

Planned Instruction

A PLANNED COURSE FOR:

English 9

Grade Level: 9

Date of Board Approval: ____2019____

Planned Instruction

Title of Planned Instruction: English 9

Subject Area: English

Grade(s): 9

Course Description:

This is a comprehensive and standards based course that analyzes a wide range of literature and incorporates different strategies of writing. Students will continue to develop their critical reading, thinking, and writing skills throughout this course. Literature selections in the forms of fiction, non-fiction, drama, and poetry will be analyzed. The forms of writing that will be explored and utilized include five paragraph essays, constructed responses, and a research paper written to conform to the Modern Language Association (MLA) guidelines. The research paper is a course requirement. In order to enhance both reading and writing skills, this class will also include the study of grammatical concepts and etymological based vocabulary. Assessments will be Keystone aligned and focus on the skills needed to obtain proficiency on the Keystone State Exams.

Time/Credit for This Course: 1 Full Academic Year

Curriculum Writing Committee: Mrs. Chelsea Shatt and Ms. Sarah Fitzkee

Curriculum Map

1. Marking Period 1

Overview based on 45 days

Understanding of:

- Elements of a short story
- Plot structure of a short story
- Character and conflict analysis in short stories including “The Most Dangerous Game,” “American History,” and “The Jade Peony”
- Mood, plot, and foreshadowing analysis in short stories including “The Cask of Amontillado” and “Sonata for Harp and Bicycle”
- Symbolism and setting analysis in short stories including “The Scarlet Ibis” and “The Golden Kite, The Silver Wind”
- Other literary terms of metaphor, simile, personification, and hyperbole as found in short stories
- Elements of the novel *Speak*
- Literary terms presented in a novel
- Literary connections between short stories and novels
- The significance of a relationship between two or more central ideas in a text
- The importance of analyzing how literary devices used in a text connect to each other and to “big picture” concepts of theme, author’s purpose, and central idea.
- The importance of annotation to enhance close reading skills
- The importance of supporting analysis of text with specific evidence drawn from text
- Etymology based vocabulary
- Grammatical elements that are requisite for clarity of expression including parts of speech, fragments, and run-ons
- The structure and components of writing forms including constructed responses and five paragraph essays, which demonstrate the clear and accurate use of textual analysis to support ideas

2. Marking Period 2

Overview based on 45 days

Understanding of:

- Elements of a novel and literary devices including plot, setting, characterization, conflict, point of view, theme, tone, symbolism,

foreshadowing, irony and allusion as found in *To Kill A Mockingbird*.

- Elements of non-fiction articles associated with the historical context and background of *To Kill a Mockingbird*
- Elements of poetry and poetic devices including stanza, rhyme scheme, sound devices, imagery, metaphor, personification, simile and point of view as found in poems with thematic connections to *To Kill a Mockingbird*
- The importance of cultural, historical, and thematic connections between novels, non-fiction, and poetry
- The significance of a relationship between two or more central ideas in a text
- The importance of analyzing how literary devices used in a text connect to each other and to “big picture” concepts of theme, author’s purpose, and central idea.
- The importance of annotation to enhance close reading skills
- The importance of supporting analysis of text with specific evidence drawn from text
- Etymology based vocabulary
- Grammatical elements that are requisite for clarity of expression including subject-verb agreement and pronouns/antecedents
- The structure and components of writing forms including constructed responses, which demonstrate the clear and accurate use of textual analysis to support ideas

3. Marking Period 3

Overview based on 45 days

Understanding of:

- Elements of the novel *Of Mice and Men*
- Elements of non-fiction articles associated with historical context of *Of Mice and Men*
- Connections between novels and non-fiction, including how the non-fiction articles give critical background knowledge about the time period of the novel
- The significance of a relationship between two or more central ideas in a text
- The importance of analyzing how novel elements and literary devices such as metaphor, simile, imagery, symbolism, and foreshadowing connect to each other and to the “big picture” concepts of theme, author’s purpose, and central idea.
- The importance of annotation to enhance close reading skills

- The importance of supporting analysis of text with specific evidence drawn from text
- Rhetorical elements of parallelism, restatement, repetition, and analogy as used in persuasive writing and speaking
- The importance of identifying rhetorical elements and analyzing their effect on an audience
- The structure and components of an MLA style research paper including but not limited to: selection of resources, developing a focused thesis statement, supporting properly utilizing in text citations, development of accurate works cited page, supporting a distinct topic, development of ideas which are supported by research,
- Etymology based vocabulary
- Grammatical elements that are requisite for clarity of expression including prepositions, prepositional phrases, and pronoun case

4. Marking Period 4

Overview based on 45 days

Understanding of:

- Elements of poetry including figurative language, sound devices, meter, internal and end rhyme
- The importance of close reading and analysis of poetic elements to support interpretation of poetry
- Elements of drama and poetry including sonnet, blank verse, meter, stage directions, acts, scenes, dialogue, monologue, and soliloquy as used in the Shakespearian play *The Tragedy of Romeo and Juliet*
- Literary devices of motifs, puns, foreshadowing, oxymoron, and allusion as used in the drama *The Tragedy of Romeo and Juliet*
- Elements of tragedy and the Shakespearian tragic hero
- The significance of a relationship between two or more central ideas in a text
- The importance of analyzing how literary devices used in a text connect to each other and to “big picture” concepts of theme, author’s purpose, and central idea.
- The importance of annotation to enhance close reading skills
- The importance of supporting analysis of text with specific evidence drawn from text
- Etymology based vocabulary
- The necessity of a cumulative review of all grammar skills to solidify competency

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- The structure and components of writing forms including constructed responses and five paragraph essays which demonstrate the clear and accurate use of textual analysis to support ideas.

Curriculum Plan

Marking Period: One

Standards: PACS English/Language Arts

Reading Informational Texts: CC.1.2.9-10.C; CC.1.2.9-10.D; CC.1.2.9-10.E; CC.1.2.9-10.F; CC.1.2.9-10.G; CC.1.2.9-10.H; CC.1.2.9-10.I; CC.1.2.9-10.J; CC.1.2.9-10.K.

Reading Literature: CC.1.3.9-10.A; CC.1.3.9-10.B; CC.1.3.9-10.C; CC.1.3.9-10.D; CC.1.3.9-10.E; CC.1.3.9-10.F; CC.1.3.9-10.G; CC.1.3.9-10.H; CC.1.3.9-10.I; CC.1.3.9-10.J; CC.1.3.9-10.K.

