

Wallenpaupack Area School District Planned Course Curriculum Guide

Department: English

Name of Course: English 9 Honors

Course Description:

This academic, literature based, genre course emphasizes the importance of becoming independent readers who are developing close reading skills. English 9 CP courses prepare students for standardized testing and academic discourse. Students are expected to practice and refine a variety of analytical and interpretive reading and writing skills. The ninth-grade course is an overview of classical literature across the major forms and genres (short story, novel, poetry, drama, epic poetry, and literary nonfiction). Each unit focuses on a genre and a related theme: for instance drama and fate. In their essays, students might compare the use of symbolism in a short story and a painting, or examine the role of free will in a certain play. They begin to read and respond to literary criticism. In formal seminar discussions, students further investigate philosophical and literary questions that arise in the texts. By the end of ninth grade, students are prepared for focused literary study.

Revision Date:

June 2014

Wallenpaupack Area School District Curriculum

COURSE OBJECTIVES:

Students are expected to

- use reading strategies to improve comprehension and to achieve the purposes for reading
- analyze the function that characters play in a literary text
- construct meaning from text by making connections between what they already know and the new information they read
- identify universal themes evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author’s purpose

PA COMMON CORE/NATIONAL STANDARDS:

Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

CC.1.2.9–10.A

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.

L.N.1.3.1; L.N.1.3.2; L.N.2.3.3

CC.1.2.9–10.B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.

L.N.1.3.1; L.N.2.1.1; L.N.2.1.2

CC.1.2.9–10.C

Apply appropriate strategies to analyze, interpret, and evaluate how an 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.

L.N.1.1.3; L.N.1.3.3; L.N.2.3.3; L.N.2.3.5; L.N.2.4.1; L.N.2.4.3

CC.1.2.9–10.D

Determine an author’s particular point of view and analyze how rhetoric advances the point of view.

L.N.2.3.6

CC.1.2.9–10.E

Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

L.N.1.1.3; L.N.2.4.1; L.N.2.4.3

CC.1.2.9–10.F

Analyze how words and phrases shape meaning and tone in texts.

L.N.1.1.4

CC.1.2.9–10.G

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.

L.N.2.2.3

CC.1.2.9–10.H

Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

L.N.2.5.4; L.N.2.5.5; L.N.2.5.6

CC.1.2.9–10.I

Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

CC.1.2.9–10.J

Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.N.1.2.4; L.N.1.2.1; L.N.1.2.2; L.N.1.2.3

CC.1.2.9–10.K

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

L.N.1.2.1; L.N.1.2.2; L.N.1.2.3; L.N.1.2.4

CC.1.2.9–10.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Reading Literature

Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

CC.1.3.9–10.A

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.

L.F.1.1.2; L.F.1.3.1; L.F.1.3.2; L.F.2.3.4

CC.1.3.9–10.B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

L.F.1.1.1; L.F.1.3.1; L.F.2.1.2

CC.1.3.9–10.C

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

L.F.1.1.3; L.F.2.3.1; L.F.2.3.4

CC.1.3.9–10.D

Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

L.F.2.3.6

CC.1.3.9–10.E

Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.

L.F.1.1.3; L.F.2.3.2; L.F.2.3.3; L.F.2.5.3

CC.1.3.9–10.F

Analyze how words and phrases shape meaning and tone in texts.

L.F.2.3.5; L.F.2.5.1

CC.1.3.9–10.G

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

L.F.2.2.1; L.F.2.2.3; L.F.2.2.4

CC.1.3.9–10.H

Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

L.F.2.2.2 ;L.F.2.4.1

CC.1.3.9–10.I

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

L.F.1.2.1; L.F.1.2.2; L.F.1.2.3; L.F.1.2.4

CC.1.3.9–10.J

Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.F.1.2.1; L.F.1.2.2; L.F.1.2.3; L.F.1.2.4

CC.1.3.9–10.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.9–10.A

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9–10.B

Write with a sharp, distinct focus identifying topic, task, and audience.

C.E.1.1.1

CC.1.4.9–10.C

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

C.E.1.1.2

CC.1.4.9–10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

C.E.1.1.3; C.E.1.1.5

CC.1.4.9–10.E

Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

C.E.1.1.4; C.E.2.1.1; C.E.2.1.2; C.E.2.1.3; C.E.2.1.4; C.E.2.1.6; C.E.2.1.7

CC.1.4.9–10.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

C.E.1.1.5; C.E.3.1.1; C.E.3.1.2; C.E.3.1.3; C.E.3.1.4; C.E.3.1.5

CC.1.4.9–10.G

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.9–10.H

Write with a sharp, distinct focus identifying topic, task, and audience.

