Course Title: English 9 Honors

Subject: Language Arts Literacy

Grade Level: 9

Duration: 1 year

Prerequisite: 8th grade English; Teacher Recommendation

Elective or Required: Required

Language Arts Literacy Mission Statement

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Course Description:

English Honors 9 takes a genre approach to literature. It incorporates the study of the short story, drama, poetry, nonfiction and the novel. Through a rigorous study of these genres and various themes, students will build the foundation for analysis and evaluation of literature. The curriculum stresses the development of critical thinking, personal expression, reading comprehension, analysis, research and writing skills. Students in the honors level course read more extensively, study and discuss in greater depth and write more comprehensive essays. Students who demonstrate a genuine commitment to learning and sensitivity to literature will benefit from this advanced program of study. Teacher recommendation is required.

Author: Jody Hackmeyer
Date Submitted: Summer 2011
English 9 Honors

Topic/Unit: Journeys

Approximate # Of Weeks: 3-4 weeks

Essential Questions:
What does it mean to go on a journey?
How does embarking on a journey shape character?

Upon completion of this unit students will be able to:

9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.RL.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

9-10.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

9-10.RL.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

9-10.RI.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
9-10.W.7  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.W.9  Draw evidence from literary or informational texts to support analysis, reflection, and research.

9-10.SL.1  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

9-10.SL.4  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.

Interdisciplinary Standards

Standard 8.1 – Computer and Information Literacy
All students will use computer applications to gather and organize information and to solve problems.

Standard 6.2 World History, Global Studies
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Activities

- Metaphor exploration: Think, “If I were an animal, what kind of animal would I be?” For three of the items, write the general label and then your specific comparison. Be realistic, be honest, and be able to explain your choices. Don’t say you are a rose, if you’re really a daisy. (9-10.RL.4, 9-10.W.9)
- Poetry comparison: Read “Tyger, Tyger” by William Blake; discuss the imagery in the poem in relation to the novel. (9-10.RL.4)
- Seminar: What comfort does Piscine find from each of the religions individually, Islam, Christianity, and Hindu? (9-10.RL.1)
- Seminar: Pi’s story from pages 303-311 is a disturbing, traumatic account of a violent journey with human characters taking the place of animals. Discuss the author’s spiritual growth in relation to his “possibly” fabricated story. What does the author want you to believe? (9-10.RL.1)
- Vocabulary: Students will study challenging vocabulary chosen from the works studied and an SAT prep book (9-10.L.4)
- “Jigsaw” Cooperative Activity: Students will participate in a jigsaw to research the symbolism of each of the animals remaining on the life boat with Pi (hyena, orangutan, zebra, tiger): each student will be assigned a number from 1 to 4 in a group, individually research on the computer the animals associated with the numbers they have been assigned, and then form groups according to their numbers to share the research they found (e.g. if the tiger is assigned to number 1, then all number 1’s would group to share their findings about tiger symbolism). Next, students will reconvene in their original groups of 1-4 in order to, first, share their research findings with each other and, second, relate what they found in their research to the sequence of events concerning the animals on the boat (i.e. the hyena kills the zebra, then the orangutan, then is killed by the tiger). (9-10.W.9, 9-10.W.7)
Reflect on the novel. Consider the question, “What did McCandless expect this “greatest adventure” to accomplish? Find textual evidence. Share and compare in small groups. Discuss as a class. (9-10.RI.2)

Seminar: “So many people live within unhappy circumstances and yet will not take the initiative to change their situation because they are conditioned to a life of security, conformity, and conservatism, all of which may appear to give one peace of mind, but in reality nothing is more damaging to the adventurous spirit within a man than a secure future. The very basic core of a man’s living spirit is his passion for adventure” (57). (9-10.RI.6, 9-10.SL.4, 9-10.SL.1)

Writing Assignments:

