



Xavier High School Micronesia 9th Grade Literature Curriculum

UBD

Major Topics Covered/ Guiding Questions:

- Topic
- Theme
- Memoir
- Parable
- How does oppression manifest in both the community and individual?
- How can society's wrongs be righted?
- How much control does an individual have over his/her "success" in life?
- How can we determine if something or someone is what or who they appear to be?
- Can money or desire change an individual?
- Is money necessary to be "successful" in life?
- What is the difference between good and evil? Are there any shades of gray?

Materials/Resources (Please specify if these are distributed to each individual student, given to groups of students, posted online for all students, or just to be used by teacher):

- *Xavier High School Writing Style Manual*
- Texts and extra readings posted on Google Classroom
- Each student required to have a Literature folder/binder and an Literature 1 subject notebook (must be separate from other notebooks)
- Projector, bluetooth speaker, computer lab, and students' personal devices
- Assorted Short Stories
 - "The Gift of the Magi" by O. Henry
 - "The House on Mango" Street by Sandra Cisneros
 - "The Pedestrian" by Ray Bradbury
 - "The Sniper" by Liam O'Flaherty
 - "Harrison Bergeron" by Kurt Vonnegut
- Novels- *It is likely that teachers will be unable to teach all of these novels in one school year, a recommended breakdown of when to teach which novels is on the page immediately after this UBD.
 - *The Little Prince* by Antoine de Saint-Exupery
 - *The Outsiders* by S.E. Hinton
 - *Persepolis* by Marjane Satrapi
 - *The Pearl* by John Steinbeck
 - *The Miracle Worker* by William Gibson

Skills students will develop (measurable by assessments):

1. Students can turn a topic (one word or phrase, subject that comes up over and over again in a work of Literature) into a theme (what the author wants the audience to learn from the text, always in a complete sentence) both verbally and in writing.
2. Students can apply knowledge of a literary genre in order to understand an author's perspective and the theme(s) of a work of Literature; draw a connection between genre, author's perspective, and theme in writing.
3. Students can identify verbally and in writing how historical, political, social, and cultural context impact the author's perspective and the resulting theme(s) of a work of Literature.-
4. Students can identify literary devices and analyze in writing how those devices work to develop theme in a work of Literature.
5. Students can identify and articulate in writing how Literature works to explore, express, and forge identity in the modern world.
6. Use textual evidence to support interpretations and analyses of symbols, topics, and themes.

Major Assessments/Projects: In-class projects, formal discussions, reading quizzes, annotations, tests, short literary analysis essays (3 paragraphs), presentations, creative projects

Recommended Breakdown of Units by Quarter

*See Novel Guides on Curriculum and Materials Page of Teacher Resource Website for more detailed breakdowns of each novel/unit.

Quarter 1: Short Stories <i>The Little Prince</i>	Quarter 2: Finish <i>Persepolis</i> Start <i>Diary of a Young Girl</i>
Quarter 3: <i>The Outsiders</i> Start <i>Persepolis</i>	Quarter 4: Finish <i>Diary of a Young Girl</i> <i>The Miracle Worker</i>

The teacher resource website currently has novel guides for short stories, *The Little Prince*, *Persepolis*, *The Outsiders*, and *The Pearl*. If it is impossible to read all novels in one school year, *The Outsiders*, *Persepolis*, and *The Pearl* should be prioritized.

Important Note for Literature Teachers

The novel guides posted on the Curriculum Plans and Materials Page of the Teacher Resource website were created for the novels taught to each class in the 2021-2022 school year. Teachers who teach additional novels should create novel guides for them, and place them in the [9th Grade Novel Guides Folder](#) so that they can serve as a guide for other teachers. Teachers who create additional novel guides must be sure to transfer ownership of the novel guide to the principal's google account so that it does not get deleted when the teacher leaves Xavier ([this video](#) demonstrates how to transfer ownership of a file). Most novel guides (when available) contain links to free audiobooks on youtube that can be posted on Google Classroom for student use. Audiobooks are a great tool for helping students read independently. Encourage students to listen while they read if they have trouble reading by themselves. Audiobooks keep kids focused, and they know exactly how long it will take them to read when they start reading (if the chapter audio on youtube is 18 min long, they know they will be done in 18 minutes and the task appears much more manageable).

The novel guides are not meant to be binding documents for teachers, future teachers are not obligated to use all of the assessments/activities in the novel guides exactly as they are written. Feel free to have some fun, adapt activities/assessments for the needs of your class, and come up with new ones that give students the opportunity to demonstrate mastery of skills in creative ways.

Rather, the intention of the novel guides is to give first-year teachers a solid foundation on which to plan their class. Planning out how you will teach any novel is essential. Make a unit plan for your own reference before you begin teaching a novel (which reading assignments go together, what types of assessments you will do, etc.)- it will save you so much stress and time so that you don't have to plan day by day/class by class. It will also help you ensure that your lessons build on one another in order to capture the novel's most important themes. [Here](#) is an example of a unit plan for a novel.

*****The *Xavier High School Writing Style Manual* instructs students to analyze and write about Literature through the lens of topic (one word/phrase- idea an author returns to over and over again) and theme (universal idea, the central message the author is trying to convey in a work of Literature, **always** stated in a complete sentence). Example: "love"= topic, "Love can conquer anything"= theme. Instruction in Literature classes/ major assessments should **always** revolve around theme and the various literary techniques/ devices that an author uses to develop theme (imagery, metaphor, allusion, etc.).

*****Annotations are extremely useful in teaching students to keep track of patterns and literary devices. They also help keep a class on track and focused on themes/motifs throughout the novel. Literature teachers should be assigning annotations and collecting them for quiz or homework grades throughout a novel unit. See an example of an annotation rubric [here](#).

