

Unit #1: Journey in Fiction

Overview

In this unit, students will explore a variety of short stories, myths, fairy tales, fables and a novella to introduce them to a variety of literary devices (elements of plot: exposition, rising action, climax, falling action, and resolution; conflict: external vs. internal with types; setting, characterization, types of characters: antagonist, protagonist, flat vs. round, static vs. dynamic; theme, symbolism, mood, tone, diction, point of view, imagery, simile, metaphor, personification, flashback, and foreshadowing) and their development throughout the course of the text. Students will compare and contrast how various authors utilize these literary elements to convey messages and themes. Additionally, students will begin to develop their literary analysis writing skills.

Length of Unit: Quarter 1

Standards/Performance Expectations Assessed with Corresponding Level of Proficiency:

Language:

Introductory L.1.9-Da.

Introductory L.1.9-Dc.

Introductory L.1.9-Dd.

Fluent L.2.9-Dd.

Introductory L.3.9-Da.

Developing L.4.9-Dc.

Developing L.4.9-Dd.

Introductory L.5.9-Da.

Introductory/Developing L.6.9-D

Speaking and Listening:

Introductory/Developing SL.1.9-Da.

Introductory/Developing SL.1.9-Db.

Reading:

Proficient R.1.9-D

Fluent R.2.9-D

Fluent R.3.9-D

***Introductory** R.4.9-D

Proficient R.5.9-Da.

Introductory R.5.9-Db.

Introductory R.7.9-D

Suggested Books/Resources:

Anthem by Ayn Rand

Variety of short stories, poems, fairy tales, fables, and novel excerpts.

Texts included, but not limited to:

- “The Pedestrian” by Ray Bradbury
- “The Gift of the Magi” by O. Henry
- “Hansel and Gretel” by The Grimm Brothers
- “Cinderella” by The Grimm Brothers

Knowledge Acquisition

Students will know...

•

Students will be skilled at...

•

Vertical Alignment

Prerequisite Knowledge/Skills/Standards

•

Future Knowledge/Skills/Standards

•

WPS 9th Grade English Curriculum

<div>Developing R.8.9-Da.</div> <div>Introductory R.10.9-Da.</div> <div>Developing R.12.9-Da.</div> <div>Proficient/Fluent R.12.9-Db.</div> <div>Writing:</div> <div>Introductory W.1.9-Dc.</div> <div>Introductory W.1.9-Dd.</div> <div>Fluent W.2.9-Dc.</div> <div>Introductory W.3.9-Da.</div> <div>Introductory W.3.9-De.</div>		
---	--	--

Unit #2: Journey in Non-Fiction

Overview

In this unit, students will be exposed to a variety of non-fiction pieces including, but not limited to, a memoir, articles, essays, podcasts, and TedTalks. Students will begin to develop analysis skills that help them determine meaning and purpose of a piece of nonfiction. Additionally, students will look at how various sources address a similar theme/topic. Students in this unit will explore memoir writing and how it is similar and different to fictional writing. Students will continue to develop essay structure and writing.

Length of Unit: Quarter 2

Standards/Performance Expectations Assessed with Corresponding Level of Proficiency:

Language:

Developing L.4.9-Da.

Speaking and Listening:

Introductory/Developing SL.1.9-Da.

Introductory/Developing SL.1.9-Db.

Introductory SL.1.9-De.

Reading:

***Introductory** R.4.9-D

Introductory R.6.9-D

Introductory R.9.9-D

Introductory R.10.9-Da.

Introductory R.11.9-Da.

Introductory R.11.9-Dc.

Developing R.12.9-Da.

Developing R.12.9-Dc.

Writing:

Introductory W.1.9-Da.

Introductory W.1.9-Dc.

Introductory/Developing W.2.9-Da.

Fluent W.2.9-Dc.

Introductory W.3.9-Dc.

Introductory W.3.9-De.

Suggested Books/Resources:

Night by Elie Wiesel

Knowledge Acquisition

Students will know...

•

Students will be skilled at...

•

Vertical Alignment

Prerequisite Knowledge/Skills/Standards

•

Future Knowledge/Skills/Standards

•

Unit #3: Walk a Mile in Their Shoes: A Novel Comparison Study

Overview

Students will continue to develop their skills in addressing how multiple authors approach the same or similar themes. Students will begin analyzing how authors use perspective and purpose to shape the effect of their texts. Students will compare and contrast a nonfiction and fiction text of similar themes. Students will begin to add complexity and variety to their writings.

Length of Unit: Quarter 3

Standards/Performance Expectations Assessed with Corresponding Level of Proficiency: <u>Language:</u> Developing L.4.9-Da. Developing L.4.9-Db. Developing L.4.9-Dc. Developing L.4.9-Dd. Introductory L.5.9-Db. Introductory/Developing L.6.9-D <u>Speaking and Listening:</u> Introductory/Developing SL.1.9-Da. Introductory/Developing SL.1.9-Db. Introductory/Developing SL.1.9-Dc. Introductory/Developing SL.1.9-Dd. Introductory SL.1.9-De. <u>Reading:</u> *Introductory R.4.9-D Introductory R.7.9-D Introductory R.8.9-Db. Introductory R.11.9-Da. Introductory R.11.9-Db. Introductory R.11.9-Dc. Developing R.12.9-Da. <u>Writing:</u> Introductory W.1.9-Da. Fluent W.2.9-Dc. Introductory W.3.9-Dd.	Suggested Books/Resources: <i>To Kill a Mockingbird</i> by Harper Lee <i>Just Mercy</i> by Bryan Stevenson	
	Knowledge Acquisition	
	Students will know...	Students will be skilled at...
	•	•
	Vertical Alignment	
	Prerequisite Knowledge/Skills/Standards	Future Knowledge/Skills/Standards

Unit #4: Research

Overview

To build a foundation of research skills for the rest of their high school careers, students will delve into a variety of topics surrounding effective, efficient, and accurate research. Students will learn about identifying credible sources and integrating multiple sources of information into their own writings with proper MLA formatting. Students will complete a research project to showcase their understanding of proper research.

Length of Unit: Quarter 4

Standards/Performance Expectations Assessed with Corresponding Level of Proficiency:		
Speaking and Listening: Introductory SL.2.9-Da. Introductory SL.3.9-Da. Introductory/Developing SL.3.9-Dc. Introductory SL.3.9-Dd. Introductory SL.4.9-D Reading: Introductory R.10.9-Db. Introductory R.11.9-Da. Writing: Introductory W.1.9-Db. Introductory W.2.9-Db. Introductory W.3.9-Db.	Suggested Books/Resources:	
	Knowledge Acquisition	
	Students will know...	Students will be skilled at...
	•	•
	Vertical Alignment	
	Prerequisite Knowledge/Skills/Standards	Future Knowledge/Skills/Standards
	•	•