Writing: CC.1.4.9-10.A; CC.1.4.9-10.B; CC.1.4.9-10.C; CC.1.4.9-10.D; CC.1.4.9-10.E; CC.1.4.9-10.F; CC.1.4.9-10.G; CC.1.4.9-10.I; CC.1.4.9-10.L; CC.1.4.9-10.Q; CC.1.4.9-10.S; CC.1.4.9-10.V.

Speaking and Listening: CC.1.5.9-10.A; CC.1.5.9-10.C; CC.1.5.9-10.D; CC.1.5.9-10.G.

Big Idea(s):

Big Idea # 1:

- **Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.**

Essential Questions:

- How does interaction with text provoke thinking and response?
- How can our knowledge and use of the research process promote lifelong learning?
- How does productive oral communication rely on speaking and listening?

Concepts:

- Essential content, literary elements and devices inform meaning.
- Textual structure, features, and organization inform meaning.
- Acquiring and applying a robust vocabulary assists in constructing meaning.
- Informational sources have unique purposes.
- Active listening facilitates learning and communication.

Competencies:

- Identify and evaluate essential content between and among various text types.
- Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions.

- Evaluate the effectiveness of the author's use of literary devices in various genres.
- Analyze and evaluate author's/authors' use of conflict, theme, and/or point of view within and among texts.
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s).
- Analyze the impact of societal and cultural influences in texts.
- Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations.
- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and / or reflecting on the speaker's message.

Big Idea #2:

- **Writing is a recursive process that conveys ideas, thoughts, and feelings.**

Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?
- How do focus, content, organization, style, and conventions work together to impact writing quality?

Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality.
- Writing improves through the recursive process of revising and editing.
- Informational writing describes, explains and/or summarizes ideas or content in a variety of genres.
- Persuasive writing attempts to influence the audience by presenting an issue and stating and supporting a position.

Competencies:

- Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience (focus).
- Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language (style).
- Use proper conventions to compose in the standard form of the English language (conventions).
- Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus.
- Use precise vocabulary when developing writing.

Big Idea #3:

- **Listening provides the opportunity to learn, reflect, and respond.**

Essential Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Active listening facilitates learning and communication.

Competencies:

- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message.
- Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions.
- Listen with civility to the ideas of others.

Big Idea #4: Effective speaking and listening are essential for productive communication.

Essential Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Purpose, context and audience influence the content and delivery in speaking situation.

Competencies:

- Interact effectively in discussions by:
 - maintaining the focus of the discussion by contributing relevant content.
 - selecting and using appropriate language.
 - asking relevant and clarifying questions.
 - monitoring the response of participants and adjusting contributions accordingly.
 - employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, and enunciation.

Overview: This unit will include short stories that focus on and highlight the literary terms associated with fiction. Students will dissect the short stories and practice with the literary terms as they read. Students will also read the novel *Speak*; they will learn and practice the literary terms associated with the novel as well. This unit will also include the study of vocabulary, grammar, and writing of constructed responses, mini-constructed responses, and an essay.

Goals:

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- Students will be able to observe and define various conventions and themes to the short stories prescribed in this unit, and determine the purpose and function.
- Students will be able to observe and explain the function of various literary devices and figurative language including foreshadowing, mood, symbolism, metaphor, simile, personification, and hyperbole found in the short stories prescribed in this unit.
- Students will observe and define the various conventions and themes connected to the novel prescribed in this unit.
- Students will be able to observe and explain the function of various literary devices and figurative language including symbolism, motif, allusion, tone and mood as found in the prescribed novel for this unit.
- Students will be able to clearly and concisely respond to writing prompts that focus on the literary and structural elements of the short stories and novel found in this unit.
- Students will be able to observe, analyze, and utilize their understanding of root words and their meanings as they are used in Latin and Greek languages.
- Students will be able to identify and apply grammatical concepts including parts of a sentence, run-on sentences, and sentence fragments.

Objectives:

1. Students will be able to employ strategies such as context clues and knowledge of common affixes and roots in order to acquire and use academic and content vocabulary. (DOK – Level One, DOK – Level Two)
2. Students will be able to use graphic organizers and other reading strategies to analyze key concepts and literary elements in various genres and types of fiction and nonfiction texts. (DOK – Level Four)
3. Students will be able to compare and contrast fictional texts as to make connections between literary texts and real life situations. (DOK – Level Two, DOK – Level Three)
4. Students will be able to draw evidence from fictional texts to support analysis and reflection. (DOK – Level Three, DOK – Level Four)
5. Students will recall the definitions of provided collections of words and apply their meaning in context through close reading and reflection of select passages on an assessment. (DOK – Level One, DOK – Level Two)
6. Students will investigate a variety of close reading, vocabulary application, and grammatical concept strategies as they may be conveyed towards success on the Scholastic Assessment Test (SAT). (DOK – Level Three)

Core Activities and Corresponding Instructional Methods:

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1. Closely read, re-read, and analyze with reading for meaning questions fictional short stories including “The Most Dangerous Game,” “American History,” “The Cask of Amontillado,” “Sonata for Harp and Bicycle,” “The Scarlet Ibis,” and “The Golden Kite, The Silver Wind.” (L.N.1.1.1, L.N.1.3.2, L.N.2.3.3)
2. Identify and analyze the use of direct and indirect characterization to display the characters of Rainsford, Zaroff, Skinny, and Eugene and develop the conflict in short stories such as “The Most Dangerous Game” and “American History.” (L.F.2.3.3, L.F.2.2.3, L.F.1.1.3, L.F.2.3.1, L.F.2.3.4)
3. Constructed Response Prompt(s): Analyze the use of setting as it affects characterization, conflict, tone, and mood in previously listed short stories.
4. Analyze the use of foreshadowing to affect mood in short stories including “The Cask of Amontillado” and “Sonata for Harp and Bicycle.” (L.F.1.1.3, L.F.2.3.1, L.F.2.3.2, L.F.2.3.4)
5. Analyze the use of allegory and symbolism in short stories including “The Scarlet Ibis” and “The Golden Kite, The Silver Wind.” (L.F.2.5.1).
6. Close reading and analysis of the novel *Speak*. (L.F.1.1.3, L.F.2.3.1, L.F.2.3.2, L.F.2.3.4)
7. Analyze the use of various figurative language including personification, simile, and metaphor in the novel *Speak*.
8. Analyze the use of literary devices including direct characterization, indirect characterization, theme, motif, suspense, conflict, and irony in the novel *Speak*. (L.F.2.3.3, L.F.2.2.3, L.F.1.1.3, L.F.2.3.1, L.F.2.3.4).
9. Five Paragraph Essay writing: Students will develop a well supported five paragraph essay that analyzes how the use of motif helps to develop the theme of *Speak*. (C.IE.1.1-5, C.IE2.1-7, C.IE3.1-5)
10. Make connections to the world around the students found within the novel. *Speak*
11. Direct instruction of and practice with Units 1-3 of academic vocabulary, analysis of roots, prefixes, and suffixes, to ensure proper application of the words (L.F.1.2.3, L.F.1.2.4, L.F.2.3.5, L.N.1.2)
12. Direct instruction of and practice with grammar concepts such as sentence fragments, complete sentences, and parts of a sentence
13. Direct instruction of and practice with keystone related material, including terms and keystone modeled questions

Assessments: Note: Teachers will work together to create assessments, which will be common assessments, including the constructed responses, mini CRs, essays and quizzes and tests.