Fill in the blank - “Life of Pi is essentially a story about __________.” Is it a story about storytelling, religion and faith, coming-of-age, survival? Consider the various ideas presented in Life of Pi. In your essay, choose what you believe to be the central idea in the novel and demonstrate the ways in which Martel develops this idea. In other words, how does this idea emerge in the thoughts or actions of the characters or through the conflicts embedded in the plot? (9-10.W.1, 9-10.W.4, 9-10.W.5, 9-10.W.6)

Do you feel, as one letter writer did, that there is “nothing positive at all about Chris McCandless’ lifestyle or wilderness doctrine …surviving a near death experience does not make you a better human it makes you damn lucky” (116); or do you see something admirable or noble in his struggles and adventures? Was he justified in the pain he brought to family and friends in choosing his own solitary course in life? After pondering the questions, write a letter to Jon Krakauer that responds to these questions and addresses what value you thought this book had for you. (9-10.RI.1, 9-10.W.4, 9-10.W.9)

Enrichment Activities:

Travel to Alaska or interview someone who has. Collect pictures of Alaska. Report on what is so mesmerizing about the land. (9-10.SL.4)

Conduct research on the three religions highlighted in Life of Pi. (9-10.W.7)

View the film version of Into the Wild (9-10.RI.7)

Read other works by any of the authors covered in this unit. (9-10.RI.10, 9-10.RL.10)

Methods of Assessment/Evaluation:

- Reading Check Quizzes
- Class Participation
- Essay on Life of Pi
- Tri-fold poster project on theme

Resources:

- Into the Wild, by Jon Krakauer (RI)
- Life of Pi, by Yann Martel (RL)
- “Tyger, Tyger” by William Blake (RL)

Online Resources:

- View an online interview with author Jon Krakauer at http://www.charlierose.com/view/interview/6399
- View pictures of Christopher McCandless at http://www.christophermccandless.info/intothewildpictures.html
- View an online interview with author Yann Martel at http://www.youtube.com/watch?v=aJYS9SQn1LA
Approximate # Of Weeks: 6

**Essential Questions:**
Are epic heroes brave, smart or lucky?

**Upon completion of this unit students will be able to:**

- 9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
- 9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 9-10.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- 9-10.SL.4 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.
- 9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- 9-10.RL.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

**Interdisciplinary Standards**

**Standard 6.2 World History, Global Studies**

- All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Standard 8.2 – Technology Education

- All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Activities:

- Characteristics of the Epic: Write at least two Homeric similes. The topic can be anything you want, but you should employ images from nature (as in the definition of epic simile) in your comparison. (9-10.L.5)
- Interpreting a scene into a visual representation: write a radio script that tells the events of an assigned scene. In addition to the characters’ lines, be sure to indicate when sound effects should be made. Sound effects may be performed by one student, usually the narrator, or shared by the group. Perform the script for the class. (9-10.W.3, 9-10.SL.4)
- View images of mythological creatures; conceive of and draw your own mythological creature. (9-10.RL.7)
- Seminar: Compare and contrast how related themes may be treated in different genres (here, epic poetry, modern poetry and contemporary nonfiction). For instance, read the poem “Ulysses” by Alfred Tennyson. Discuss how this piece is or is not faithful to Homer’s character of Odysseus. (9-10.SL.1, 9-10.RL.7, 9-10.RL.9)
- Seminar: Discuss the role that luck plays in The Old Man and the Sea and consider the different shades of meaning Hemingway gives to it. (9-10.SL.1, 9-10.RL.1)
- Vocabulary: Students will study challenging vocabulary chosen from the works studied and an SAT prep book (9-10.L.4)
- Recreate the dimensions of the fish, the skiff and the distance Santiago is out at sea (using the softball field behind the classroom and the math skills of some of the students in the class) (9-10.SL.2)

Writing Assignments:

- Creative Writing: Tell a story about some kind of odyssey that you have gone on or encountered in your life. (9-10.W.3, 9-10.W.4)

Enrichment Activities:

