Timeline	Suggested Themes	Common Core Focus Standards	Keystone Eligible Content (Literature)	Objectives	Exemplars	Performance Task	Additional Resources	Tier 2 and 3 Vocabulary	Assessments
3 Weeks	**Enduring Understanding:** Ninth grade begins with examining the world through new lenses. For many students, this is the beginning of the high school experience in which they are challenged to question and evaluate internal and external influences on their lives. **Perception and Reality** What is real? Is reality but a concept unique to each of us? Can anything be classified as real when our perceptions differ greatly on so many things? Can our way of perceiving something be more right than someone else's way?	RL.9-10.3. 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.** RL.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. W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, **well-chosen details,** and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; **create a smooth progression of experiences or events.** b. Use narrative techniques, such as dialogue, pacing, description, reflection, and **multiple plot lines,** to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events **so that they build on one another to create a coherent whole.** d. Use precise words and phrases, **telling** details, and sensory language to **convey a vivid picture** of the experiences, events, **setting, and/or characters.** e. Provide a conclusion that follows from and reflects on what is experienced, **observed, or resolved over the** course of the narrative. SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. **Use parallel structure.*** b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.9-10.2. 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. RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.9-10.2. 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. W.9-10.5. 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. SL.9-10.5. 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.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts. L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text. L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text. L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: Note: Character may also be called narrator, speaker, or subject of a biography. • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements) L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words. L.F.2.1.2 Cite evidence from a text to support generalizations. L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.	Students will analyze complex characters and the ways in which these characters and other ideas and events develop throughout the course of a text. Students will develop narratives that engage the reader through effective details and narrative techniques (i.e. dialogue, pacing, description, etc.) in order to create a coherent whole. Students will use clear, strong evidence in order to make inferences about the text and identify the ways in which an author develops and expands on the theme or central idea of a text. Students will utilize writing techniques (planning, editing, and revising) to determine what is most significant in regards to purpose and audience.	*The Glass Menagerie* by Tennessee Williams (Drama) (non-negotiable for Honors English I) "Sonnet 73" by William Shakespeare (Poetry) (Non-negotiable) "The Raven" by Edgar Allan Poe (Poetry) (non-negotiable) "We never know how high we are" by Emily Dickinson (Poetry) "Much Madness is divinest Sense" by Emily Dickinson (Poetry) "Hope" is the thing with feathers" by Emily Dickinson (Poetry) "Carry Your Own Skis" by Lian Dolan (Persuasive Essay) "Before Hip Hop was Hip Hop" by Rebecca Walker (Essay) Biographical information on an author covered in this unit. "The Most Dangerous Game" by Richard Connell (Story) "The Cask of Amontillado" by Edgar Allan Poe (Story) (Non-negotiable) from "The Carolina Way" by Dean Smith (Nonfiction) "First Inaugural Address" by Franklin Delano Roosevelt (Nonfiction) (Non-negotiable) "The Gift of the Magi" by O. Henry (Story) (Non-negotiable) "The Interlopers" by Saki (H. H. Munro) (Story) "The Necklace" by Guy de Maupassant (Story) "Button, Button" by Richard Matheson (Story) (non-negotiable)	Unit 1 – Perception and Reality Highly recommended during assessment: After reading "Cask of Amontillado" and "The Raven" texts and analyzing author's background, students will write a theme based, formal MLA style narrative (with a minimum of one edit), that utilizes complex characters and tells a story from two different characters' perspectives; the narrative must also incorporate dialogue, use proper mechanics and vocabulary, and include elements of correct plot structure with well-chosen details to help create a smooth progression of experiences or events to create a coherent whole. Each perspective must be a minimum of one typed page for each character perspective. (e.g Students will be examining point of view as they read the texts in this unit. After reading "The Cask of Amontillado", students will examine Edgar Allan Poe's biography to determine his style of writing. Students would then write a two page minimum narrative using a formal standard style of writing (i.e. MLA). Students may use the characters of Fortunato and Montressor, possibly telling the prequel from each character's perspective. The student must use his or her text as support for the story line). **Note—The written assignment within this performance task does not have to include parenthetical citations. This is a narrative writing assignment. The performance task is simply asking the students to follow the MLA