Diagnostic:

- Literature Textbook resources – diagnostic tests
- Grammar Textbook resources – diagnostic tests
- Practice Keystone and SAT Activities/Test – use of study island, USATestPrep,
- Benchmarks administered according to district and department plans

Formative:

- Constructed Response writing responses
- Mini Constructed Response
- Vocabulary Enrichment and Assessment Units 1-3: workbook selections, common quizzes and activities that are both teacher prepared and given through resources
- Keystone Practice and Activities – teacher prepared common quizzes/assessments
- Grammar Quizzes

Summative

- Five Paragraph Essay- *Speak*
- Common Reading Assessments/Selection Tests/Quizzes both content and skills based – will be teacher made and/or used from teacher resources
- Common Grammar Assessments (cumulative) both objective and skills based – will be teacher made and/or used from teacher resources

Extensions:

- Additional constructed responses, mini-constructed responses, and essays on more challenging topics
- Additional Keystone practice on more challenging skills
- Additional critical reading on more challenging texts
- Applied Practice activities
- Enhancement of vocabulary activities
- Enhancement of grammar activities

Correctives:

- More in-class and individual critical reading time
- Extensive direct instruction and modeling of close reading, annotating, and writing
- Extensive use of concrete examples to illustrate complex concepts

Materials and Resources

- *Prentice Hall Literature* and Teacher Resources
- *Prentice Hall Writing Coach* and Teacher Resources
- *Vocabulary from Latin and Greek Roots: A Study of Word Families, Level IX*
- Study Island, USATestPrep, Applied Practice
- *Speak* by Laurie Halse Anderson and teacher resource guides

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- Provided excerpts of short stories to practice annotating
- Movie: *Speak*

Marking Period: Two

Standards: PACS English/Language Arts

Reading Informational Texts: CC.1.2.9-10.C; CC.1.2.9-10.D; CC.1.2.9-10.E; CC.1.2.9-10.F; CC.1.2.9-10.G; CC.1.2.9-10.H; CC.1.2.9-10.I; CC.1.2.9-10.J; CC.1.2.9-10.K.

Reading Literature: CC.1.3.9-10.A; CC.1.3.9-10.B; CC.1.3.9-10.C; CC.1.3.9-10.D; CC.1.3.9-10.E; CC.1.3.9-10.F; CC.1.3.9-10.G; CC.1.3.9-10.H; CC.1.3.9-10.I; CC.1.3.9-10.J; CC.1.3.9-10.K.

Writing: CC.1.4.9-10.A; CC.1.4.9-10.B; CC.1.4.9-10.C; CC.1.4.9-10.D; CC.1.4.9-10.E; CC.1.4.9-10.F; CC.1.4.9-10.G; CC.1.4.9-10.I; CC.1.4.9-10.L; CC.1.4.9-10.Q; CC.1.4.9-10.S; CC.1.4.9-10.V.

Speaking and Listening: CC.1.5.9-10.A; CC.1.5.9-10.C; CC.1.5.9-10.D; CC.1.5.9-10.G.

Big Idea(s):

Big Idea # 1:

- **Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.**

Essential Questions:

- How does interaction with text provoke thinking and response?
- How can our knowledge and use of the research process promote lifelong learning?
- How does productive oral communication rely on speaking and listening?

Concepts:

- Essential content, literary elements and devices inform meaning.
- Textual structure, features, and organization inform meaning.
- Acquiring and applying a robust vocabulary assists in constructing meaning.
- Informational sources have unique purposes.
- Active listening facilitates learning and communication.

Competencies:

- Identify and evaluate essential content between and among various text types.
- Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions.

- Evaluate the effectiveness of the author's use of literary devices in various genres.
- Analyze and evaluate author's/authors' use of conflict, theme, and/or point of view within and among texts.
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s).
- Analyze the impact of societal and cultural influences in texts.
- Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations.
- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and / or reflecting on the speaker's message.

Big Idea #2:

- **Writing is a recursive process that conveys ideas, thoughts, and feelings.**

Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?
- How do focus, content, organization, style, and conventions work together to impact writing quality?

Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality.
- Writing improves through the recursive process of revising and editing.
- Informational writing describes, explains and/or summarizes ideas or content in a variety of genres.
- Persuasive writing attempts to influence the audience by presenting an issue and stating and supporting a position.

Competencies:

- Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience (focus).
- Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language (style).
- Use proper conventions to compose in the standard form of the English language (conventions).
- Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus.
- Use precise vocabulary when developing writing.

Big Idea #3:

- **Listening provides the opportunity to learn, reflect, and respond.**

Essential Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Active listening facilitates learning and communication.

Competencies:

- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message.
- Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions.
- Listen with civility to the ideas of others.

Big Idea #4: Effective speaking and listening are essential for productive communication.

Essential Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Purpose, context and audience influence the content and delivery in speaking situation.

Competencies:

- Interact effectively in discussions by:
 - maintaining the focus of the discussion by contributing relevant content.
 - selecting and using appropriate language.
 - asking relevant and clarifying questions.
 - monitoring the response of participants and adjusting contributions accordingly.
 - employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, and enunciation.

Overview: This unit will start with an analysis of poetry and non-fiction that introduces the novel *To Kill a Mockingbird* to students. Students will then do a close read of *To Kill a Mockingbird* to analyze the use of literary devices and figurative language used within the novel. Students will write constructed responses, mini-constructed responses, and an essay to further synthesize the novel. Lastly students will continue their work with vocabulary and grammar concepts such as subject/verb agreement and pronouns.

Goals:

- Students will be able to observe and define various conventions and themes to the poems prescribed in this unit, and determine the purpose and function.

