

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Honors English 9**

**Curriculum writing committee: Leslie Lordi and Jackie Weston**

**Grade Level: 9**

**Date of Board Approval: \_\_\_\_\_ 2021 \_\_\_\_\_**

## DELAWARE VALLEY SCHOOL DISTRICT

<b>Major Assessments</b>	<b>45%</b>
<b>Skills Application</b>	<b>30%</b>
<b>Skills Practice</b>	<b>20%</b>
<b>Participation/Homework</b>	<b>5%</b>
<b>Total</b>	<b>100%</b>

## Curriculum Map

### Overview:

This course is significantly more difficult, covering more material, going into greater depth, and moving faster than English 9. Students in this course must have strong skills in reading, writing, and grammar. This course will provide the opportunity for an in-depth individual and collaborative exploration of the writing process, focusing on constructed response, literary analysis, argumentative, and informative writing. Narrative writing will also be addressed. Students will work to improve the stylistic aspects of their writing going beyond basic writing skills. Students will write and evaluate their own, peer, and anchor papers for constructed-response, literary analysis, argumentative and informative writing. Fiction, nonfiction, and poetry will be used to help student's master reading comprehension and critical thinking skills. In addition, students will study vocabulary and grammar, and they will work to develop research skills in addition to speaking and listening skills. All objective and written assessments are based on Pennsylvania Core Standards and Keystone Eligible Content and focus on the skills required to achieve proficiency on the Pennsylvania Keystone Exam. Students will be required to do extensive outside reading during the course of the school year. A research paper is a course requirement. Summer reading is also a required component of this course.

**Time/Credit: full year / 1 credit**

### Goals:

#### Marking period 1:

##### Understanding of:

- Elements of the novel, short story, poetry and nonfiction
- Characteristics of literary devices and poetic elements
- Etymology-based vocabulary, including roots, prefixes and suffixes
- Grammatical concepts: run-ons, fragments, punctuation, and subject/verb

- agreement
- The necessity of determining and analyzing the relationship between two or more central ideas of a text, including the development and interaction of the essential ideas
- The importance of coherence in informational writing and speaking · The importance of determining or clarifying the meaning of unknown and multiple-meaning words and phrases in context
- The importance of writing informative, explanatory, and analytical constructed-responses and essays that clearly and accurately examine and express complex ideas, concepts, and information.
- The process of text annotating to attain deeper meaning from the text · The necessity of drawing evidence from literary and informational texts to support interpretation and analysis

### **Marking period 2:**

#### **Understanding of:**

- Elements of the novel, short story, poetry and nonfiction
- Characteristics of literary devices and poetic elements
- Etymology-based vocabulary, including roots, prefixes and suffixes
- Grammatical concepts: subject/verb agreement, pronoun/antecedent agreement, and pronoun usage, and commonly confused words
- The levels of questioning and the Socratic Seminar experience
- The necessity of determining and analyzing the relationship between two or more central ideas of a text, including the development and interaction of the essential ideas
- The importance of coherence in informational writing and speaking
- The importance of determining or clarifying the meaning of unknown and multiple-meaning words and phrases in context
- The importance of writing informative, explanatory, and analytical constructed-responses and essays that clearly and accurately examine and express complex ideas, concepts, and information.
- The process of text annotating to attain deeper meaning from the text · The necessity of drawing evidence from literary and informational texts to support interpretation and analysis
- The process of creating and delivering effective speeches

### **Marking period 3:**

#### **Understanding of:**

- Elements of the novel, nonfiction, poetry, short story and drama · Characteristics of literary devices and poetic elements
- Etymology-based vocabulary, including roots, prefixes, and suffixes · Grammatical concepts: verb usage, commonly confused words, phrases, and clauses
- The levels of questioning and the Socratic Seminar experience
- The necessity of determining and analyzing the relationship between two or more central ideas of a text, including the development and interaction of the essential ideas
- The importance of coherence in informational writing and speaking, including formal presentation skills
- The importance of determining or clarifying the meaning of unknown and

- multiple-meaning words and phrases in context
- The importance of writing informative, explanatory, and analytical constructed-responses and essays that clearly and accurately examine and express complex ideas, concepts, and information.
- The necessity of drawing evidence from literary and informational texts to support interpretation and analysis
- The process of text annotating to attain deeper meaning from the text
- The research paper: selection of resources, analysis of resources, development of a thesis, using resources to defend a thesis, organization of research paper, elements of MLA writing style, the writing of the research paper
- The importance of public speaking skills in a formal situation

#### **Marking period 4:**

##### **Understanding of:**

- Elements of the novel, nonfiction, poetry, short story, and drama
- Characteristics of literary devices and poetic elements
- Etymology-based vocabulary, including roots, prefixes, and suffixes
- Grammatical concepts: review of all concepts
- The levels of questioning and the Socratic Seminar experience
- The necessity of determining and analyzing the relationship between two or more central ideas of a text, including the development and interaction of the essential ideas
- The importance of coherence in informational writing and speaking, including formal presentation skills
- The importance of determining or clarifying the meaning of unknown and multiple-meaning words and phrases in context
- The importance of writing informative, explanatory, analytical constructed-responses and five paragraph essays that clearly and accurately examine and express complex ideas, concepts, and information.
- The necessity of drawing evidence from literary and informational texts to support interpretation and analysis
- The process of text annotating to attain deeper meaning from the text
- The importance of public speaking skills in a formal situation
- The research paper: elements of MLA writing style, the writing of the final research paper

**Big Ideas:**

Big Idea # 1: Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.

Big Idea #2: Writing is a way of documenting thinking.

Big Idea #3: Purpose, topic, and audience guide types of writing.

Big Idea #4: Writing is a recursive process that conveys ideas, thoughts, and feelings.

Big Idea #5: Listening provides the opportunity to learn, reflect, and respond.

Big Idea #6: Effective speaking and listening are essential for productive communication.