font, double spacing, header, heading, and title format when formatting and typing their papers. This will simply give them additional practice regarding MLA formatting. Performance Task: After reading "Perception and Reality" theme based text, students will research (using a minimum of three credible sources) and analyze a person who has demonstrated resiliency in uncertain times; using this information and digital media, students will plan, revise, create, and present an informational visual aid for a chosen audience. This presentation should cite strong textual evidence from these three sources and also illustrate the presenter's understanding of inferences. (e.g. After reading the theme based texts in this unit, focusing on what defines a person as being resilient, students will research an historical figure whom they define as being resilient. The students may create a PowerPoint presentation incorporating facts and details relating to the person's life, cultural background, and evidence of resiliency. The presentation must include a MLA formatted Works Cited page). *Note: Performance Task may be completed with partners or small groups	"The Glass Menagerie" guide: http://www.cas.sc.edu/thea/2004/Guide%20Menagerie.pdf "Button Button" full text: http://jhampton.pbworks.com/w/file/fetch/47378440/Button %20Button.pdf Analyzing Symbolism and Irony http://etymonline.com/ "The Minister's Black Veil" full text: http://www.eldritchpress.org/nh/mbv.html Ancillary Resources from Prentice Hall Publisher MLA Research Guide Student Handbook "Gift of the Magi" Sample Lesson Plan from The Common Core Curriculum written by Teachers for Teachers (Unit 1, pgs. 8-11) Etymology of Words Resources http://etymonline.com/ http://www.myetymology.com http://dictionary.reference.com/etymology Grammar Resource www.chompchomp.com Miscellaneous http://cooltoolsforschools.wikispaces.com/ Study Guide Questions: http://www.burnett.net/HighSchool/AmericanLiterature/mini stersblackveil.html "Sonnet 73" full text:http://www.shakespeare-online.com/sonnets/73.html Discovering Traditional Sonnet Forms http://www.readwritethink.org/classroom-resources/lesson-plans/discovering-traditional-sonnet-forms-830.html?tab=3#tabs Poe and The Raven http://www.pbslearningmedia.org/content/f6f3e33f-0e5b-	plot point of view figurative language irony (e.g. dramatic, situational, verbal) parable multiple plot lines sensory imagery sonnet sound devices (e.g. assonance, consonance, alliteration) poetic devices style symbolism theme tone mood antecdote novel novella parallel structure phrases (noun, verb, adjectival, etc.) clauses (independent, dependent, etc.) citation evidence inference ambiguous connotation denotation compare contrast paraphrase summarize epiphany surprise ending etymology resilience	Formative Summative (Benchmark and/or Diagnostic if applicable) Intentionally vague to allow for professional development opportunities for school entities and Intermediate Unit
3 Weeks	**Attitudes and Obstacles** Can my attitude become someone's obstacle? Can someone living through adversity inspire others to dream, overcome, and achieve?	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 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). RL.9-10.6. **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. RI.9-10.4. 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). RI.9-10.6. 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.** W.9-10.6. 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.** W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades **9–10** Reading standards to literature (e.g., "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]"). b. Apply grades **9–10** Reading standards to literary nonfiction (e.g., "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"). 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.** L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text. L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices. L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance. L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. L.N.1.2.4 Draw conclusions about connotations of words. L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts. L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text. L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.	Students will determine an author's point of view and evaluate his/her reasoning through an analysis of rhetoric, tone, and language choices. Students will utilize technology to aid in the development of collaborative writing products.	Monster by Walter Dean Myers (Novel) (Non-negotiable) "Women" (non-negotiable) "Casey at the Bat" by Ernst Lawrence Thayer (Poetry) (Non-negotiable) "Dreams" by Langston Hughes (Poetry) "Dream Deferred" by Langston Hughes (Poetry) "The Talk" by Gary Soto (Essay) (Non-negotiable) "Go Deep into the Sewer" by Bill Cosby (Essay) (Non-negotiable) "New Directions" by Maya Angelou (Essay) "A Celebration of Grandfathers" by Rudolfo A. Anaya (Essay) "Letter from Birmingham Jail" by Martin Luther. King, Jr. (Informational) (Non-negotiable) "The Girl Who Can" by Ama Ata Aidoo (Story) (Non-negotiable) "Rules of the Game" by Amy Tan (Story)	Unit 2 – Attitudes and Obstacles After reading "Attitudes and Obstacles" theme based texts, students will demonstrate their knowledge of author's choices concerning language, style, and tone by comparing at least two texts from the unit. Students could use a graphic organizer to display their understanding of these two texts and the elements within them. After the completion of the unit students will compare and analyze choices within two advertisements. For example, two different advertisements