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- Students will be able to observe and explain the function of various literary devices and figurative language found in the poems prescribed in this unit.
- Students will observe and define the various conventions and themes connected to the novel prescribed in this unit.
- Students will be able to observe and explain the function of various literary devices and figurative language found in the prescribed novel for this unit.
- Students will be able to clearly and concisely respond to writing prompts that focus on the literary and structural elements of the poems and novel found in this unit.
- Students will be able to observe, analyze, and utilize their understanding of root words and their meanings as they are used in Latin and Greek languages.
- Students will be able to identify and apply grammatical concepts such as subject/verb agreement, and pronouns/antecedents.

Objectives:

1. Students will be able to employ strategies such as context clues and knowledge of common affixes and roots in order to acquire and use academic and content vocabulary. (DOK – Level One, DOK – Level Two)
2. Students will be able to use graphic organizers and other reading strategies to analyze key concepts and literary elements in various genres and types of fiction, non-fiction, and poetry texts. (DOK – Level Four)
3. Students will be able to make connections between literary texts and real life situations. (DOK – Level Two, DOK – Level Three)
4. Students will be able to draw evidence from fiction and non-fiction texts to support analysis and reflection. (DOK – Level Three, DOK – Level Four)
5. Students will recall the definitions of provided collections of words and apply their meaning in context through close reading and reflection of select passages on an assessment. (DOK – Level One, DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

1. Use non-fiction and poetry selections to introduce the novel in the unit.
 - a. Read poetry selections: “Dreams Deferred” (Hughes), “Dreams” (Hughes), “I, Too, Sing America” (Hughes), “I Hear America Singing” (Whitman), and “Fire and Ice” (Frost). Analyze the use of figurative language, meter, rhyme scheme and the use of lyric poetry.
 - b. Use teacher created graphic organizer to complete Mini Constructed Response(s): Analyze how the use of figurative language in Langston Hughes Poems conveys theme.
 - c. Read non-fiction selections from teacher resources and commonlit.org: “Scottsboro Boys,” “Emmet Till,” and “Jim Crow

Laws.” Focus on close reading and annotating skills looking for the author's purpose and connections to the time period.

2. Closely read and analyze the novel *To Kill a Mockingbird*.
 - a. Reading, re-reading, annotating, and analysis with reading-for-meaning questions (L.F.1.1.2, L.F.1.3.1, L.F.1.3.2, L.F.2.3.4, L.F.1.1.1, L.F.1.3.1, L.F.2.1.2, L.F.1.1.3, L.F.2.3.1, L.F.2.3.4)
 - b. Explain and analyze the plot structure in the novel and identify examples of allusion, setting, characterization, conflict, main idea, theme, mood, imagery, plot structure, inferred meaning, compare/contrast, point of view, symbolism, diction, author's purpose, dialect, irony, flashback, foreshadowing, hyperbole, metaphor, mood, motif, narrator, personification, and simile. (L.F.1.1.3, L.F.2.3.1, L.F.2.3.2, L.F.2.3.4).
 - c. Make predictions based on the text details in the novel. (L.F.2.1.1)
 - d. Use the teacher created reader's theater activity to enhance the students' understanding of the courtroom scene.
 - e. Make inferences that are not directly stated in a piece of writing. (L.F.2.1.1)
 - f. Discuss and identify the symbolism present in the novel. (L.F.2.2.3, L.F.2.5.1)
3. Write constructed responses and mini-constructed responses that analyze the figurative language, literary terms, theme, diction, and author's purpose located within the introductory materials, and the novel *To Kill a Mockingbird*.
4. Direct Instruction of and practice with academic vocabulary. Analysis of roots, prefixes, and suffixes. Use of graphic organizers and maps to ensure proper application of the words. (L.F.1.2.3, L.F.1.2.4, L.F.2.3.5, L.N.1.2)
5. Direct instruction of and practice with grammar concepts including sentence fragments, complete sentences, and parts of a sentence.
6. Direct instruction of and practice with keystone related material, including terms and keystone modeled questions.

Assessments: Note: Teachers will work together to create assessments, which will be common assessments, including the constructed responses, mini CRs, essays and quizzes and tests.

Diagnostic:

- *To Kill a Mockingbird* teacher created diagnostic tests as well as Prestwick House individual teaching unit
- Literature textbook materials
- Grammar textbook materials
- Keystone Practice (Study Island, USATestPrep)

Formative:

- Benchmarks will be administered according to district and department plan.
- Constructed Response Writing Assignments Mini-Constructed Response Writing Assignments (minimum of two CRs)
- Vocabulary Enrichment and Assessment Units 3-6: workbook selections, common quizzes and activities that are both teacher prepared and given through resources
- Keystone Practice and Activities – teacher prepared common quizzes/assessments
- Grammar Quizzes

Summative:

- Common Reading Assessments/Selection Tests/Quizzes both content and skills based – will be teacher made and/or used from teacher resources
- Common Grammar Assessments (cumulative) both objective and skills based – will be teacher made and/or used from teacher resources

Extensions:

- Additional constructed responses, mini-constructed responses, and essays
- Additional non-fiction pieces on historical context of *To Kill a Mockingbird*
- Student Presentations
- More difficult Keystone practice sections

Correctives:

- Oral and independent critical reading
- Extensive direct instruction and modeling of close reading, annotating, and writing
- Extensive use of concrete examples to illustrate complex concepts

Materials:

- *Prentice Hall Literature* Grade Nine textbook, pgs. 606-628
- *Prentice Hall Writing Coach* and Teacher Resources
- *Vocabulary from Latin and Greek Roots: A Study of Word Families, Level IX*
- *To Kill a Mockingbird* by Harper Lee, teacher resource guides, and movie
- Various movie clips and non-fiction articles about the great depression and Jim Crow Laws

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- Provided copies of poems, and short excerpts of the novel for annotation exercises

Marking Period: Three

Standards: PACS English/Language Arts

Reading Informational Texts: CC.1.2.9-10.C; CC.1.2.9-10.D; CC.1.2.9-10.E; CC.1.2.9-10.F; CC.1.2.9-10.G; CC.1.2.9-10.H; CC.1.2.9-10.I; CC.1.2.9-10.J; CC.1.2.9-10.K.

Reading Literature: CC.1.3.9-10.A; CC.1.3.9-10.B; CC.1.3.9-10.C; CC.1.3.9-10.D; CC.1.3.9-10.E; CC.1.3.9-10.F; CC.1.3.9-10.G; CC.1.3.9-10.H; CC.1.3.9-10.I; CC.1.3.9-10.J; CC.1.3.9-10.K.