**Textbook and Supplemental Resources:**

Name of Textbook: *Prentice Hall – Writing Coach: Writing and Grammar for the 21<sup>st</sup> Century*

Textbook ISBN #: 0-13-253723-0

Publisher & Year of Publication: Pearson, 2012

Name of Textbook: *Prentice Hall Literature – Grade 10*

Textbook ISBN #: 0-13-319059-5

Textbook Publisher & Year of Publication: Pearson, 2012

*Fahrenheit 451* by Ray Bradbury

*To Kill a Mockingbird* by Harper Lee (novel and movie)

*Speak* by Laurie Halse Anderson (novel and movie)

*Of Mice and Men* by John Steinbeck (novel and movie)

*Romeo & Juliet* by William Shakespeare (play and movie)

*An Enemy of the People* adapted by Arthur Miller (play and movie)

*Julius Caesar* by William Shakespeare (excerpts and movie clips)

*Vocabulary from Latin and Greek Roots: A Study of Word Families, Level IX*

Research Paper packets and materials

Study Island, [Collegeboard.com/Khan Academy](http://Collegeboard.com/KhanAcademy), USATestprep, Applied Practice

CDT

Turnitin.com is required for all submissions of formal writing assignments

# Curriculum Plan

**Unit: Marking Period 1**

**Time Range in Days: 40-45**

**Standard(s):**

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

Reading Informational Text: CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.D, CC.1.2.9-10.F, CC.1.2.9-10.J, CC.1.2.9-10.K, CC.1.2.9-10.L

Writing: CC1.4.9-10.A, CC1.4.9-10.B, CC1.4.9-10.C, CC1.4.9-10.D, CC1.4.9-10.E, CC1.4.9-10.F, CC.1.9-10.G, CC1.4.9-10H, CC1.49-10.S, CC1.4.9-10.T, CC1.4.9-10.X

Speaking and Listening: CC1.5.9-10.A, CC1.5.9-10.B, CC1.5.9-10.C, CC1.5.9-10.D, CC1.5.9-10.E, CC1.5.9-10.G

**Anchor(s):**

L.F.1, L.F.2, L.N.1, L.N.2

**Eligible Content:**

L.F.1.2.3, L.F.1.2.4, L.F.1.3.1., L.F.1.3.2, L.F.1.3.3, L.F.2.5.1, L.F.2.5.2, L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.2.1.1, L.F.2.1.2, L.F.2.2.2, L.F.2.2.3, L.F.2.3.1, L.F.2.3.2, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1, L.F.2.5.2, L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.2.1, L.N.1.2.3, L.N.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.1.2L.N.2.2.2, L.N.2.2.3, L.N.2.3.4, L.N.2.3.5, L.N.2.4.2

**Objectives:**

- Students will be able to read and annotate text to construct meaning from text and enhance literary analysis. (DOK Levels 2, 3, 4)
- Students will be able to identify and analyze poetry for the following poetic elements, including but not limited to: repetition: figurative language: simile, metaphor, and personification; and imagery: visual and auditory as they appear in poetry. Note: This unit will serve as an introduction to poetic elements. (DOK Levels 2, 3, 4)
- Students will be able to deconstruct text, including nonfiction, fiction and poetry, in order to explain and analyze each and the relationship between those works. Through this process, students will identify and explain the central ideas as well as make connections to the time period and events being discussed. (DOK Levels 2, 3, 4)
- Students will analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effective writing. (DOK

#### Levels 1-4)

- Students will be able to utilize Greek and Latin roots, prefixes, and suffixes to identify a word's meaning. (DOK Level 2)
- Students will be able to explain and to analyze the structure of fictional works and poems, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2, 3, 4)
- Students will be able to recognize, explain, and evaluate how words and phrases, including literary and poetic elements, establish meaning in fiction and poems. In addition, students will demonstrate understanding of literary and poetic elements, word relationships, and nuances in word meanings. (DOK Levels 1-4)
- Students will be able to acquire and accurately use general academic and domain-specific words and phrases sufficient for reading and listening at the college and career readiness level. (DOK Levels 1-4)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own clearly and persuasively. (DOK Levels 1-4)
- Students will be able to come to discussions prepared, having read and researched material under study, explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (DOK Levels 1-3)
- Students will be able to cite strong and thorough textual evidence to support analysis of what the text says, as well as inferences drawn from the text. (DOK Levels 1-4)
- Students will be able to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (DOK Levels 1-4)
- Students will be able to apply an understanding of grammatical rules as they pertain to run-ons, fragments, comma usage, and subject/verb agreement as they identify errors and correct them. (DOK Levels 1,2)
- Students will be able to develop constructed-responses that effectively answer a given prompt. (DOK Level 4)
- Students will be able to identify basic literary elements (overview), including but not limited to: plot: exposition, rising action, climax, falling action, resolution; direct and/or indirect characterization; round and/or flat character; dynamic and/or static character; internal and external conflict; symbolism; foreshadowing; irony: situational, verbal, and dramatic; motivation; setting; point of view: first, third limited, third omniscient; theme. Note: This unit will serve as an introduction to literary elements. (DOK Level 1)
- Because this unit will **focus** on diction, plot: exposition, rising action, climax, falling action, resolution; direct and/or indirect characterization; round and/or

flat character; dynamic and/or static character, students will be able to effectively utilize these devices on a deeper, more comprehensive level. (DOK Levels 2, 3)

### **Core Activities and Corresponding Instructional Methods:**

1. Grammar Review
  - a. Using the “Find It, Fix It” Smartboard file (located in the department folder), their grammar books, Study Island, and grammar worksheets, students will review italics, quotation marks, underlining, apostrophes, colons, semi-colons, run-ons, fragments, and commas. Note: These skills will be applied in future writing activities, and students will be held accountable for them throughout this year.
    - i. ATB questions and practice activities (see Smartboard file)
    - ii. Study Island – independent practice (studyisland.com)
2. Poetic Elements
  - a. Poetry Skills Review Section 1 - Present students with a review of basic poetic elements (repetition – including alliteration, consonance, and assonance; onomatopoeia; rhyme; symbol; stanza; **figurative language – including simile, metaphor, and personification**; and imagery – including visual and auditory) as they appear in poetry. Focus on highlighted terms.
    - i. Students will review poetic elements and definitions.
    - ii. Students will complete analysis of poetry relating to themes from *Speak*. This will be followed by additional work with and a quiz on Poetry Collection #5 and #6, focusing on figurative language and paraphrasing.
3. Analyzing Literature
  - a. Students will be taught the reading strategy of text annotation/talking to the text (T2T). This will become second nature as we proceed through the year. Students will talk to the text for **everything** we read.
    - i. Through T2T, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words.
    - ii. Step 1 - Model text annotation/T2T with “Harrison Bergeron” to teach text annotating skills.
    - iii. Step 2 - Reading and re-reading, annotating the text, and analysis with reading- for-meaning questions with the remainder of “Harrison Bergeron”
    - iv. Utilize the excerpt from *Fahrenheit 451* in the literature textbook to model annotation.
    - v. Map out a story using Freytag’s Pyramid. Identify key elements of the plot necessary for accurate summarization.



