groups to define and understand the five stages of plot and create a story map for *Animal Farm*. ❑ <u>Students will answer several open response questions about the novel using the four-column method and scoring guide provided</u> ❑ <u>Students will evaluate the novel through multiple choice, matching and open response selections on a unit test.</u> ❑ Students will chart the progression of main idea and conflict by chapter using a graphic organizer. ❑ In select passages, students will describe authors position and defend orally and in writing per teacher prompt ❑ Students define and categorize key vocabulary ❑ Students will create a personal narrative using correct grammar, mechanics, and by following the writing process.

Grade 9	Unit 5: Persuasive Pigs and Other Animals on the Farm		Suggested Length: 4-6 weeks
Essential Questions	***Program of Studies* and Core Content**	**Key Terms and Vocabulary**	**Classroom Instruction and <u>Assessment</u>** *Student will:*
	problems (e.g. panel discussions, simulations) (additional supporting Academic Expectations 5.5). ❑ *ELA-EIII-I-1 Locate and analyze a variety of appropriate sources to obtain information for specific needs.* **<u>Core Content – Reading</u>** ❑ **RD-09-1.0.4 Students will interpret the meaning of jargon, dialect, or specialized vocabulary found in a passage. DOK 2** ❑ **RD-09-2.0.6 Students will explain the main ideas of a passage and identify the key ideas or information that support them. DOK 3** ❑ **RD-09-3.0.1 Students will explain or analyze how a conflict in a passage is resolved. DOK 3** ❑ RD-09-4.0.1 Students will analyze the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text). ❑ **RD-09-5.0.2 Students will analyze or evaluate the effectiveness of literary elements (e.g., theme, characterization, setting, point of view, conflict and resolution, plot, structure) within a passage. DOK 3** ❑ **RD-09-5.0.3 Students will analyze the author's use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language). DOK 3** **<u>Core Content – Writing</u>** ❑ **WR-HS-1.1.0 Purpose/Audience: Students will establish and maintain a focused**		

Grade 9	Unit 5: Persuasive Pigs and Other Animals on the Farm		Suggested Length: 4-6 weeks
Essential Questions	*Program of Studies* **and Core Content**	**Key Terms and Vocabulary**	**Classroom Instruction and Assessment** *Student will:*
	purpose to communicate with an authentic audience by ❑ **Narrowing the topic to present an idea, theme or thesis** ❑ **Choosing a perspective authentic to the writer** ❑ **Analyzing and addressing the needs of the intended audience** ❑ **Adhering to the characteristics of the form** ❑ **Applying a suitable tone** ❑ **Allowing voice to emerge when appropriate DOK 4** ❑ WR-HS-1.1.2 In Personal Expressive Writing, ❑ Students will communicate the significance of the writer's life experience by narrating about life events, relationships, or central ideas. ❑ Students will apply the characteristics of the selected form (e.g. personal narrative, personal memoir, personal essay). ❑ Students will sustain point of view. ❑ Students will sustain a suitable tone or appropriate voice.		