Writing: CC.1.4.9-10.A; CC.1.4.9-10.B; CC.1.4.9-10.C; CC.1.4.9-10.D; CC.1.4.9-10.E; CC.1.4.9-10.F; CC.1.4.9-10.G; CC.1.4.9-10.I; CC.1.4.9-10.L; CC.1.4.9-10.Q; CC.1.4.9-10.S; CC.1.4.9-10.V.

Speaking and Listening: CC.1.5.9-10.A; CC.1.5.9-10.C; CC.1.5.9-10.D; CC.1.5.9-10.G.

Big Idea(s):

Big Idea # 1:

- **Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.**

Essential Questions:

- How does interaction with text provoke thinking and response?
- How can our knowledge and use of the research process promote lifelong learning?
- How does productive oral communication rely on speaking and listening?

Concepts:

- Essential content, literary elements and devices inform meaning.
- Textual structure, features, and organization inform meaning.
- Acquiring and applying a robust vocabulary assists in constructing meaning.
- Informational sources have unique purposes.
- Active listening facilitates learning and communication.

Competencies:

- Identify and evaluate essential content between and among various text types.
- Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions.
- Evaluate the effectiveness of the author's use of literary devices in various genres.

- Analyze and evaluate author's/authors' use of conflict, theme, and/or point of view within and among texts.
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s).
- Analyze the impact of societal and cultural influences in texts.
- Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations.
- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and / or reflecting on the speaker's message.

Big Idea #2:

- **Writing is a recursive process that conveys ideas, thoughts, and feelings.**

Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?
- How do focus, content, organization, style, and conventions work together to impact writing quality?

Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality.
- Writing improves through the recursive process of revising and editing.
- Informational writing describes, explains and/or summarizes ideas or content in a variety of genres.
- Persuasive writing attempts to influence the audience by presenting an issue and stating and supporting a position.

Competencies:

- Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience (focus).
- Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language (style).
- Use proper conventions to compose in the standard form of the English language (conventions).
- Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus.
- Use precise vocabulary when developing writing.

Big Idea #3:

- **Listening provides the opportunity to learn, reflect, and respond.**

Essential Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Active listening facilitates learning and communication.

Competencies:

- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message.
- Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions.
- Listen with civility to the ideas of others.

Big Idea #4: Effective speaking and listening are essential for productive communication.

Essential Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Purpose, context and audience influence the content and delivery in speaking situation.

Competencies:

- Interact effectively in discussions by:
 - maintaining the focus of the discussion by contributing relevant content.
 - selecting and using appropriate language.
 - asking relevant and clarifying questions.
 - monitoring the response of participants and adjusting contributions accordingly.
 - employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, and enunciation.

Overview: In this unit, students will be tasked with independently applying the skills of close reading and analysis practiced in Unit Two to the fictional novel, *Of Mice and Men*. The focus of this reading will be on the function and purpose of literary elements as well as text structure. In this unit, students will also be introduced to rhetorical appeals and devices and will be asked to apply close reading skills and analysis of rhetoric to select nonfiction essays and speeches. This unit will also walk students through the process of writing an MLA style research paper. Students will be given detailed instruction on all required elements such as researching, paraphrasing, writing a thesis, outlining and drafting the document, and citing sources.

Goals:

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- Students will be able to connect the historical background of a novel to the plight of the fictional characters and to the thematic elements of the text.
- Students will be able to identify literary elements of a novel and interpret meaning conveyed therein.
- Students will be able to connect literary elements to theme and relate the novel's themes to their own lives.
- Students will be able to define and identify rhetorical appeals to emotion and reason and evaluate their effectiveness in text
- Students will be able to define and identify the rhetorical elements of repetition, parallelism, restatement, and analogy.
- Students will be able to write a research paper following all MLA style conventions, including a Works Cited page and in-text citations.
- Students will be able to observe, analyze, and utilize their understanding of root words and their meanings as they are used in Latin and Greek languages.
- Students will be able to identify and apply grammatical concepts including prepositional phrases and pronoun case.

Objectives:

1. Students will demonstrate comprehension of fictional text, including summarizing events and identifying and analyzing direct and indirect characterization. (DOK-Levels Two, Three, Four)
2. Students will describe the cause and effect relationship of events in the novel. (DOK- Level Two)
3. Students will identify literary elements in the novel and analyze how they convey meaning to the reader. (DOK-Levels One, Two, Three)
4. Students will analyze the interrelationship between literary elements. (DOK Level Three)
5. Students will trace the development of a theme in a literary work. (DOK Level Three)
6. Students will make connections (comparisons) between literary texts and real life experiences. (DOK-Levels Two and Three)
7. Students will cite specific and relevant textual evidence to support all claims and conclusions drawn about the text. (DOK- Level Three and Four)
8. Students will define and identify rhetorical appeals and devices in select essays and speeches. (DOK-Levels One and Two)
9. Students will examine and analyze the author's purpose (explicit or implied) in select essays and speeches. (DOK- Level Three)
10. Students will evaluate effectiveness of rhetorical elements in select essays and speeches. (DOK Level Four)
11. Students will conduct research, take notes, and create an outline as means of organizing ideas. (DOK- Level Two)
12. Students will write with an awareness of audience and purpose through focus, organization and voice/tone. (DOK- Levels Two and Three)
13. Students will accurately paraphrase and cite the written or otherwise expressed ideas of others. (DOK Levels One and Two)

14. Students will employ all technical elements of MLA formatting as required for research paper. (DOK- Level One)
15. Students will edit written drafts for mechanics and conventions. (DOK Level-2)

Core Activities and Corresponding Instructional Methods:

1. Introduce novel *Of Mice and Men*: Historical context
 - a. Present images of the Great Depression and Dust Bowl (search Dorothea Lange photographs/ PPT file in progress) Observe details in images (write as list) and draw conclusions based **only** on details about the lives of those presented. For a deeper understanding of the era as it specifically relates to *Of Mice and Men*:
 - i. Closely read “Excerpt from the Harvest Gypsies” by John Steinbeck, accessed from common lit.
https://www.commonlit.org/en/texts/excerpt-from-the-harvest-gypsies?search_id=22337764
 - b. Discuss central idea of text and identify evidence that supports central idea
 - c. Connect: Ask students to compare/contrast their lives with the experiences presented
(L.N. 1.1.1, L.N.1.1.2, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.1.2)
2. Read: *Of Mice and Men* (Independent)
 - a. The novel will be read independently by students with frequent reading checks.
 - b. Study guide questions ranging from comprehension level to textual analysis questions and a character map will be assigned to be completed independently. Select questions will be reviewed in class as a basis for discussion.
 - c. Literary elements focus: foreshadowing; setting; archetypal characters; round, flat, dynamic, static characters; internal and external conflict; symbolism; motif; character motivation; metaphors; similes; personification; theme; narrative structure
 - i. Students will examine the interrelationship between these elements.
 - ii. Students will analyze their purpose and function.
 - iii. Students will determine how theme and character are developed over the course of the novel.
 - d. Students will closely examine the use of dialect (regionalisms) in the novel and how it conveys meaning. (L.F.1.1.1, L.F.1.1.2, L.F. 1.1.2, L.F. 1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.1,L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1,L.F.2.3.2, L.F.2.3.3, L.F.2.3.4,L.F.2.3.5, L.F.2.3.6)
3. Constructed Response *Of Mice and Men*: Students will craft a well-developed and accurate written response to a prompt on literary elements. Suggested prompts include:

- a. Analyze the symbolism of the setting in *Of Mice and Men*. Use textual evidence to support response.
- b. Analyze the symbolism of the characters (archetypes) in *Of Mice and Men*. Use textual evidence to support response.
4. Introduce Rhetorical appeals and devices:
 - a. Direct instruction/define: Appeals to reason and appeals to emotion
 - b. Read "Carry Your Own Skies." (pg. 213 Reader's Notebook)
 - c. Annotate text using margin questions as a guide.
 - d. Complete Reader's Notebook activities corresponding to reading including graphic organizer to analyze the use of appeals.
 - e. Evaluate the effectiveness of appeals.
5. Introduce rhetorical devices of parallelism, restatement, repetition, and analogy.
 - a. Read and annotate "I Have a Dream" speech. (pg. 224 Reader's notebook)
 - b. Identify rhetorical devices and analyze their effect.
 - c. Identify rhetorical appeals and evaluate their effect on the audience.
 - d. Mini CR: Analyze rhetorical devices (2) in "I've Been to the Mountaintop" excerpt (provided)
(L.N.1.1.1, L.N.1.1.2, L.N. 1.1.3, L.N.1.1.4, L.N.1.3.1,L.N.1.3.2, L.N.1.3.4, L.N.2.1.1, L.N. 2.1.2)
6. Research paper: Teaching the process (Note: Common materials and a common rubric/list of expectations will be provided to students.)
 - a. Expectations and Research paper components (Students will receive teacher created common handouts, examples of elements and a full sample paper. Some elements taken from Purdue Owl Resource will be used in conjunction with the Writing Coach 9.)
 - b. Paraphrasing instruction and practice (teacher sourced practice pages)
 - c. Organizing information: using source cards to maintain accurate records of information/ outlining paper using teacher generated outline
 - d. Composition:
 - i. Introduction must contain a clear and distinct thesis statement.
 - ii. Body paragraphs must have transitional elements, clear topic statements, and closing sentences.
 - iii. Claims must be supported with substantial and relevant supporting evidence and details, which are properly cited (MLA format).
 - iv. Ideas must be cohesive and fluid. Paragraphs must have internal logic, focus, and development.
 - v. Conclusion must provide distinct closure.
 - e. Papers must have accurate in-text citations and a correctly formatted Works Cited page. The absence of either and/or plagiarism in any form will result in a zero and disciplinary action.
 - f. Research papers must be submitted to turnitin.com. Any paper that is not submitted to turnitin.com will not receive credit.
(C.A.1.1-5, C.A.2.1-1-7, C.A.3.1-5)

7. Direct Instruction of and practice with academic vocabulary, analysis of roots, prefixes, and suffixes, and use of graphic organizers and maps to ensure proper application of the words (L.F.1.2.3, L.F.1.2.4, L.F.2.3.5, L.N.1.2)
8. Direct instruction of and practice with grammar concepts including prepositions, prepositional phrases, and pronoun case

Assessments: Note: Teachers will work together to create assessments, which will be common assessments, including the constructed responses, mini CRs, essays and quizzes and tests.

Diagnostic:

- At the Bell activities
- Reader's Notebook practice page activities (Prentice Hall)
- Select grammar practice activities/worksheets
- Study guide checks for completion and accuracy
- Keystone Skills Practice (Study Island, USATest Prep)

Formative:

- Benchmarks will be administered according to district and department plan.
- Reading check quizzes, common and teacher generated, *Of Mice and Men*
- Mini CR: Rhetorical devices
- Constructed Response *Of Mice and Men*
- Research paper components such as source cards, Works Cited page, outline, intro paragraph and thesis, rough draft, turnitin.com, etc.
- Keystone Practice and Activities – teacher prepared common quizzes/assessments
- Vocabulary Enrichment and Assessment- Units 7-9: workbook selections, common quizzes and activities that are both teacher prepared and given through resources
- Grammar Quizzes

Summative:

- *Of Mice and Men* teacher generated common exam: Focus on cumulative literary analysis skills with text based questions
- Rhetorical Analysis assessment using excerpt from "I've Been to the Mountaintop"
- Final draft of research paper
- Cumulative Grammar Exam

Extensions:

- Rhetoric: FDR's First Inaugural Address and activities (Grade Nine textbook pgs. 553-561)
- Advanced grammar practice such as use of prepositional phrases as adverbs and adjectives
- Enhanced Vocabulary Practice from Prestwick House packet

Correctives:

- One on one assistance with all research paper related activities
- Additional real world examples/ videos of rhetorical appeals and devices can be supplemented
- Remediation/ reteaching of skills if necessary- independent or whole group
- Research paper help offered during after school hours

Materials and Resources:

- Prentice Hall Grade Nine Common Core Aligned Literature textbook pgs. 538-549
- Prentice Hall Grade Nine Reader's Notebook supplement pgs. 211-233
- *Of Mice and Men* by John Steinbeck
- Common teacher generated study guides
- Common lit Steinbeck excerpt
- Research Paper documents
- Purdue Owl MLA guide
- Prestwick House *Vocabulary from Latin and Greek Roots Level IX*
- Study Island and USATest Prep

Marking Period: Four

Standards: PACS English/Language Arts

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Reading Literature: CC.1.3.9-10.A; CC.1.3.9-10.B; CC.1.3.9-10.C; CC.1.3.9-10.D; CC.1.3.9-10.E; CC.1.3.9-10.F; CC.1.3.9-10.G; CC.1.3.9-10.H; CC.1.3.9-10.I; CC.1.3.9-10.J; CC.1.3.9-10.K.