- vi. Discuss the way in which the author uses certain literary elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the “why” (Why does the author choose the element and/or device?) and “how” (How does the element and/or device advance the author’s purpose)
- vii. Support assumptions with textual evidence.
- viii. Students will also learn to identify poetic elements and literary terminology, making connections to author’s purpose and effect. This will go on throughout the year.
  - 1. Focus on - diction, plot: exposition, rising action, climax, falling action, resolution; direct and/or indirect characterization; round and/or flat character; dynamic and/or static character, setting, and figurative language: simile, metaphor, and personification
- ix. Make predictions based on the text details.
- x. Make inferences that are not directly stated in a piece of writing
- xi. Students will be taught the art of constructed-response writing. (See writing.)
- xii. Presentation of literary terms and examination of literary elements as they relate to fiction, and poetry. (**plot: exposition, rising action, climax, falling action, resolution; direct and/or indirect characterization; round and/or flat character; dynamic and/or static character; internal and external conflict**; symbolism; foreshadowing; irony: situational, verbal, and dramatic; motivation; **setting**; point of view: first, third limited, third omniscient; theme; **figurative language: simile, metaphor, personification; diction**)  
 \*Note: This will serve as an introduction to literary elements. Certain terms will be explored in depth during this unit.

#### 4. Academic and Content Vocabulary

- a. Direct instruction and practice, analysis of roots and affixes (prefixes and suffixes): Units 1, 2, and 3 of *Vocabulary from Latin and Greek Roots: A Study of Word Families, Level IX*.
- b. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases based on close reading, context, and content
- c. Use content vocabulary in context to illustrate how meaning develops via author’s or speaker’s diction and tone.

#### 5. Plan and Execute Original Writing Assignments – Constructed Responses

- a. Introduction to constructed-response writing – modeling, exemplar deconstruction and analysis, and guided practice.
- b. Compose constructed-response answers that require students to draw precise and detailed evidence from literary texts to support analysis and/or reflection from “Harrison Bergeron” and *Fahrenheit 451*. This process will occur in a step-by-step fashion during which time students will locate and

work in teams to determine effective evidence for use with analysis. These will be guided practice CRs. (Note: As we move into MP#2, students will graduate to writing these entirely on their own.)

- c. Introduction to Final Essay – “Evil Triumphs but Does Not Conquer”
    - i. Students will be introduced to the topic and the expectations.
    - ii. *Fahrenheit 451* will be used as guided practice for locating effective evidence and providing sufficient analysis.
6. Direct Keystone and SAT Instruction and Practice
7. Study Island – Skills-based practice activities (MP#1 – Context Clues, Connotation and Denotation, Multiple Meaning Words, Affixes and Roots, and Synonyms and Antonyms)

### Assessments:

#### Diagnostic:

- Benchmarks will be administered according to district and department plan. (CDT #1)
- Summer Reading Work
- Vocabulary Activities (*Vocabulary from Latin and Greek Roots: A Study of Word Families, Level IX*) and Textbook Resources

#### Formative:

- Guided practice of text annotation process
- Constructed-Response Writing Prompts – Analytical (common writing assignments)
  - Constructed Response #1 – *Fahrenheit 451*
    - “Evil Triumphs but Does Not Conquer” – for use as a precursor to the final essay
  - Constructed Response #2 – “Harrison Bergeron” – Analyze how indirect characterization is used in the short story.
- Vocabulary Enrichment and Assessment for Units 1-3 – from workbook, reading selections, teacher- prepared **common quizzes/tests**/graded and ungraded practice (common assessments)
- Grammar Enrichment and Assessment – (common assessments)
  - Common quizzes/tests/practice (including a quiz on run-ons, fragments, and comma usage and a quiz on punctuation)
  - Each vocabulary quiz will include a cumulative grammar section
  - Editing and revising of written work
- Keystone Practice Activities and Assessment – Study Island (common assignment)
- Terminology Quiz/Quizzes (as determined necessary by team)
- Poetry Quiz – Collection #5/6 – Selection Test B (common assessment)
- “Harrison Bergeron” Assessment (common assessment)

**Summative:**

- Cumulative MP #1 Literary Terms Exam, including “The Street of the Canon” (common assessment)
- Summer Reading Exam (common assessment)
- Marking Period #1 Cumulative Grammar Exam (common assessment)

Note: Turnitin.com will be a requirement for numerous assignments throughout the year. Any assignment that is considered plagiarized will not receive credit.

# Curriculum Plan

**Unit: Marking Period 2**  
**40-45**

**Time Range in Days:**

**Standard(s):**

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

Reading Informational Text: CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.D, CC.1.2.9-10.F, CC.1.2.9-10.J, CC.1.2.9-10.K, CC.1.2.9-10.L

Writing: CC1.4.9-10.A, CC1.4.9-10.B, CC1.4.9-10.C, CC1.4.9-10.D, CC1.4.9-10.E, CC1.4.9-10.F, CC.1.9-10.G, CC1.4.9-10H, CC1.49-10.S, CC1.4.9-10.T, CC1.4.9-10.X

Speaking and Listening: CC1.5.9-10.A, CC1.5.9-10.B, CC1.5.9-10.C, CC1.5.9-10.D, CC1.5.9-10.E, CC1.5.9-10.G

**Anchor(s):**

L.F.1, L.F.2, L.N.1, L.N.2

**Eligible Content:**

L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.2.1.1, L.F.2.1.2, L.F.2.2.2, L.F.2.2.3, L.F.2.3.1, L.F.2.3.2, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1, L.F.2.5.2, L.F.1.3.1., L.F.1.3.2, L.F.1.3.3, L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.2.1, L.N.1.2.3, L.N.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.1.2, L.N.2.2.2, L.N.2.2.3, L.N.2.3.4, L.N.2.3.5, L.N.2.4.2