for shoes, body wash, etc. Students will analyze these choices and demonstrate an understanding of how these choices affect the mood and tone and determine which form of appeal the advertisements are utilizing (ethos, logos, pathos). After students compare the advertisements they will create their own advertisement demonstrating a form of appeal and taking on their own style and tone. Furthermore, students must include a technological component when presenting their findings. (e.g. After reading "The Talk" and "Casey at the Bat," students could analyze the ways in which the different authors utilize language, style, and tone to demonstrate their personal perspectives. Students could use a graphic organizer to display their understanding of these two texts and the elements within them. They could then create a separate advertisement, speech, television commercial, etc. that employs technology, displays a clear tone, and demonstrates their overall understanding of the different tones, styles, etc. that can be used by various authors). Students will also utilize and identify a specific form of appeal (ethos, logos, pathos).	Pathos, Logos, Ethos graphic organizer: http://www.scribd.com/doc/43318295/Rhetorical-Triangle-Graphic-Organizer "Letter from Birmingham Jail" full text: http://www.stanford.edu/group/King/frequentdocs/birmingha m.pdf Martin Luther King/Civil Rights http://www.mlkonline.net/martin-luther-king-worksheets.html http://edsitement.neh.gov/lesson-plan/ordinary-people-ordinary-places-civil-rights-movement Various Articles of the Week by Kelly Gallagher- http://kellygallagher.org/resources/articles.html Example of Group Figurative Language Graphic Organizer with Glogster http://courson.edu.glogster.com/glog-3884-1730/ Writing an Eulogy Rubric http://www.scribd.com/doc/61679301/Eulogy-Assignment-and-Rubric How to create a Movie Storyboard http://www.thirteen.org/edonline/lessons/storyboarding/b.html Storyboard Graphic Organizer http://www.lesliepreddy.com/Inquiry/ISAGV-6.pdf Grammar Resource: www.chompchomp.com	fallacious euphemism oxymoron paradox bias rhetoric rhetorical devices propaganda argumentative deliberate obstacle dialect diction essay (e.g. descriptive, narrative, expository, persuasive) myth	Formative Summative (Benchmark and/or Diagnostic if applicable) Intentionally vague to allow for professional development opportunities for school entities and Intermediate Unit
3 Weeks	**Chivalry and Rebellion** What does it mean to be chivalrous? What is a chivalrous act? What is the difference between fighting for a cause and being antagonistic? Can chivalrous actions lead to rebellious reactions? Can someone who is rebellious also be chivalrous?	RL.9-10.5. 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.** RI.9-10.5. 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). W.9-10.2. 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. a. Introduce a topic; organize **complex** ideas, concepts, and information **to make important connections and distinctions;** include formatting (e.g., headings), graphics (e.g., **figures,** tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and **sufficient** facts, **extended** definitions, concrete details, quotations, or other information and examples **appropriate to the audience's knowledge of the topic.** c. Use appropriate and varied transitions **to link the major sections of the text,** create cohesion, and clarify the relationships among **complex** ideas and concepts. d. Use precise language and domain-specific vocabulary to **manage the complexity** of the topic. e. Establish and maintain a formal style and **objective tone** while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction: • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period	Students will analyze and explain how the complex structure of a text and the author's choices within the text influence the pacing of action/plot in a work of literature. Students will write informative/explanatory texts that present complex ideas and demonstrate the student's knowledge of the topic; while at the same time maintaining a formal and objective tone.	Anthem by Ayn Rand (Novel) The Giver by Lois Lowery (Novel) (Non-negotiable Honors) from the "Odyssey, Part I" by Homer (Epic poem) (Non-negotiable) "Perseus" by Edith Hamilton (Myth) "Glory and Hope" by Nelson Mandela (Nonfiction) (Non-negotiable)	After reading text from the "Chivalry and Rebellion" theme, students will construct and revise a two page minimum, informative/explanatory essay that uses MLA format, cites evidence from a minimum of one outside source, and incorporates the "Chivalry and Rebellion" theme. (e.g. After reading "Chivalry and Rebellion" theme based text, students will write an informative/explanatory essay in which they describe how a character from this unit exhibits chivalry and/or rebellion. Within the essay, students must also explain how the author's choices within the text helped to reveal this character's chivalrous and/or rebellious tendencies.)	Video: The Odyssey Various Articles of the Week by Kelly Gallagher http://kellygallagher.org/resources/articles.html T- Chart Graphic Organizer http://www.worksheetworks.com/miscellanea/graphic-organizers/tchart.html Grammar Resource: www.chompchomp.com	chivalry rebellion epic hero simile epic simile satire dystopia utopia science fiction stanza	Formative Summative (Benchmark and/or Diagnostic if applicable) Intentionally vague to allow for professional development opportunities for school entities and Intermediate Unit

SL.9-10.4. 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.9-10.6. 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.