Writing: CC.1.4.9-10.A; CC.1.4.9-10.B; CC.1.4.9-10.C; CC.1.4.9-10.D; CC.1.4.9-10.E; CC.1.4.9-10.F; CC.1.4.9-10.G; CC.1.4.9-10.I; CC.1.4.9-10.L; CC.1.4.9-10.Q; CC.1.4.9-10.S; CC.1.4.9-10.V.

Speaking and Listening: CC.1.5.9-10.A; CC.1.5.9-10.C; CC.1.5.9-10.D; CC.1.5.9-10.G.

Big Idea(s):

Big Idea # 1:

- **Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.**

Essential Questions:

- How does interaction with text provoke thinking and response?
- How can our knowledge and use of the research process promote lifelong learning?
- How does productive oral communication rely on speaking and listening?

Concepts:

- Essential content, literary elements and devices inform meaning.
- Textual structure, features, and organization inform meaning.
- Acquiring and applying a robust vocabulary assists in constructing meaning.
- Informational sources have unique purposes.
- Active listening facilitates learning and communication.

Competencies:

- Identify and evaluate essential content between and among various text types.
- Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions.

- Evaluate the effectiveness of the author's use of literary devices in various genres.
- Analyze and evaluate author's/authors' use of conflict, theme, and/or point of view within and among texts.
- Develop new and unique insights based on extended understanding derived from critical examinations of text(s).
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- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and / or reflecting on the speaker's message.

Big Idea #2:

- **Writing is a recursive process that conveys ideas, thoughts, and feelings.**

Essential Questions:

- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?
- How do focus, content, organization, style, and conventions work together to impact writing quality?

Concepts:

- Focus, content, organization, style, and conventions work together to impact writing quality.
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Competencies:

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- Use proper conventions to compose in the standard form of the English language (conventions).
- Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus.
- Use precise vocabulary when developing writing.

Big Idea #3:

- **Listening provides the opportunity to learn, reflect, and respond.**

Essential Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Active listening facilitates learning and communication.

Competencies:

- Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message.
- Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions.
- Listen with civility to the ideas of others.

Big Idea #4: Effective speaking and listening are essential for productive communication.

Essential Questions:

- How does productive oral communication rely on speaking and listening?

Concepts:

- Purpose, context and audience influence the content and delivery in speaking situation.

Competencies:

- Interact effectively in discussions by:
 - maintaining the focus of the discussion by contributing relevant content.
 - selecting and using appropriate language.
 - asking relevant and clarifying questions.
 - monitoring the response of participants and adjusting contributions accordingly.
 - employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, and enunciation.

Overview: This unit will begin with the study of both literary and structural elements of poetry, which will serve as an introduction to the language of Shakespeare's *Romeo and Juliet*. Students will also be exposed to key background information and historical context of the play using non-fiction text and illustrated material. Students will then engage in a multifaceted approach to their reading of *Romeo and Juliet* with an emphasis on critical reading and analysis of key scenes. The unit will continue with etymology-based vocabulary acquisition and end with a cumulative exam.

Goals:

- Students will be able to perform a close-text analysis of poetry.
- Students will be able to use poetry terms accurately in their discussion and analysis.
- Students will be able to read and comprehend Shakespearean text with support limited to clarifying antiquated language and difficult grammatical structures.
- Students will be able to analyze Shakespearean text for poetic elements, multiple meaning words and phrases, and other literary and figurative elements.
- Students will be able to write a clear, well-organized and fully developed five paragraph essay, demonstrating the accurate use and thoughtful discussion of textual evidence.
- Students will be able to observe, analyze, and utilize their understanding of root words and their meanings as they are used in Latin and Greek languages.

Objectives:

1. Students will demonstrate close reading and annotation skills in order to identify the literary and structural elements of select poems. (DOK Levels One, Two, Three)
2. Students will apply their understanding of poetic elements as they:
 - a. analyze the function and use of these elements to convey theme and/or author's purpose. (DOK Levels Two and Three)
 - b. analyze how words, phrases, and text structures shape meaning and tone. (DOK Level Three)
 - c. determine the point of view of a poem and analyze the impact of point of view on meaning and/or theme. (DOK Level Three)
 - d. interpret and evaluate how the use of poetic elements effectively communicate ideas. (DOK Levels Three and Four)
3. Students will identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script. (DOK Levels Two and Three)
4. Students will demonstrate close reading and annotation skills in order to identify and explicate the elements of Shakespearean tragedy. (DOK Levels One to Three)
5. Students will be able to synthesize their analysis of poetic elements in *Romeo and Juliet* with the dramatic elements of plot, characterization, setting, conflict, foreshadowing, dramatic irony, and theme to attain an academic and fully realized understanding of the play as a seminal piece of literature. (DOK Level Four)
6. Students will cite specific and relevant textual evidence to support all claims and conclusions drawn about the text. (DOK- Levels One to Four)
7. Students will identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script. (DOK Levels One to Four)
8. Students will be able to write a constructed response and a five paragraph essay that clearly and accurately prove a thesis statement using support that is well analyzed and detailed. (DOK Levels One to Four)

9. Students will write with an awareness of audience and purpose through demonstrated understanding of focus, organization and voice/tone. (DOK- Levels Two and Three)
10. Students will effectively organize and cohesively express ideas in writing. (DOK Levels One to Four)
11. Students will revise writing to correct errors, enhance sentence structure, and to effectively incorporate transitional elements for clarity of thought. (DOK Levels One to Three)

Core Activities and Corresponding Instructional Methods:

1. Poetry Unit:
 - a. Direct instruction/ modeling: Teacher will provide definitions of terms to be used in this unit including meter, rhyme, rhyme scheme, end rhyme, internal rhyme, exact rhyme, slant rhyme, metaphor, simile, personification, imagery, and point of view.
 - b. Teacher will model annotation on select practice poems including, but not limited to “I Wandered Lonely As a Cloud” by William Wordsworth, and “We Grow Accustomed to the Dark” by Emily Dickenson (pgs. 627 and 612, respectively, Prentice Hall Grade Nine textbook).
 - c. Student skills practice/ analysis of poetic elements using textbook and corresponding Reader’s Notebook materials (pgs. 253 and 256).
 - d. Students read and annotate poetry collection 7 (pgs. 725-729 in Prentice Hall Grade Nine Textbook) and complete all supplemental skills practice activities (pgs. 288-294 in Reader’s Notebook).
2. Constructed Response Poetry Collection 7: Students will craft a well-developed and accurate written response to a prompt on poetry elements. Suggested prompts include:
 - a. Analyze how personification used in “Macavity: the Mystery Cat” conveys the tone of the poem. Use textual evidence to support your response.
 - b. Analyze how the use of metaphor in “The Road Not Taken” connects to the theme of the poem. Use textual evidence to support your answer.
3. Introduce Elizabethan England, The Globe Theater, and William Shakespeare: Students will read non-fiction text and interpret visual illustrations that provide historical and biographical context for Shakespeare’s plays. Pdf file of curricular supplement to be used (public domain) can be found here:
<https://www.classicstage.org/wp-content/uploads/2017/04/StudyGuideForRomeoAndJuliet.pdf>
(L.N.1.3.1, L.N.1.3.2, L.N.1.3.3)
4. *Romeo and Juliet*:
 - a. Students will read and annotate prologue applying poetry analysis skills including but not limited to rhyme scheme, iambic pentameter, sonnet (define), multiple meaning words and phrases, theme, foreshadowing, setting, and character.
 - b. Students will close read and annotate select scenes from *Romeo and Juliet* and apply all skills relating to figurative language, story elements,