All novel guides contain a version of the same types of assessments. While you are free to design your own, it is recommended that you include the following

- In-class tests- Tests can be a valuable way to measure students' understanding of the novel and major themes. Some novel guides include tests that have been used in the past. In the event that you do not have time to have students do an essay and a test on a novel, **it is recommended that you prioritize having students write an essay.**
- Five-Paragraph Literary Analysis Essays (Major Assessment/Test Grade)- It is recommended that students write at least one five-paragraph essay about the novels they are reading (11th-12th grade students can certainly write more than one). Xavier students need to practice writing, and writing about Literature, as much as possible. The *Xavier High School Writing Style Manual* contains step by step instructions on how to write a thesis, introduction, body paragraphs, and conclusion for literary analysis essays.
 - Sophomore year is the first year students learn to write cohesive five-paragraph essays in English class (freshman year is focused on English grammar and paragraph structure). Sophomores writing their first five-paragraph literary analysis essay will likely require some time and patience with it. Juniors and seniors should have this format down, and be able to produce a full typed five-paragraph literary analysis essay in 2-4 class periods (1 period for writing/getting their thesis statement approved, 2-3 for writing).
 - It is ok to devote entire class periods to writing projects. It eliminates the "I didn't have time" excuse, and girls in particular are likely to need this time since they may not be able to complete many assignments at home.
 - Graphic organizers/outlines that can be posted on Google Classroom or printed and given to students are available on the Writing Resources Page of the Teacher Resource Website.

- For 11th-12th graders, teachers should not read/comment on every draft, or make “rough drafts”/outlines a graded assignment (though you can always post/distribute the graphic organizers/outlines- it will just be the students’ decision to use them or not). While you should not be reading entire rough drafts for every single student (only the ones who approach you and ask for feedback), it is a good idea to require students to get their thesis statement approved by you before they begin the essay. As long as you’re giving them time in class/during study hall to run their drafts by you, students at this point need to take responsibility for planning out their own essays.
 - For 11th-12th graders, instead of doing a written test about a novel for their final exam, you can opt to have them complete an open-novel five-paragraph essay during the exam period. 10th graders should only be using one source (the novel) for their essays. 11th-12th graders can incorporate multiple sources from class into an essay about a novel (other poems, texts, articles, etc.) if you wish to have them do so. It would be wise to distribute the Graphic organizers on the Writing Resources page of the Teacher Resource Website during the exam so that they can use them to outline their essay during the test before writing it (Remember, students at Xavier are taught that **planning is part of the writing process**).
- (for 9th graders) Three Prompt mini-essay (Major Assessment/Test Grade) - these assessments are attached to the freshman novel guides, since freshmen have not yet learned how to do a five-paragraph essay or a Work Cited page. They consist of three prompts, which students have to answer in one paragraph for each prompt. They are graded according to the Analysis Paragraph Rubric (posted on the Rubrics Page of the Teacher Resource Website). ***9th Grade English gets to paragraph structure in the 2nd quarter, so novel guides for Short Stories and *The Little Prince* do not include mini-essays.
- Creative Projects (Major Assessment/Test Grade) - The novel guides contain ideas for creative projects that have been successful in the past (presentations, art projects, videos, etc.), though you should feel free to either adapt them for the needs of your class or develop your own. The Rubrics Page of the Teacher Resource Website contains an example of a rubric for a creative project. In order to give students the chance to show their understanding in a multitude of ways- it is recommended that students complete at least one five-paragraph essay and one creative project (both weighted as test grades) per novel.
- Annotations (Quiz Grades)- each novel guide contains an annotation rubric and directions for how students can keep written annotations in their literature notebooks (setting aside one page per chapter in their notebooks **before** they begin reading, writing categories for annotations on those pages). Tracking annotations and grading them as quiz grades helps hold students accountable for reading, and ensures that they are tracking important patterns in the novel that will help students deduce theme. If you choose to use Actively Learn, the software allows students to keep annotations virtually.
- Analysis Paragraph quizzes (Quiz Grades)- A good Friday/last class of the week activity is to have students write one analysis paragraph about a topic from the novel they have read about/discussed in class that week. Post the prompt on the board (projector + Google Slide), and give students around 15-20 min to write. These quizzes are open-novel so that students can draw direct evidence from the novel. It gets students to practice analyzing literature in writing (writing about how literary devices/techniques develop theme), and prepares them to write a literary analysis essay when they are done with the novel. An example of a prompt for a literary

analysis paragraph is “Name one symbol that is present in chapter 11 of *Lord of the Flies*. What does it represent, and what theme does this symbol work to develop?”. The Teacher Resource website contains the analysis paragraph rubric. Posting this rubric on Google Classroom as an assignment allows you to grade them quickly, and gives students quick and clear access to a rubric to see the strengths and weaknesses of their paragraph. A video on how to use Google Classroom rubrics to grade assignments turned in on paper can be found [here](#). ***9th Grade English gets to paragraph structure in the 2nd quarter, so novel guides for Short Stories and *The Little Prince* do not include analysis paragraph quizzes.

- An analysis paragraph quiz for 10th-11th graders can have multiple prompts (2-3) that the students respond to in proper paragraph format using direct evidence from a novel or other sources provided (1 analysis paragraph per prompt). These paragraphs should each be graded according to the analysis paragraph rubric (20 points per paragraph, so a quiz with three prompts would be worth 60 points total). [This video](#) demonstrates how to use rubrics in Google Classroom to grade multiple analysis paragraphs.