**Objectives:**

- Students will be able to read and annotate text to construct meaning from text and enhance literary analysis. (DOK Levels 2, 3, 4)
- Students will be able to identify and analyze poetry for the following poetic elements, including but not limited to: repetition: figurative language: simile, metaphor, and personification; and imagery: visual and auditory as they appear in poetry. Note: This unit will serve as an introduction to poetic elements. (DOK Levels 2, 3, 4)
- Students will be able to deconstruct text, including nonfiction, fiction and poetry, in order to explain and analyze each and the relationship between those works. Through this process, students will identify and explain the central ideas as well as make connections to the time period and events being discussed. (DOK Levels 2, 3, 4)
- Students will analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effective writing. (DOK

#### Levels 1-4)

- Students will be able to utilize Greek and Latin roots, prefixes, and suffixes to identify a word's meaning. (DOK Level 2)
- Students will be able to explain and to analyze the structure of fictional works and poems, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2, 3, 4)
- Students will be able to recognize, explain, and evaluate how words and phrases, including literary and poetic elements, establish meaning in fiction and poems. In addition, students will demonstrate understanding of literary and poetic elements, word relationships, and nuances in word meanings. (DOK Levels 1-4)
- Students will be able to acquire and accurately use general academic and domain-specific words and phrases sufficient for reading and listening at the college and career readiness level. (DOK Levels 1-4)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own clearly and persuasively. (DOK Levels 1-4)
- Students will be able to come to discussions prepared, having read and researched material under study, explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (DOK Levels 1-3)
- Students will be able to cite strong and thorough textual evidence to support analysis of what the text says, as well as inferences drawn from the text. (DOK Levels 1-4)
- Students will be able to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (DOK Levels 1-4)
- Students will be able to apply an understanding of grammatical rules as they pertain to run-ons, fragments, comma usage, and subject/verb agreement as they identify errors and correct them. (DOK Levels 1,2)
- Students will be able to develop constructed-responses that effectively answer a given prompt. (DOK Level 4)
- Students will be able to identify basic literary elements (overview), including but not limited to: plot: exposition, rising action, climax, falling action, resolution; direct and/or indirect characterization; round and/or flat character; dynamic and/or static character; internal and external conflict; symbolism; foreshadowing; irony: situational, verbal, and dramatic; motivation; setting; point of view: first, third limited, third omniscient; theme. Note: This unit will serve as an introduction to literary elements. (DOK Level 1)
- Because this unit will **focus** on diction, plot: exposition, rising action, climax, falling action, resolution; direct and/or indirect characterization; round and/or

flat character; dynamic and/or static character, students will be able to effectively utilize these devices on a deeper, more comprehensive level. (DOK Levels 2, 3)

## Core Activities and Corresponding Instructional Methods:

### 1. Grammar Review

- a. Using the “Writing Coach” Smartboard file (located in the department folder), their grammar books, Study Island, and grammar worksheets, students will review clauses, sentence structures, and pronoun usage. Note: These skills will be applied in future writing activities, and students will be held accountable for them throughout this year.
  - i. ATB questions and practice activities (see Smartboard file)

### 2. Poetic Elements

- a. Continue to review poetic elements (repetition – including alliteration, consonance, and assonance; onomatopoeia; rhyme; symbol; stanza; figurative language – including simile, metaphor, and personification; and imagery – including visual and auditory) as they appear in poetry.
  - i. Students will continue to review poetic elements and definitions.
  - ii. Students will read and analyze “To a Mouse”
  - iii. Students will complete analysis of poetry relating to themes from *Speak*. This will be followed by additional work with and a quiz on Poetry Collection #5 and #6, focusing on figurative language and paraphrasing. (Carries over from MP #1.)
  - iv. Students will complete analysis of these poems, focusing on figurative language, paraphrasing, and being able to fluently read different types of poetry.
  - v. Continue to review poetic elements (repetition – including alliteration, consonance, and assonance; onomatopoeia; rhyme; symbol; stanza; figurative language – including simile, metaphor, and personification; and imagery – including visual and auditory) as they appear in poetry.

### 3. Analyzing Literature

- a. Students will receive the outside reading novel, *Speak, Of Mice and Men* and *To Kill a Mockingbird*.
- b. Students will continue utilizing the reading strategy of text annotation/talking to the text (T2T). Students will talk to the text for **everything** we read.
  - i. Through T2T, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words. c. Reading and re-reading, annotating the text, and analysis with reading-for-meaning questions: “The Street of the Canon,” “Masque of the Red Death,” “American History,” *Speak, To Kill a Mockingbird, Of Mice and Men* and various works of nonfiction relating to the Civil Rights Movement and Great Depression.
  - ii. Identify key elements of the plot necessary for accurate summarization.

- iii. Identify examples of foreshadowing and the elements of suspense, characterization, symbolism, setting, theme, allusion, and motif in addition to conflict, onomatopoeia, simile, metaphor, personification, hyperbole, and irony. iii. Discuss the way in which the author uses certain literary elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the “why” (Why does the author choose the element and/or device?) and “how” (How does the element and/or device advance the author’s purpose?).
    - 1. *Speak* Activities: Terms Activity, Analysis Activity/Writing Assignment
  - iv. Support assumptions with textual evidence.
  - v. Students will also learn to identify poetic elements and literary terminology, making connections to author’s purpose and effect.
  - vi. Make predictions based on the text details.
  - vii. Make inferences that are not directly stated in a piece of writing.
4. Public Speaking Skills – Students will be taught public speaking skills through direct instruction as well as activities in which students assess, using the teacher created rubric, sample presentations.
- a. Mice Presentations - Students will focus on theme through Steinbeck’s *of Mice and Men*.
  - b. Mockingbird Presentations – Students will be introduced to public speaking through direct instruction and exemplars during this unit (stage presence, eye contact, pace, inflection, etc.). Students will create their own presentations and deliver those presentations to the class.
5. Academic and Content Vocabulary
- a. Direct instruction and practice, analysis of roots and affixes (prefixes and suffixes): Units 4, 5, and 6 of *Vocabulary from Latin and Greek Roots: A Study of Word Families, Level IX*
  - b. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases based on close reading, context, and content. c. Use content vocabulary in context to illustrate how meaning develops via author’s or speaker’s diction and tone.
6. Plan and Execute Original Writing Assignments
- a. Compose constructed-response answers that require students to draw precise and detailed evidence from literary texts to support analysis and/or reflection from *Speak* and/or *To Kill a Mockingbird*.
  - b. Literary Analysis Essay based on *Speak*.
  - c. Introduce the research paper. Begin paraphrasing practice.
7. Direct Keystone and SAT Instruction and Practice