- Read Mythology, by Edith Hamilton
- Read a graphic novel version of The Odyssey at http://www.bigheadpress.com/otr?page=1
- Read The Iliad, by Homer
- Read Middlesex, by Jefferey Eugenides
- Read Correlli’s Mandolin
- Read Harry Potter, JK Rowling
• Watch *Star Wars* for an example of a modern epic
• Read other works by any of the authors covered in this unit

**Methods of Assessments/Evaluation:**

• Essay
• Continue the tradition of retelling *The Odyssey*—the class will split up the scenes in *The Odyssey* and retell in their choice of artist form. (9-10.SL.5)
• Reading Check Quizzes
• Class discussion

**Resources:**

• *The Odyssey*, by Homer (Fitzgerald translation) (RL)
• Film clips from *O Brother, Where Art Thou?* and a movie version of *The Odyssey*
• *The Old Man and the Sea*, by Ernest Hemingway (RL)
• “Siren Song” (RL)
• “Ithaca” by Constantine (RL)
• “Casey at the Bat” (RL)
• “Problems with Hurricanes” (RL)
• The Dictionary of Classical Mythology (RI)
• “Chimera” by William Safire (RI)
• “Hills Like White Elephants” by Ernest Hemingway (RL)

**Online Resources:**

• View an interactive map of Odysseus’s journey at [http://www.classics.upenn.edu/myth/content/homer/multimap.html](http://www.classics.upenn.edu/myth/content/homer/multimap.html)
• Read a graphic novel version of *The Odyssey* at [http://www.bigheadpress.com/otr?page=1](http://www.bigheadpress.com/otr?page=1)
• View a pictorial biography of Ernest Hemingway at [http://www.npg.si.edu/exh/hemingway/index.htm](http://www.npg.si.edu/exh/hemingway/index.htm)
Topic/Unit: Individual vs. Society

Approximate # Of Weeks: 4

Essential Questions:
Why do anti-heroes exist in literature? What is the responsibility of an individual to follow society’s rules?

Upon completion of this unit students will be able to:

- 9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 9-10.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- 9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- 9-10.RL.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- 9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- 9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- 9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

Interdisciplinary Standards
Standard 9.1 21st-Century Life & Career Skills

- All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 6.3 Active Citizenship in the 21st Century

- All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Activities

- Creative Writing/Point of View of Unreliable Narrator: Write a description of the classroom through Chief’s eyes. (9-10.RL.3, 9-10.W.3, 9-10.W.10)
- Graphic Organizer: Use a log to trace the development of themes throughout a novel. (9-10.RL.2)
- Creative Writing: Assign chapter titles throughout the book (9-10.RL.4)
- Small Group Discussion: Examine the pressures that exist to conform to popular culture and the effect on their lives. (9-10.SL.1)
- Literary Terms: Define, discuss and locate examples in the text for literary elements such as symbolism, alliteration, hyperbole, internal rhyme, irony, metaphor, metonymy, paradox, paralellism, personification, repetition, simile (9-10.SL.1, 9-10.RL.5)
- Read selections from various genres to address the essential questions (“The Most Dangerous Game,” “The Road Not Taken,” etc.) (9-10.RL.7)
- Seminar: Discuss how Connell uses dangerous action, pacing, and foreshadowing to create suspense. (9-10.SL.1, 9-10.RL.5)
- Vocabulary: Students will study challenging vocabulary chosen from the works studied and an SAT prep book (9-10.L.4)

Writing Assignments:

- Essay: Choose one theme from the six covered in class and analyze how it is carried out throughout the novel. (9-10.W.1, 9-10.RL.2)
- Integrating Quotations: Write several paragraphs addressing textual questions such as “Who is more powerful--Ratched or McMurphy?” or “What is Nurse Ratched’s dominant characteristic?” and practice integrating quotation from the novel to support opinion. (9-10.RL.1, 9-10.W.4, 9-10.W.5)
- Creative Writing: Description of the classroom through Chief’s house (9-10.W.3)

Enrichment Activities:

- Read The Natural by Bernard Malamud
- Read The Electric Kool-Aid Acid Test, by Tom Wolfe
- View the movie version of One Flew Over the Cuckoo’s Nest; discuss the shift to 3rd person
- Research mental hospitals either in the time of the novel (1960) or the present; report your findings
- Read other works by any of the authors covered in this unit

Methods of Assessments/Evaluation:

- Unit Test
- Reading Quizzes
- Class Discussion
- Integrating Quotation Paragraphs

Resources:

- One Flew Over the Cuckoo’s Nest, by Ken Kesey (RL)
- “The Most Dangerous Game” (RL) by Richard Connell
- “The Road Not Taken” by Robert Frost (RL)
Online Resources:

- Read a copy of a Ken Kesey letter to the New York Times
Topic/Unit: Responsibility

Approximate # Of Weeks: 6

Essential Questions:
Can we control our own fate? Are we governed by fate or free will?

Upon completion of this unit students will be able to:

- **9-10.RI.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **9-10.RI.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

- **9-10.RL.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **9-10.RL.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- **9-10.RL.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

- **9-10.SL.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- **9-10.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **9-10.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- **9-10.L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- **9-10.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

- **9-10.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **9-10.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **9-10.W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- **9-10.W.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- **9-10.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
Interdisciplinary Standards
Standard 6.2 World History, Global Studies

- All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Standard 9.1 21st-Century Life & Career Skills

- All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities:

- Comparing/contrasting: Explore 17th century pick-up lines by reading from a 17th century text. Brainstorm modern pick-up lines; compare the art of love in each time period. (9-10.RI.4)
- Seminar: Define, discuss and find examples of Shakespeare’s use of the following literary elements: aside, oxymoron, couplet, epithet, foil, foreshadowing, pun, iambic pentameter. (9-10.SL.1, 9-10.L.5)
- Role Play: Assign each student a role and act out scenes from the play, figuring out what each actor would be doing according to the text of the play. The initial fight scene and the party scene work particularly well for this activity. (9-10.L.3, 9-10.L.5)
- Message Board: Students will conduct their discussion of The Glass Menagerie via an online message board hosted by turnitin.com (9-10.SL.1, 9-10.RL.3, 9-10.RL.1, 9-10.RL.2, 9-10.W.6)
- Seminar: Discuss symbolism in The Glass Menagerie (9-10.RL.1, 9-10.L.5)
- Language Study--Euphemism. Read William Safire’s article “Tarnation Heck”; define and discuss euphemism; students will create their own euphemism “quiz” (9-10.L.5, 9-10.W.4)
- Vocabulary: Students will study challenging vocabulary chosen from the works studied and an SAT prep book (9-10.L.4)
- 9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Writing Assignments:

- Written Response: After reading Act I, write a character sketch of Romeo--is he an upstanding young man or a flighty lothario? (9-10.W.4, 9-10.W.9)
- After reading several sonnets from both Shakespeare’s time and modern times, write your own sonnet. (9-10.W.8, 2-10.W.4)
- Written Response: At the end of the play, the Prince says, “Some shall be pardoned, and some punished.” Name at least one character whom you think should be punished and one whom you think should be pardoned, and defend your choices. (9-10.W.9, 9-10.L.1, 9-10.L.2)
• Essay: Were Romeo and Juliet ruled by fate or did they meet their fate due to their own free will choices? (9-10.W.9, 9-10.L.1, 9-10.L.2, 9-10.W.5)
• Creative Writing: Pick one theme from the play The Glass Menagerie and write a short story with the same theme. (9-10.W.3, 9-10.W.4)

Enrichment Activities:

• View Baz Luhrman's modernized version of Romeo and Juliet
• View Franco Zeffirelli's film version of Romeo and Juliet
• Listen to Dire Straits' or The Killers' song “Romeo and Juliet”
• View a movie version of The Glass Menagerie
• Read other works by any of the authors covered in this unit

Methods of Assessments/Evaluation:

• Textual Annotation
• Unit Test
• Reading Quizzes
• Role Play/Class Participation
• Sonnet

Resources:

• Romeo and Juliet, by William Shakespeare (RL)