- Introduce the precise claim.

C.P.1.1.1

CC.1.4.9–10.I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

C.P.1.1.2; C.P.1.1.3

CC.1.4.9–10.J

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

C.P.1.1.2; C.P.1.1.3; C.P.2.1.5; C.P.2.1.6

CC.1.4.9–10.K

Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

C.P.1.1.4; C.P.2.1.1; C.P.2.1.2; C.P.2.1.3; C.P.2.1.4; C.P.2.1.6; C.P.2.1.7

CC.1.4.9–10.L

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

C.P.1.1.5; .P.3.1.1; C.P.3.1.2; C.P.3.1.3; C.P.3.1.4; C.P.3.1.5

CC.1.4.9–10.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.9–10.N

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.9–10.O

Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9–10.P

Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9–10.Q

Write with an awareness of the stylistic aspects of writing.

- Use parallel structure.

- Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9–10.R

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9–10.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.9–10.T

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.

CC.1.4.9–10.U

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.

CC.1.4.9–10.V

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.

CC.1.4.9–10.W

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.

CC.1.4.9–10.X

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 discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.9–10.A

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.9–10.B

Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CC.1.5.9–10.C

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.1.5.9–10.D

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

CC.1.5.9–10.E

Adapt speech to a variety of contexts and tasks.

CC.1.5.9–10.F

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.9–10.G

Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.

Wallenpaupack Area School District Curriculum	
COURSE: English 9 Honors	GRADE/S: 9
UNIT 1: Literary Elements and the Short Story	TIMEFRAME:

UNIT OBJECTIVES:

UNIT ONE- Literary Elements and the Short Story

- Identify and explain plot structure (i.e., exposition, rising action, crisis/climax, falling action, resolution/denouement) in short stories.
- Understand and explain why plots in short stories usually focus on a single event.
- Analyze how authors create the setting in a short story.
- Define the concept of theme and identify the theme(s) in stories read.
- Identify and explain the use of figurative language in short stories.
- Analyze how authors create tone in short stories.
- Identify the point of view in a short story and analyze how point of view affects the reader's interpretation of the story.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- CDTS (Diagnostic)
- Keystones (Summative)
- Objective Assessments
- Summative Assessments

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Proficient- 1500-1586 (70%-89%) Advanced- 1587-1800 (90%-100%)
- Objective Assessments score of 70% or better
- Summative Assessments- 70% or better

DIFFERENTIATED INSTRUCTION (Remediation/Extension):*Struggling*

- Read/reread selections of literature to students, and allow them to listen to a pre-recorded version. Provide students with graphic organizers.
- Be prepared with a list of guiding questions to support students in their annotations (e.g., How do we distinguish the narrator's voice? Where do you think he is using humor or other literary devices?). Students can mark the selection with sticky notes prior to class discussion.
- Give students a worksheet of the story to write on during class discussion, possibly even with sketches (or other nonlinguistic representations) to help aid memory and understanding.
- Encourage students to create character cards to help them identify the characters' traits.
- Allow students to listen to, view, or review episodes of the reading selection prior to analyzing themes.
- Provide students with a list of potential themes, and then have them find evidence in the text of where they are addressed. Students should be able to justify their thinking by citing the text.

Advanced

- Select student volunteers to practice reading excerpts aloud prior to each lesson.
- Encourage students to research the authors of each selection and prepare a biography for classmates. Students should also research what inspired each author to write.
- Allow students to choose other selections by the same authors we are studying in class and compare and contrast the selections.
- Encourage students to create a modern-day interpretation of the reading selections.
- Encourage students to create blogs from the point of view of the character(s) studied. For more details about introducing this idea, see ReadWriteThink's Creating Character Blogs.

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Proficient- 1500-1586 (70%-89%) Advanced- 1587-1800 (90%-100%)
- Objective Assessments score of 70% or better
- Summative Assessments- 70% or better

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

UNIT ONE- Literary Elements and the Short Story

- Comprehension questions
- Vocabulary, grammar, and usage
- Small and large group discussions
- Group work
- Journaling
- Written Assignment – Literary/theme analysis for each short story (3 total)
- Unit Assessment - Independently read and analyze one additional short story during the scheduled 84-minute block.