8. Study Island – Skills-based practice activities (MP#2 – Plot; Characters; Setting; Theme; Tone, Style, and Mood)

**Assessments:**

**Diagnostic:**

- Literature Textbook (*Prentice Hall*) Teacher Resources – Diagnostic Test
- Grammar Textbook (*Writing Coach*) Teacher Resources – Diagnostic Tests
- Vocabulary Activities (*Vocabulary from Latin and Greek Roots: A Study of Word Families, Level IX*) and Textbook Resources
- Practice Keystone and SAT Activities/Test (Study Island, Collegeboard.com, USATestprep)
- Benchmarks will be administered according to the district and department plan.

**Formative:**

- Guided practice of text annotation process
- *To Kill a Mockingbird* quizzes - as necessary (common assessments)
- *To Kill a Mockingbird* and/or *Speak* and/or *Of Mice and Men* constructed-responses/open-ended questions-may be connected to quizzes and/or tests or assigned as a separate grade (common assessments)
- Vocabulary Enrichment and Assessment – from workbook, reading selections, teacher- prepared common quizzes/tests/graded and ungraded practice (common)
- Grammar Enrichment and Assessment
  - SAT style quizzes and editing assignments
  - Common quizzes/tests/practice
  - Editing and revising of written work
- Study Island – Skills-based practice activities (MP#2 – Multiple Meaning Words; Conclusions, Inferences, and Generalizations; Summarization; Connotation and Denotation; Cultural and Historical Significance)
- Keystone Practice Activities and Assessment – Study Island, textbook resources, Applied Practice, USATestprep, and teacher-prepared common quizzes/test/practice

**Summative:**

- Novel Exams (common assessments) – *To Kill a Mockingbird*, *Speak*, *Of Mice and Men*
- Presentations (common rubric)
- Cumulative Literary Terms Exam, including “American History” (common assessment)
- Cumulative Grammar Exam – MP #1 and MP #2 (common assessment)

**Note:**

1. Many of the summative assessments will also serve a formative purpose as we move into more challenging material.
2. Turnitin.com will be a requirement for numerous assignments throughout the year. Any assignment that is considered plagiarized will not receive credit.

# Curriculum Plan

**Unit: Marking Period 3**

**Time Range in Days: 40-45**

## **Standard(s):**

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

Reading Informational Text: CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.D, CC.1.2.9-10.F, CC.1.2.9-10.J, CC.1.2.9-10.K, CC.1.2.9-10.L

Writing: CC1.4.9-10.A, CC1.4.9-10.B, CC1.4.9-10.C, CC1.4.9-10.D, CC1.4.9-10.E, CC1.4.9-10.F, CC.1.9-10.G, CC1.4.9-10H, CC1.49-10.S, CC1.4.9-10.T, CC1.4.9-10.X

Speaking and Listening: CC1.5.9-10.A, CC1.5.9-10.B, CC1.5.9-10.C, CC1.5.9-10.D, CC1.5.9-10.E, CC1.5.9-10.G

## **Anchor(s):**

L.F.1, L.F.2, L.N.1, L.N.2

## **Eligible Content:**

L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.1.3.3, L.F.2.1.1, L.F.2.1.2, L.F.2.2.2, L.F.2.2.3, L.F.2.3.1, L.F.2.3.2, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1, L.F.2.5.2, L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.2.1, L.N.1.2.3, L.N.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.1.2L.N.2.2.2, L.N.2.2.3, L.N.2.3.4, L.N.2.3.5, L.N.2.4.2

## **Objectives:**

- Students will be able to read and annotate text to construct meaning from text and enhance literary analysis. (DOK Levels 2, 3, 4)
- Students will be able to identify and analyze poetry for the following poetic elements, including but not limited to: repetition: figurative language: simile, metaphor, and personification; and imagery: visual and auditory as they appear in poetry. Note: This unit will serve as an introduction to poetic elements. (DOK Levels 2, 3, 4)
- Students will be able to deconstruct text, including nonfiction, fiction and poetry, in order to explain and analyze each and the relationship between those works. Through this process, students will identify and explain the central ideas as well as make connections to the time period and events being discussed. (DOK Levels 2, 3, 4)
- Students will analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effective writing. (DOK Levels 1-4)

- Students will be able to utilize Greek and Latin roots, prefixes, and suffixes to identify a word's meaning. (DOK 2)
- Students will be able to explain and to analyze the structure of fictional works and poems, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2, 3, 4)
- Students will be able to recognize, explain, and evaluate how words and phrases, including literary and poetic elements, establish meaning in fiction and poems. In addition, students will demonstrate understanding of literary and poetic elements, word relationships, and nuances in word meanings. (DOK Levels 1-4)
- Students will be able to acquire and accurately use general academic and domain- specific words and phrases sufficient for reading and listening at the college and career readiness level. (DOK Levels 1-4)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own clearly and persuasively. (DOK Levels 1-4)
- Students will be able to come to discussions prepared, having read and researched material under study, explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (DOK Levels 1-3)
- Students will be able to cite strong and thorough textual evidence to support analysis of what the text says, as well as inferences drawn from the text. (DOK Levels 1-4)
- Students will be able to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (DOK Levels 1-4)
- Students will be able to apply an understanding of grammatical rules as they pertain to run-ons, fragments, comma usage, and subject/verb agreement as they identify errors and correct them. (DOK Levels 1,2)
- Students will be able to develop constructed-responses that effectively answer a given prompt. (DOK Level 4)
- Students will be able to compose a 4-6 page research paper.
- Students will be able to effectively use MLA formatting.
- Students will be able to create their own original poems, incorporating the poetic elements being covered.
- Students will be able to come to discussions prepared, having read and researched material under study, explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (DOK Levels 1-3)
- Students will be able to locate resources to use for the research paper. (DOK Level 1)