and drama terms, as well as paraphrasing and summarizing, interpreting multiple meaning words and phrases, and analyzing cause and effect text structure. [Suggested scenes for close read include: Act I, scene 1 (Teacher modeled annotation), Act I, scene 5, Act II, scene 2, Act IV, scene 1, Act V, scene 3]

(Full text found on pages 317-342 of Prentice Hall Grade Nine textbook)

- c. Students will utilize teacher created study guides and character maps to focus their thinking across all levels of questioning
 - d. Audio support will be available to aid in comprehension (differentiation) and will be used at the discretion of the teacher. Audio of the play can be found here: <https://www.youtube.com/watch?v=e4tSfkGyC74> or on audible.com (subscription required) via Arkangel Shakespeare recording (preferred)
 - e. To facilitate time constraints or to preview scenes for student read-alouds, succinct scene summaries and explanations provided by the Royal Shakespeare Company can be found here: <https://www.rsc.org.uk/shakespeare-learning-zone/romeo-and-juliet/story/scene-by-scene>
((L.F.1.1.1, L.F.1.1.2, L.F. 1.1.2, L.F. 1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.1, L.F.2.2.2, L.F.2.2.3, L.F.2.2.4, L.F.2.3.1, L.F.2.3.2, L.F.2.3.3, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6)
5. Five Paragraph Essay writing: Students will develop a well-supported five paragraph essay that identifies and analyzes the use of foreshadowing or dramatic irony in *Romeo and Juliet*.
(C.IE.1.1-5, C.IE2.1-7, C.IE3.1-5)
 6. Direct Instruction of and practice with academic vocabulary. Analysis of roots, prefixes, and suffixes. Use of graphic organizers and maps to ensure proper application of the words. (L.F.1.2.3, L.F.1.2.4, L.F.2.3.5, L.N.1.2)
 7. Complete review and practice with grammar concepts. (cumulative)

Assessments:

Diagnostic:

- At the Bell activities
- Reader's Notebook practice page activities (Prentice Hall)
- Select grammar practice activities/worksheets
- Study guide checks for completion and accuracy
- Keystone Skills Practice (Study Island, USATest Prep)

Formative:

- Benchmarks will be administered according to district and department plan.
- Teacher observations during modeling/ whole group annotation practice
- Poetry Collection 7: Selection test A
- Poetry Collection 7: Constructed Response(s)

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- Reading assessments/quizzes (skills and/or content based) as determined by the English 9 team
- Keystone Practice and Activities – teacher prepared common quizzes/assessments
- Vocabulary Enrichment and Assessment- Units 10-12: workbook selections, common quizzes and activities that are both teacher prepared and given through resources
- Grammar Quizzes

Summative:

- Selection Test A or B (Discretion of teachers/common) Poetry Collection 8 (Cold Read)
- *Romeo and Juliet* Unit Assessment- Text and evidence based questions from scenes not annotated in class (teacher created assessment)
- Final Common Assessment (English Department File)
- Five Paragraph Essay

Extensions:

- Additional constructed response practice (on poetry or *Romeo and Juliet* skills)
- Supplemental lyric poetry: “Sonnet 30” by William Shakespeare (pg. 754 Prentice Hall Grade Nine Literature text), “Women” by Alice Walker (pg 752, Prentice Hall Grade Nine Literature text)
- Supplemental Haiku: Bacho and Chiyojo “Three Haiku,” (pg. 751, Prentice Hall Grade Nine Literature text)
- Poetry writing practice adhering to structural constraints/elements
- Re-creating (acting) scenes from *Romeo and Juliet* (character motivation and objective enrichment)
- Compare/ contrast film adaptations of scenes from *Romeo and Juliet*
- Enhanced Vocabulary Practice from Prestwick House packet

Correctives

- Teacher created notes on annotation process with examples available
- Remediation/ reteaching of skills if necessary- independent or whole group
- Thesis statement review/ examples/ practice pages
- Constructed Response/ Five paragraph essay graphic organizers (detailed)

Materials and Resources:

- Prentice Hall Grade Nine Common Core Aligned Literature textbook pgs.718-739; 798-934
- Prentice Hall Grade Nine Reader’s Notebook supplement pgs. 288-298
- Common teacher generated study guides

Delaware Valley School District

- Royal Shakespeare Company reading guide:
<https://www.rsc.org.uk/shakespeare-learning-zone/romeo-and-juliet/story/scene-by-scene>
- Classic Stage Company reading guide <https://www.classicstage.org/wp-content/uploads/2017/04/StudyGuideForRomeoAndJuliet.pdf>
- Audio support for comprehension:
<https://www.youtube.com/watch?v=e4tSfkGyC74>
- Franco Zeffirelli film adaptation *Romeo and Juliet*
- Prestwick House *Vocabulary from Latin and Greek Roots Level IX*
- Study Island and USATest Prep

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Prentice Hall Literature

Textbook ISBN #: 978- 0- 13- 319058- 8 Textbook Publisher &Year of Publication:

Prentice Hall 2012 Curriculum

Textbook is utilized in: English 9

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Prentice Hall Writing Coach

Textbook ISBN #: 978- 0- 13- 253723- 0 Textbook

Publisher &Year of Publication: Prentice Hall 2012 Curriculum

Textbook is utilized in: English 9

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: Vocabulary from Latin and Greek Roots: A Study of Word Families,
Level III

Textbook ISBN #: 978- 158049- 202- 7

Textbook Publisher &Year of Publication: Prestwick House, Inc. 2003

Curriculum Textbook is utilized in: English 9