The Mysteries of Love & Eloquence, Or the Arts of Wooing and Complementing (RI)
• The Glass Menagerie, by Tennessee Williams (RL)
• “I Have a Dream” speech, by Martin L. Luther King, Jr. (RI)
• Short stories from the Prentice Hall Literature text
  o -“The Necklace” by Guy de Maupassant (RL)
  o -“Blues Ain’t No Mockin’ Bird” by Toni Cade Bambara (RL)
  o -“The Scarlet Ibis” by James Hurst (RL)
• Poetry from the Prentice Hall Literature text:
  o -“The Road Not Taken” by Robert Frost (RL)
  o -“The War Against the Trees” by Stanley Kunitz (RL)
  o -“My Mistress’ Eyes Are Nothing Like the Sun” by William Shakespeare (RL)
  o -“Sonnet 30” by William Shakespeare (RL)
  o -“Sonnet 5” by Edna St. Vincent Milay (RL)
• “Tarnation Heck” by William Safire (RI)

Online Resources:


• www.turnitin.com for message board
Topic/Unit: Illusions/Disillusions

Approximate # Of Weeks: 8

Essential Questions:
What is life like on the periphery of society?
How do our dreams shape who we are?

Upon completion of this unit students will be able to:

- 9-10.RL.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- 9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- 9-10.RL.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- 9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- 9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 9-10.SL.4 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.
- 9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- 9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
- 9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- 9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Interdisciplinary Standards
Standard 9.1 21st-Century Life & Career Skills
• All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities:

• Literary Element--Character: Explore Dickens’s skill at creating character through various activities. Read the NY Times article “Diagnosing with Dickens” to see how carefully the author sketched his characters. Explore his names by having students create their own Dickensian names, swap with a peer and write a character sketch. (9-10.RL.8, 9-10.RL.3)

• Seminar: State what you believe is Dickens’s view of revenge. Support your opinion with examples from the story. (9-10.RL.6, 9-10.SL.1)

• Seminar: Discuss Great Expectations as a Bildungroman, a coming-of-age novel. How have Pip’s dreams shaped his character? What life lessons has he learned? (9-10.SL.1, 9-10.RL.2)

• Across the Genres: Read various short stories and poems that deal with illusions/disillusions to see how a theme is carried out across genre. (9-10.RL.7)

• Conduct a mock trial putting George on trial for murder (9-10.SL.6)

• Seminar: Discuss symbolism in Of Mice and Men (9-10.SL.4, 9-10.RL.1)

• Public Speaking: Students will research a social issue, write a persuasive speech and present it to the class. (9-10.SL.6, 9-10.SL.4)

• Vocabulary: Students will study challenging vocabulary chosen from the works studied and an SAT prep book (9-10.L.4)

Writing Assignments:

• Process Analysis/Creative Writing: Write an etiquette guide for modern teenagers (9-10.W.2)

• Timed in-class essay on Great Expectations (9-10.W.1, 9-10.W.4)

• Written Response: Overview of student’s role in the mock trial (9-10.W.2)

• Essay: To whom does the dream in Of Mice and Men belong? Support you answer with references to the text. (9-10.W.1, 9-10.W.4, 9-10.W.5)

Enrichment Activities:

• View Dorothea Lange photographs of the Great Depression era

• Read another work by any author in this unit

• Read The Tortilla Curtain by T. C. Boyle for a fictional look into modern migrant workers

• Research the plight of modern migrant workers

• Watch a film version of Great Expectations

• Watch a film version of Of Mice and Men

Methods of Assessments/Evaluation:

• Unit Tests

• Reading Quizzes

• Mock Trial Participation

• Class Discussion

• Persuasive speech on a social issue
Vocabulary quiz

Resources:

- *Great Expectations*, by Charles Dickens (RL)
- *Of Mice and Men*, by John Steinbeck (RL)
- Various poems from the Literature textbook
  - "Fire and Ice" by Robert Frost (RL)
  - "Dream Deferred" by Langston Hughes (RL)
  - "Fifteen" by William Stafford (RL)
- "The Jade Peony" by Wayson Choy (RL)
- “Diagnosing with Dickens” by Lisa Sanders, MD (RI)
- Various Process analysis essays (RI)
- Various speeches from the Literature textbook
  - "There is a longing" by chief Dan George (RI)
  - “Glory and Hope” by Nelson Mandela (RI)
  - “First Inaugural Address” by Franklin Delano Roosevelt (RI)

Online Resources:

- Read *Great Expectations* online at [http://www.online-literature.com/dickens/greatexpectations/1/](http://www.online-literature.com/dickens/greatexpectations/1/)
- Listen to *Great Expectations* for free by downloading it here [http://www.free-audio-books.co.uk/free-audio-books/great-expectations.html](http://www.free-audio-books.co.uk/free-audio-books/great-expectations.html)
- Learn more about Charles Dickens here [http://www.dickens-online.info/](http://www.dickens-online.info/)
Topic/Unit: The Short Story

Approximate # Of Weeks: 3-4 weeks

Essential Questions:
How do we tell stories?

Upon completion of this unit students will be able to:

- 9-10.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RL.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- 9-10.RL.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- 9-10.RL.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- 9-10.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Interdisciplinary Standards
Standard 9.1 21st-Century Life & Career Skills

- All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Activities:

- **Vocabulary**: Students will study challenging vocabulary chosen from the works studied and/or an SAT prep book (9-10.L.4)
- **Essay**: Select a short story and write an essay that analyzes how a particular literary element plays a part in the essence and workings of one of the chosen stories. State thesis clearly and include at least three pieces of evidence to support the thesis. (RL.9-10.1, W.9-10.2)
- **Seminar**: Select two works of art to view as a class. Compare the two works, focusing on the discussion on the relationship between character and setting, and on how the artists combine these to suggest a narrative. (9-10.RL.1)
- **Written Response**: Select a short story and an artwork and write a thoughtful response in which you discuss the use of symbolism in each. State thesis clearly and include at least three pieces of evidence to support the thesis. (RL.9-10.4, W.9-10.2)
- **Seminar**: “Is Montresor [from Poe's “The Cask of Amontillado”) a reliable narrator?” (RL.9-10.2, RL.9-10.3, SL.9-10.1, SL.9-10.3, SL.9-10.4, SL.9-10.6)
- **Poetry**: Read several narrative poems and analyze for use of narrative techniques and literary elements. (9-10.RL.1, 9-10.RL.5)
- **Film**: View Ken Burns’s documentary on the Brooklyn Bridge and analyze it for narrative technique and literary elements. (9-10.RL.7)

Writing Assignments:

- Short story annotation (9-10.RL.3, 9-10.RL.5)
- Creative Writing: Short story (9-10.W.3)

Enrichment Activities:

- Select a one minute passage from one of the short stories and recite it from memory. Include an introduction that states what the excerpt is from, who wrote it and which literary element is exemplified and why. (RL.9-10.2, SL.9-10.6)
- Read another work by any author covered in this unit.
- View a film adaptation of a short story (for instance, *The Curious Case of Benjamin Button*)

Methods of Assessments/Evaluation:

- Class Discussion
- Essay
- Creative writing in the form of a short story
- Vocabulary Quiz
- Reading Quiz

Resources:

- “The Cask of Amontillado” by Edgar Allan Poe (RL)
- “The Secret Life of Walter Mitty” by James Thurber (RL)
- “American History” by Judith Ortiz Cofer (RL)
- “The Man to Send Rain Clouds” by Leslie Marmon Silko (RL)
• “The Golden Kite, the Silver Wind” by Ray Bradbury (RL)
• “Checkouts” by Cynthia Rylant (RL)
• “Old Man of the Temple” by R.K. Narayan (RL)
• “The Ones Who Walk Away from Omelas” by Ursula K. LeGuin (RL)
• “Snow. Glass. Apples” by Neil Gaiman (RL)
• Harrison Bergeron” by Kurt Vonnegut (RL)

Online Resources:

• Play “Name that Literary Element” at http://www.glencoe.com/sec/literature/course/game/play.phtml?dest=Lit_v52.dcr&width=500&height=300&ini=lesson2.ini&height2=296
• Subscribe to a monthly fiction podcast at http://www.newyorker.com/online/podcasts/fiction
Topic/Unit: Literary Nonfiction--Humorous Essay

Approximate # Of Weeks: 3-4

Essential Questions:
What makes something funny? How do we make something funny? What is the purpose of comedy?