- Students will be able to craft a research paper that effectively answers the given topic. (DOK Level 4)
- Students will be able to locate resources to use for the research paper. (DOK Level 1)
- Students will be able to craft a research paper that effectively answers the given topic. (DOK Level 4)
- Students will be able to identify basic literary elements (overview), including but not limited to: plot: exposition, rising action, climax, falling action, resolution; direct and/or indirect characterization; round and/or flat character; dynamic and/or static character; internal and external conflict; symbolism; foreshadowing; irony: situational, verbal, and dramatic; motivation; setting; point of view: first, third limited, third omniscient; theme. Note: This unit will serve as an introduction to literary elements. (DOK Level 1)
- Because this unit will **focus** on diction, plot: exposition, rising action, climax, falling action, resolution; direct and/or indirect characterization; round and/or flat character; dynamic and/or static character, students will be able to effectively utilize these devices on a deeper, more comprehensive level. (DOK Levels 2, 3)
- Students will be able to come to discussions prepared, having read and researched material under study, explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (DOK Levels 1-3)

### **Core Activities and Corresponding Instructional Methods:**

1. Grammar Review
  - a. Using the “Find It, Fix It” Smartboard file (located in the department folder), their grammar books, and grammar worksheets, students will review subject/verb agreement and pronoun/antecedent agreement. Note: These skills will be applied in future writing activities, and students will be held accountable for them throughout this year.
    - i. ATB questions and practice activities (see Smartboard file)
2. Analyzing Literature
  - a. Students will be reading *To Kill a Mockingbird* independently. (continued from MP #2)
  - b. Students will continue utilizing the reading strategy of text annotation/talking to the text (T2T). Students will talk to the text for **everything** we read.
    - i. Through T2T, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words. c. Reading and re-reading,

annotating the text, and analysis with reading-for-meaning questions: “Federigo's Falcon” and *To Kill a Mockingbird*.

- ii. Identify key elements of the plot necessary for accurate summarization.
- iii. Support assumptions with textual evidence.
- iv. Students will also learn to identify poetic elements and literary terminology, making connections to the author's purpose and effect.
- v. Make predictions based on the text details.
- vi. Make inferences that are not directly stated in a piece of writing.
- vii. Reader's Theater Activity - Students will partake in the dramatic reading of the court scenes from the novel, using props, costumes, etc. While this is going on, students who are in the audience will be taking notes in a teacher-created chart. This will be used later when writing the CR for the novel.
- viii. Identify examples of foreshadowing and the elements of suspense, characterization, symbolism, setting, theme, allusion, and motif in addition to conflict, onomatopoeia, simile, metaphor, personification, hyperbole, and irony. iii. Discuss the way in which the author uses certain literary elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the “why” (Why does the author choose the element and/or device?) and “how” (How does the element and/or device advance the author's purpose?).

1. *To Kill a Mockingbird* Literary Terms Activity

3. Academic and Content Vocabulary

- a. Direct instruction and practice, analysis of roots and affixes (prefixes and suffixes): Units 7, 8, and 9 of *Vocabulary from Latin and Greek Roots: A Study of Word Families, Level IX*
- b. Provide modeling for students to determine and clarify the meaning of unknown and multiple-meaning words and phrases based on close reading, context, and content
- c. Use content vocabulary in context to illustrate how meaning develops via author's or speaker's diction and tone.

4. Presentation

- a. Direct instruction on public speaking strategies and skills
- b. Collaborate to create a presentation connected to the novel *To Kill a Mockingbird*
- c. Execute and deliver the group presentation in a formal setting

5. Plan and Execute Original Writing Assignments
  - a. Compose constructed-response answers that require students to draw precise and detailed evidence from literary texts to support analysis and/or reflection from *To Kill a Mockingbird*. (Irony CR)
  - b. Writing activity connecting to the setting of the Radley house in *To Kill a Mockingbird*.
  - c. Writing activity connecting to Jem's transformation in *To Kill a Mockingbird*.
  - d. Working on the research paper. Begin paraphrasing practice.
6. Direct Keystone and SAT Instruction and Practice
7. Study Island – Skills-based practice activities (MP #3 – Conclusions, Generalizations, and Inferences; Informational Documents; Author's Purpose; Author's Technique; Author's Argument)
8. Research Paper Writing
  - a. Research skills (as outlined in the teacher-constructed research paper packet and on pages 222-254 of *Writing Coach*)
  - b. The MLA research paper format (as outlined in the teacher-constructed research paper packet and on pages 222-254 of *Writing Coach*)
  - c. Writing responsibly, so as to avoid plagiarism (as outlined in the teacher-constructed research paper packet and on pages 222-254 of *Writing Coach*)
  - d. Summarizing and paraphrasing (as outlined in the teacher-constructed research paper packet and on pages 222-254 of *Writing Coach*)
  - e. Outlining and drafting the 4-6- page research paper (as outlined in the teacher-constructed research paper packet and on pages 222-254 of *Writing Coach*)
  - f. Writing a final draft of the research paper (paper will be submitted in MP#4), including parenthetical notations and a well-constructed works cited page (as outlined in the teacher-constructed research paper packet and on pages 222-254 of *Writing Coach*). Students will be required to submit the final essay to turnitin.com.

**Assessments:**

**Diagnostic:**

- Literature Textbook (*Prentice Hall*) Teacher Resources – Diagnostic Test
- Grammar Textbook (*Writing Coach*) Teacher Resources – Diagnostic Tests
- Vocabulary Activities (*Vocabulary from Latin and Greek Roots: A Study of*

*Word Families, Level IX*) and Textbook Resources

- Practice Keystone and SAT Activities/Test (Study Island, Collegeboard.com, USATestprep)
- Benchmarks will be administered according to the district and department plan.