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

Unit One Literary Elements and the Short Story

Short Stories:

- "The Necklace" by Guy de Maupassant
- and two of the following:**
- "The Most Dangerous Game" by Richard Connell
 - "The Gift of the Magi" O. Henry
 - "The Scarlet Ibis" by James Hurst
 - "The Cask of Amontillado" by Edgar Allan Poe
 - "The Interlopers" by Saki
 - "The Secret Life of Walter Mitty" by James Thurber
 - or other selections within the textbook

Suggested Resources/Assessments

- Textbook with supplemental materials
- SAS Website
- PDE

- Rubistar
- OWL Purdue
- Duke of Definition
- Discovery Education
- Bartleby.com
- Orality to Multimedia - <http://ccgaengl2111.blogspot.com/2010/06/how-do-i-know-anything-youve-said-to-me.html>
- Library resources
- NoodleTools
- Microsoft Word
- Microsoft PowerPoint or similar presentation software
- Whiteboard
- Keystone Exams: English Composition Glossary to the Assessment Anchor & Eligible Content

Suggested Reading Vocabulary Terminology

- Generic literary terms with a focus on plot, point of view, character (types), irony, and theme.

Wallenpaupack Area School District Curriculum	
COURSE: English 9 Honors	GRADE/S: 9
UNIT 2: The Novel- A War Between the Classes	TIMEFRAME:

UNIT OBJECTIVES:

UNIT TWO- The Novel- A War Between the Classes

- Learn about the history of the novel as a literary form.
- Recognize the importance of historical context to the appreciation of setting and character.
- Identify major and minor characters.
- Analyze and explain characterization techniques for major and minor characters.
- Explain that novels may have more than one plot and explain the use of multiple plots.
- Recognize the importance of point of view in a novel and why it would not be the same story told from someone else's point of view.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- CDTS (Diagnostic)
- Keystones (Summative)
- Objective Assessments
- Summative Assessments

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Proficient- 1500-1586 (70%-89%) Advanced- 1587-1800 (90%-100%)
- Objective Assessments score of 70% or better
- Summative Assessments- 70% or better

DIFFERENTIATED INSTRUCTION (Remediation/Extension):*Struggling*

- Read/reread selections of literature to students, and allow them to listen to a pre-recorded version. Provide students with graphic organizers.
- Be prepared with a list of guiding questions to support students in their annotations (e.g., How do we distinguish the narrator's voice? Where do you think he is using humor or other literary devices?). Students can mark the selection with sticky notes prior to class discussion.
- Give students a worksheet of the story to write on during class discussion, possibly even with sketches (or other nonlinguistic representations) to help aid memory and understanding.
- Encourage students to create character cards to help them identify the characters' traits.
- Allow students to listen to, view, or review episodes of the reading selection prior to analyzing themes.
- Provide students with a list of potential themes, and then have them find evidence in the text of where they are addressed. Students should be able to justify their thinking by citing the text.

Advanced

- Select student volunteers to practice reading excerpts aloud prior to each lesson.
- Encourage students to research the authors of each selection and prepare a biography for classmates. Students should also research what inspired each author to write.
- Allow students to choose other selections by the same authors we are studying in class and compare and contrast the selections.
- Encourage students to create a modern-day interpretation of the reading selections.
- Encourage students to create blogs from the point of view of the character(s) studied. For more details about introducing this idea, see ReadWriteThink's Creating Character Blogs.

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- [The Pearl](#) by John Steinbeck (Summer Reading Requirement for CP and Honors)
- [Of Mice and Men](#) by John Steinbeck
- [Great Expectations](#) by Charles Dickens

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Proficient- 1500-1586 (70%-89%) Advanced- 1587-1800 (90%-100%)
- Objective Assessments score of 70% or better
- Summative Assessments- 70% or better

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

UNIT TWO- The Novel- A War Between the Classes

- Comprehension questions
- Vocabulary, grammar, and usage
- Small and large group discussions
- Group work

- Journaling
- Write a critical lens essay analyzing the independent reading selection The Pearl and Of Mice and Men by John Steinbeck.

Analyze the similarities and differences between one character from the short story unit to a character from Great Expectations (e.g., Madame Loisel from “The Necklace” to Pip from Great Expectations) focusing on literary terms such as motivation, development, indirect and direct

Wallenpaupack Area School District Curriculum	
COURSE: English 9 Honors	GRADE/S: 9
UNIT 3: Literary Nonfiction the Memoir, the Essay, the Speech	TIMEFRAME:

UNIT OBJECTIVES:

UNIT THREE- Literary Nonfiction-- Reflection (the Memoir, the Essay, and the Speech)

- Identify and explain the characteristics of a memoir.
- Distinguish between an autobiography and a memoir.
- Identify and explain the effect of stylistic devices used in memoirs.
- Identify and analyze the effect of rhetorical strategies in speeches.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- CDS (Diagnostic)
- Keystones (Summative)
- Objective Assessments
- Summative Assessments