Upon completion of this unit students will be able to:

- 9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of several word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- 9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RL.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- 9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- 9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- 9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- 9-10.SL.4 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.
- L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Interdisciplinary Standards (njccs.org)
Standard 9.1 21st-Century Life & Career Skills

- All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Activities:

- Seminar: What makes something funny? Read the article on humor from The New York Times and discuss. (9-10.SL.1, 9-10.RI.2)
- Seminar: Why is laughter powerful? (9-10.SL.1)
- Literary Element-Irony: Define irony and locate examples in the readings (9-10.RL.1)
- Think about what you found humorous, funny, amusing, or witty in a chosen selection. Then annotate your piece, marking key words or passages and making side notes that help explain what creates the humor. (9-10.RI.2, RI.9-10.3)
- Students work in teams to write and produce a comedy sketch based on school life to be presented live as part of an evening event or filmed and posted online. Before rehearsals and tapings begin, review the script drafts and have students give one another feedback. (9-10.RL.2, 9-10.W.3)
- What is satire? What is parody? How do they function as forms of social commentary and keepers of the cultural flame? Students examine examples of satire and parody and then write a satirical essay based on a current news event or topic, or create a parody of a cultural touchstone. (This one in which “Ferris Bueller’s Day Off” is re-edited as a serious, sensitive coming-of-age film, or this one, the viral video “Jane Austen’s Fight Club,” are good examples.) (9-10.RI.5, 9-10.RI.6)
- Internet Video: Students brainstorm all the viral videos they can name, as you write them on the board. Ask: Are they all humorous? Intentionally or unintentionally? How many use music? Which are carefully crafted, which are spontaneous, and which are a little of both? Which are the best? Why? Students write an annotated list of their top five favorite humorous Internet videos, describing and reviewing them. They then make a class "viral video" that’s as funny, random, timely and catchy as possible. If they upload it to YouTube, they should track its views. Did it go viral? (9-10.RI.1)
- Vocabulary: Students will study challenging vocabulary chosen from the works studied and/or an SAT prep book (RL.9-10.4)

Writing Assignments:

- Creative Writing: Write a humorous essay (W.9-10.3, L.9-10.1)
- Comedy Sketch (9-10.W.3, 9-10.SL.4)
- Text Annotation: Analyze how a particular piece is funny; what techniques are used to create the humor? (9-10.RI.2, 9-10.RI.1)

Enrichment Activities:

- Go to a comedy club (age-appropriate!) and watch a stand-up comedian.
- Try stand-up yourself on an open mike night.
- Read another work by any of the authors covered in this unit.

Methods of Assessments/Evaluation:

- Text Annotation
- Essay
- Literary Elements Quiz
- Vocabulary quiz
- Class participation
- Skit Presentation
Resources:

- “The Talk” by Gary Soto
- “Go Deep to the Sewer” by Bill Cosby
- “Make.It.Stop” by Steve Tuttle
- Selections from *Me Talk Pretty One Day* by David Sedaris
- Selections from *Without Feathers* by Woody Allen
- Selections from *Pure Drivel or Cruel Shoes* by Steve Martin
- Selections from *Seinlanguage* by Jerry Seinfeld
- Selections from *Bossypants* by Tina Fey
- Selections from *Is Everyone Hanging Out Without Me?* by Mindy Kaling

Online Resources:

- Check out [http://www.comedycentral.com/](http://www.comedycentral.com/) for links to funny shows