**Formative:**

- Guided practice of text annotation process
- *To Kill a Mockingbird* quizzes (common assessments)
- *To Kill a Mockingbird* constructed-responses - may be connected to quizzes and/or tests (common)
- Works Cited quiz (common assessment)
- Vocabulary Enrichment and Assessment – from workbook, reading selections, teacher-prepared common quizzes/tests/graded and ungraded practice
- Research Paper components to date (i.e. WC page, rough draft, etc.)
- Grammar Enrichment and Assessment
  - SAT style quizzes and editing assignments
  - Common quizzes/tests/practice
  - Editing and revising of written work
- Keystone Practice Activities and Assessment – Study Island, textbook resources, Applied Practice, USATestprep, and teacher-prepared common quizzes/test/practice
- Study Island – Skills-based practice activities (MP #3 – Conclusions, Generalizations, and Inferences; Informational Documents; Author’s Purpose; Author’s Technique; Author’s Argument)

**Summative:**

- Final Research Paper – MLA formatted research paper (must include in-text citations and a matching Works Cited page (turnitin.com submission is required for credit)
  - Common expectations, including page requirements, source and parenthetical notation requirements, topic, etc. as well as a commonly agreed upon rubric will be utilized for all students in Honors English 9.
  - [This paper is REQUIRED for Course Completion. Note: Plagiarism will result in a zero and the paper will not satisfy the course requirement.]
- Novel Exams (common assessments) – *To Kill a Mockingbird*
- Presentations (common rubric)
- Cumulative Literary Terms Exam, including “Federigo's Falcon” (common assessment)
- Cumulative Grammar Exam for MP #1 – MP #3(common assessment)

**Note:** Turnitin.com will be a requirement for numerous assignments throughout the year. Any assignment that is considered plagiarized will not receive credit.

# Curriculum Plan

**Unit: Marking Period 4**

**Time Range in Days: 40-45**

## **Standard(s):**

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

Reading Informational Text: CC.1.2.9-10.A, CC.1.2.9-10.B, CC.1.2.9-10.D, CC.1.2.9-10.E, CC.1.2.9-10.F, CC.1.2.9-10.H, CC.1.2.9-10.I, CC.1.2.9-10.J, CC.1.2.9-10.K, CC.1.2.9-10.L

Writing: CC1.4.9-10.A, CC1.4.9-10.B, CC1.4.9-10.C, CC1.4.9-10.D, CC1.4.9-10.E, CC1.4.9-10.F, CC.1.9-10.G, CC1.4.9-10H,

Speaking and Listening: CC1.5.9-10.A, CC1.5.9-10.B, CC1.5.9-10.C, CC1.5.9-10.D, CC1.5.9-10.E, CC1.5.9-10.G

## **Anchor(s):**

L.F.1, L.F.2, L.N.1, L.N.2

## **Eligible Content:**

L.F.1.1.1, L.F.1.1.2, L.F.1.1.3, L.F.1.2.3, L.F.1.2.4, L.F.1.3.1, L.F.1.3.2, L.F.1.3.3, L.F.2.1.1, L.F.2.1.2, L.F.2.2.2, L.F.2.2.3, L.F.2.3.1, L.F.2.3.2, L.F.2.3.4, L.F.2.3.5, L.F.2.3.6, L.F.2.4.1, L.F.2.5.1, L.F.2.5.2, L.N.1.1.1, L.N.1.1.2, L.N.1.1.3, L.N.1.1.4, L.N.1.2.1, L.N.1.2.3, L.N.1.2.4, L.N.1.3.1, L.N.1.3.2, L.N.1.3.3, L.N.2.1.1, L.N.2.1.2L.N.2.2.2, L.N.2.2.3, L.N.2.3.4, L.N.2.3.5, L.N.2.4.2

## **Objectives:**

- Students will be able to read and annotate text to construct meaning from text and enhance literary analysis. (DOK Levels 2, 3, and 4)
- Students will be able to identify and analyze poetry for the following poetic elements, including but not limited to: repetition: figurative language: simile, metaphor, and personification; and imagery: visual and auditory as they appear in poetry. Note: This unit will serve as an introduction to poetic elements. (DOK Levels 2, 3, and 4)
- Students will be able to deconstruct text, including nonfiction, fiction and poetry, in order to explain and analyze each and the relationship between those works. Through this process, students will identify and explain the central ideas as well as make connections to the time period and events being discussed. (DOK Levels 2, 3, 4)
- Students will analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effective writing. (DOK



#### Levels 1-4)

- Students will be able to utilize Greek and Latin roots, prefixes, and suffixes to identify a word's meaning. (DOK Level 2)
- Students will be able to explain and to analyze the structure of fictional works and poems, including how specific sentences, paragraphs, or stanzas, and larger portions of a text, relate to each other and to the whole. (DOK Levels 2, 3, 4)
- Students will be able to recognize, explain, and evaluate how words and phrases, including literary and poetic elements, establish meaning in fiction and poems. In addition, students will demonstrate understanding of literary and poetic elements, word relationships, and nuances in word meanings. (DOK Levels 1-4)
- Students will be able to acquire and accurately use general academic and domain- specific words and phrases sufficient for reading and listening at the college and career readiness level. (DOK Levels 1-4)
- Students will be able to initiate and participate in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own clearly and persuasively. (DOK Levels 1-4)
- Students will be able to come to discussions prepared, having read and researched material under study, explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (DOK Levels 1-3)
- Students will be able to cite strong and thorough textual evidence to support analysis of what the text says, as well as inferences drawn from the text. (DOK Levels 1-4)
- Students will be able to present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (DOK Levels 1-4)
- Students will be able to apply an understanding of grammatical rules as they pertain to run-ons, fragments, comma usage, and subject/verb agreement as they identify errors and correct them. (DOK Levels 1,2)
- Students will be able to develop constructed-responses that effectively answer a given prompt. (DOK Level 4)
- Students will be able to identify basic literary elements (overview), including but not limited to: plot: exposition, rising action, climax, falling action, resolution; direct and/or indirect characterization; round and/or flat character; dynamic and/or static character; internal and external conflict; symbolism; foreshadowing; irony: situational, verbal, and dramatic; motivation; setting; point of view: first, third limited, third omniscient; theme. Note: This unit will serve as an introduction to literary elements. (DOK Level 1)
- Because this unit will **focus** on diction, plot: exposition, rising action, climax, falling action, resolution; direct and/or indirect characterization; round and/or

flat character; dynamic and/or static character, students will be able to effectively utilize these devices on a deeper, more comprehensive level. (DOK Level 2, 3)