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Proficient- 1500-1586 (70%-89%) Advanced- 1587-1800 (90%-100%)
- Objective Assessments score of 70% or better
- Summative Assessments- 70% or better

DIFFERENTIATED INSTRUCTION (Remediation/Extension):

Struggling

- Read/reread selections of literature to students, and allow them to listen to a pre-recorded version. Provide students with graphic organizers.
- Be prepared with a list of guiding questions to support students in their annotations (e.g., How do we distinguish the narrator’s voice? Where do you think he is using humor or other literary devices?). Students can mark the selection with sticky notes prior to class discussion.
- Give students a worksheet of the story to write on during class discussion, possibly even with sketches (or other nonlinguistic representations) to help aid memory and understanding.
- Encourage students to create character cards to help them identify the characters’ traits.

- Allow students to listen to, view, or review episodes of the reading selection prior to analyzing themes.
- Provide students with a list of potential themes, and then have them find evidence in the text of where they are addressed. Students should be able to justify their thinking by citing the text.

Advanced

- Select student volunteers to practice reading excerpts aloud prior to each lesson.
- Encourage students to research the authors of each selection and prepare a biography for classmates. Students should also research what inspired each author to write.
- Allow students to choose other selections by the same authors we are studying in class and compare and contrast the selections.
- Encourage students to create a modern-day interpretation of the reading selections.
- Encourage students to create blogs from the point of view of the character(s) studied. For more details about introducing this idea, see ReadWriteThink’s Creating Character Blogs.

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Night by Elie Weisel
- Choose one or more speeches from the textbook
- Choose one or more essays from the textbook

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Proficient- 1500-1586 (70%-89%) Advanced- 1587-1800 (90%-100%)
- Objective Assessments score of 70% or better
- Summative Assessments- 70% or better

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

UNIT THREE- Literary Nonfiction-- Reflection (the Memoir, the Essay, and the Speech)

- Comprehension questions
- Vocabulary, grammar, and usage
- Small and large group discussions
- Group work
- Journaling
- Independent research question on a related topic – Annotated Bibliography

Optional Assignment

- Speech –Perform a dramatic reading of a passage from one of the selections in this unit. Include an introduction that explains:
 - The occasion/context of the section
 - Its literary and historical significance
 Record the recitation using a video camera or voice recorder so the performance may be evaluated for accuracy.

COURSE: English 9 Honors	GRADE/S: 9
UNIT 4: Drama and Fate	TIMEFRAME:

UNIT OBJECTIVES:

UNIT FOUR- Drama-Fate

- Identify and explain the elements of drama in general.
- Explain the structure of the plot(s) and describe the dramatic techniques the playwright uses to advance them.
- Trace the development of major and minor characters and explain how characterization advances the plot or theme.
- Understand the definitions of comedy, tragedy, and history.
- Analyze the playwright's use of irony.
- Identify the poetic devices used in *Romeo and Juliet* and explain their effect.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- CDTS (Diagnostic)
- Keystones (Summative)
- Objective Assessments
- Summative Assessments

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Proficient- 1500-1586 (70%-89%) Advanced- 1587-1800 (90%-100%)
- Objective Assessments score of 70% or better
- Summative Assessments- 70% or better

DIFFERENTIATED INSTRUCTION (Remediation/Extension):

Struggling

- Read/reread selections of literature to students, and allow them to listen to a pre-recorded version. Provide students with graphic organizers.
- Be prepared with a list of guiding questions to support students in their annotations (e.g., How do we distinguish the narrator's voice? Where do you think he is using humor or other literary devices?). Students can mark the selection with sticky notes prior to class discussion.
- Give students a worksheet of the story to write on during class discussion, possibly even with sketches (or other nonlinguistic representations) to help aid memory and understanding.
- Encourage students to create character cards to help them identify the characters' traits.
- Allow students to listen to, view, or review episodes of the reading selection prior to analyzing themes.
- Provide students with a list of potential themes, and then have them find evidence in the text of where they are addressed. Students should be able to justify their thinking by citing the text.

Advanced

- Select student volunteers to practice reading excerpts aloud prior to each lesson.
- Encourage students to research the authors of each selection and prepare a biography for classmates. Students should also research what inspired each author to write.

- Allow students to choose other selections by the same authors we are studying in class and compare and contrast the selections.
- Encourage students to create a modern-day interpretation of the reading selections.
- Encourage students to create blogs from the point of view of the character(s) studied. For more details about introducing this idea, see ReadWriteThink’s Creating Character Blogs.

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

Unit Four – Drama-Fate

- *The Tragedy of Romeo and Juliet* by William Shakespeare
- *West Side Story* (Summer Reading Requirement for CP and Honors)

Optional

- Informational Text - *Poetics* by Aristotle (excerpt on comedy and tragedy)

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Proficient- 1500-1586 (70%-89%) Advanced- 1587-1800 (90%-100%)
- Objective Assessments score of 70% or better
- Summative Assessments- 70% or better

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

UNIT FOUR- Drama-Fate

- Comprehension questions
- Vocabulary, grammar, and usage
- Small and large group discussions
- Group work
- Journaling
- Writing assignment – Motif Analysis Essay

Optional Assignment

- Independent research question on a related topic – Annotated Bibliography

Wallenpaupack Area School District Curriculum

COURSE: English 9 Honors

GRADE/S: 9

UNIT 5: Epic Poetry-Heroism

TIMEFRAME:

UNIT OBJECTIVES:

UNIT FIVE - Epic Poetry-Heroism

- Identify and explain the elements of an epic poem.
- Identify and explain the characteristics of an epic hero.
- Analyze the relationship between myths or legends and epic poetry.
- Examine the historical context of literary works.
- Compare and contrast how related themes may be treated in different genres.
- Hone effective listening skills during oral presentations and class discussions.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- CDTS (Diagnostic)
- Keystones (Summative)
- Objective Assessments
- Summative Assessments

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Proficient- 1500-1586 (70%-89%) Advanced- 1587-1800 (90%-100%)
- Objective Assessments score of 70% or better
- Summative Assessments- 70% or better

DIFFERENTIATED INSTRUCTION (Remediation/Extension):

Struggling

- Read/reread selections of literature to students, and allow them to listen to a pre-recorded version. Provide students with graphic organizers.
- Be prepared with a list of guiding questions to support students in their annotations (e.g., How do we distinguish the narrator’s voice? Where do you think he is using humor or other literary devices?). Students can mark the selection with sticky notes prior to class discussion.
- Give students a worksheet of the story to write on during class discussion, possibly even with sketches (or other nonlinguistic representations) to help aid memory and understanding.
- Encourage students to create character cards to help them identify the characters’ traits.
- Allow students to listen to, view, or review episodes of the reading selection prior to analyzing themes.
- Provide students with a list of potential themes, and then have them find evidence in the text of where they are addressed. Students should be able to justify their thinking by citing the text.

Advanced

- Select student volunteers to practice reading excerpts aloud prior to each lesson.
- Encourage students to research the authors of each selection and prepare a biography for classmates. Students should also research what inspired each author to write.
- Allow students to choose other selections by the same authors we are studying in class and compare and contrast the selections.
- Encourage students to create a modern-day interpretation of the reading selections.
- Encourage students to create blogs from the point of view of the character(s) studied. For more details about introducing this idea, see ReadWriteThink’s Creating Character Blogs.

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Proficient- 1500-1586 (70%-89%) Advanced- 1587-1800 (90%-100%)
- Objective Assessments score of 70% or better
- Summative Assessments- 70% or better

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

UNIT FIVE- Epic Poetry-Heroism

- Comprehension questions
- Vocabulary, grammar, and usage
- Small and large group discussions
- Group work

- Journaling
- Informative/Explanatory Writing Assignment – Write an informative/explanatory essay comparing heroism in *The Odyssey* with heroism in one of the contemporary nonfiction accounts. The thesis must be clearly stated and include at least three pieces of supporting evidence.

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

Unit Five - Epic Poetry-Heroism

- *The Odyssey* by Homer

Optional

- “The Devious Narrator of *The Odyssey*” by Scott Richardson
- “The Lotos-Eaters” by Lord Alfred Tennyson
- Excerpts from *Odysseus in America: Combat Trauma and the Trials of Homecoming* by Jonathan Shay
- Excerpts from video: “O Brother, Where Art Thou?”

Suggested Resources/Assessments

- Textbook with supplemental materials
- SAS Website
- PDE
- Rubistar
- OWL Purdue
- Duke of Definition
- Discovery Education
- Bartleby.com
- Orality to Multimedia - <http://ccgaengl2111.blogspot.com/2010/06/how-do-i-know-anything-youve-said-to-me.html>
- Library resources
- NoodleTools
- Microsoft Word
- Microsoft PowerPoint or similar presentation software
- Whiteboard
- Keystone Exams: English Composition Glossary to the Assessment Anchor & Eligible Content

Suggested Reading Vocabulary Terminology

- Generic literary terms with a focus on plot, point of view, character (types), irony, and theme.