- Students will be able to effectively use MLA formatting. (DOK Level 2)
- Students will be able to construct original works of poetry that effectively utilize poetic elements to develop meaning. (DOK Level 4)
- Students will be able to develop constructed-responses and five paragraph essays that effectively answer a given prompt. (DOK Level 4)
- Students will be able to collaborate with their classmates in order to create and present in a formal situation. (DOK Levels 1-4)

### **Core Activities and Corresponding Instructional Methods:**

1. Grammar Review
  - a. Using the “Writing Coach” Smartboard file (located in the department folder), their grammar books and grammar worksheets, students will review phrases and commonly confused words. Note: These skills will be applied in future writing activities, and students will be held accountable for them throughout this year.
    - i. ATB questions and practice activities (see Smartboard file)
2. Review of Poetic Elements as they pertain to Drama
  - a. Continue to review poetic elements (repetition – including alliteration, consonance, and assonance; onomatopoeia; rhyme; symbol; stanza; figurative language – including simile, metaphor, and personification; and imagery – including visual and auditory) as they appear in poetry.
  - b. Students will continue to review poetic elements and definitions.
  - c. Students will read and analyze poetry connected to *To Kill a Mockingbird*. The selections are: “I, Too, Sing America,” “We Wear the Masque,” “Ballad of Birmingham,” and “Strange Fruit.” Students will also read and annotate “Dreams,” “Dream Deferred,” “The Road not Taken,” and “I Wandered Lonely as a Cloud.”
  - d. Students will write original I AM poems from a character’s perspective from *To Kill a Mockingbird*.
  - e. Students will also read and annotate Shakespearean sonnets.
3. Analyzing Literature
  - a. Students will be reading *Romeo and Juliet* in class.
  - b. Students will continue utilizing the reading strategy of text annotation/talking to the text (T2T). Students will talk to the text for **everything** we read.
    - i. Through T2T, students will learn to locate main ideas, make inferences, chunk the text, make predictions, restate/paraphrase and summarize, make connections (historical, personal, etc.), utilize context clues and word analysis (roots, prefixes, and suffixes) to determine the meaning of unknown words. c. Reading and re-reading, annotating the text, and analysis with reading-for-meaning questions: *Romeo and Juliet*, FDR’s

Inauguration Address, Martin Luther King, Jr.'s "I Have a Dream," and Atticus' closing statement from *To Kill a Mockingbird*.

- ii. Identify key elements of the plot necessary for accurate summarization.
- iii. Identify examples of foreshadowing and the elements of suspense, characterization, symbolism, setting, theme, allusion, and motif in addition to conflict, onomatopoeia, simile, metaphor, personification, hyperbole, and irony. iii. Discuss the way in which the author uses certain literary elements to advance his/her purpose. After identifying examples of elements, the discussion will focus on the "why" (Why does the author choose the element and/or device?) and "how" (How does the element and/or device advance the author's purpose?).
- iv. Students will study rhetorical devices, including ethos, pathos, logos, analogy, parallel structure, restatement, repetition, rhetorical questioning, allusion, etc.
- v. Support assumptions with textual evidence.
- vi. Students will also learn to identify poetic elements and literary terminology, making connections to the author's purpose and effect.
- vii. Make predictions based on the text details.
- viii. Make inferences that are not directly stated in a piece of writing.

#### 4. Plan and Execute Original Writing Assignments

- a. "Dreams" Constructed Response
- b. I AM poem written from the perspective of a character in *To Kill a Mockingbird*
- c. Students will also compose their final essay in relation to "In literature, evil triumphs but never conquers."

#### 5. Presentation

- a. Direct instruction on public speaking strategies and skills
- b. Collaborate to create a presentation connected to *Romeo and Juliet*.

#### 6. Academic and Content Vocabulary

- a. Direct instruction and practice, analysis of roots and affixes (prefixes and suffixes): units 10, 11, and 12 from *Vocabulary from Latin and Greek Roots: A Study of Word Families, Level IX*.
- b. Provide modeling for students to determine and clarify the meaning of unknown and multiple meaning words and phrases based on close reading, context, and content.
- c. Use content vocabulary in context to illustrate how meaning develops via author's or speaker's diction and tone.

7. Direct Keystone and SAT Instruction and Practice
8. Study Island – Skills-based practice activities (MP#4 – Drama, Literary Terms, Connections Between Texts, Point of View, and Main Idea and Supporting Details)

**Assessments:**

**Diagnostic:**

- Literature Textbook (*Prentice Hall*) Teacher Resources – Diagnostic Test
- Grammar Textbook (*Writing Coach*) Teacher Resources – Diagnostic Tests
- Vocabulary Activities (*Vocabulary from Latin and Greek Roots: A Study of Word Families, Level IX*) and Textbook Resources
- Practice Keystone and SAT Activities/Test (Study Island, Collegeboard.com, USATestprep)
- Benchmarks will be administered according to the district and department plan.

**Formative:**

- Guided practice of text annotation process
- *The Tragedy of Romeo and Juliet* act quizzes (common assessments)
- “Dreams” Constructed Response (common rubric)
- I AM poem assignment (common rubric)
- Vocabulary Enrichment and Assessment – from workbook, reading selections, teacher- prepared common quizzes/tests/graded and ungraded practice
- Grammar Enrichment and Assessment –
  - SAT style quizzes and editing assignments
  - Common quizzes/tests/practice
  - Editing and revising of written work
- Keystone Practice Activities and Assessment – Study Island, textbook resources, Applied Practice, USATestprep, and teacher-prepared common quizzes/test/practice
- Study Island – Skills-based practice activities (MP#4 – Drama, Literary Terms, Connections Between Texts, Point of View, and Main Idea and Supporting Details)

**Summative:**

- Novel Exams (common) – *To Kill a Mockingbird*
- Group presentation - *Romeo and Juliet* (common rubric)
- Final essay (common rubric)
- Common Assessment/Final Exam

**Note:**

1. Turnitin.com will be a requirement for numerous assignments throughout the year. Any assignment that is considered plagiarized will not receive credit.
2. The final draft of the research paper AND the final draft of the final essay will not be accepted late.