Time	Unit / Essential Questions	Standards	PA Eligible Content	Student Objectives	Texts	Unit Description	Resources	Vocabulary	Assessment
3 Weeks	**Turbulence and Tranquility** What precedence does it set when we choose to act or not to act? What constitutes sacrifice?	RL.9-10.7. 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).** RI.9-10.7. **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. RI.9-10.9. Analyze **seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts** W.9-10.8. 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. W.9-10.10. 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. SL.9-10.1. **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.** a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence **from texts and other research** on the topic or issue **to stimulate a thoughtful, well-reasoned exchange of ideas.** b. **Work with peers to set rules for** collegial discussions and decision-making **(e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear** goals and deadlines, and individual roles as needed. c. **Propel conversations** by posing **and responding** to questions **that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.** d. **Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement,** and, when warranted, qualify or justify their own views **and understanding** and **make new connections** in light of the evidence and reasoning presented. L.9-10.3. **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. **a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.**	L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements) L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts. L.N.2.5.1 Differentiate between fact and opinion. L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text. L.N.2.5.3 Distinguish essential from nonessential information.	Students will compare and contrast different representations of a subject in various mediums. Students will analyze U.S. documents and compare/contrast the ways in which they address related themes and concepts. Students will collaborate in order to clarify, verify, and challenge ideas related to conclusions made during research.	Night by Eli Wiesel (Novel) (Non-negotiable) "Emancipation Proclamation" (Non-negotiable) The Four Freedoms by Franklin D. Roosevelt (Nonfiction) (Non-negotiable) Harkins to American People by George W. Harkins (Nonfiction) "We grow accustomed to the Dark" by Emily Dickinson (Poetry) "Acquainted with the Night" by Robert Frost (Poetry)	Unit 4 – Turbulence and Tranquility After reading text from the "Turbulence and Tranquility" theme, students will analyze a teacher approved product that analyzes and compares/contrasts U.S. historical documents and illustrates the themes and ideas found within these documents; the project will cite strong and thorough textual evidence from the U.S. documents, while reflecting the three concepts within the "Turbulence and Tranquility" theme. (e.g. After reading "Fourteen Points," "The Four Freedoms," and Night, students could analyze a song, poem, artistic interpretation, that was not previously covered in class, etc. in which they demonstrate an understanding of the themes within the two documents . Their analysis would not only demonstrate their knowledge of the two events and the two speeches, but also reflect a theme present in the above texts.	I-Search Process graphic organizer: http://books.heinemann.com/researchwritingrevisited/documents/Chapter%204/I-Search%20PaperGraphic%20Organizer.pdf http://www.ehow.com/how_2107419_write-isearch-paper.html http://www2.edc.org/FSC/MIH/i-search.html http://faculty.nwacc.edu/rmcginn/writing%20an%20I-search%20paper.pdf Various Articles of the Week by Kelly Gallagher: http://kellygallagher.org/resources/articles.html DIDLS Framework: http://www.kisd.org/khs/english/help%20page/DIDLS%20Breakdown.htm Selected Poems full text: www.poemhunter.com (Frost) full text: www.americanpoems.com (Dickinson)	turbulence tranquility precedence sacrifice biography autobiography memoir I-Search plagiarism thesis	Formative Summative (Benchmark and/or Diagnostic if applicable) Intentionally vague to allow for professional development opportunities for school entities and Intermediate Unit
3 Weeks	**Creation and Destruction** Can words create or destroy? How can the various ways information is conveyed create or destroy something? How can the destruction of one thing lead to the creation of another? Can a single choice lead to a chain reaction? Is there any truth to fate? Are some things doomed from the beginning? Should some things be destroyed to make way for new beginnings?	RL.9-10.9. 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).** **RL.9-10.10. 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.** RI.9-10.8. 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. RI.9-10.10. 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. W.9-10.1. Write arguments to support claims **in an analysis of substantive topics or texts, using valid** reasoning and relevant **and sufficient** evidence. a. Introduce **precise** claim(s), distinguish the claim(s) from alternate or opposing claims, **and create an** organization **that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.** b. **Develop** claim(s) and counterclaims 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. 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. d. Establish and maintain a formal style **and objective tone while attending to the norms and conventions of the discipline in which they are writing.** e. Provide a concluding statement or section that follows from and supports the argument presented. W.9-10.7. 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.** SL.9-10.2. **Integrate multiple sources of information** presented in diverse media or formats (e.g., visually, quantitatively, orally) **evaluating the credibility and accuracy of each source.** L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama. L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script. L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions. L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.	Students will identify allusions within text and analyze the author's purpose for their use. Students will demonstrate understanding of various genres and their literary elements. Students will conduct research, critique and synthesize information from various sources, and formulate and/or revise claims.	The Tragedy of Romeo and Juliet by William Shakespeare (Drama) (Non-negotiable) Historical Background for Shakespeare and the Globe Theatre (Informational) (Non-negotiable) Excerpts from Shakespeare's Biography (Film) (Non-negotiable)	Unit 5 – Creation and Destruction After reading text from the "Creation and Destruction" theme, students will write a formal, argumentative, research paper, based on a teacher generated essential question that cites claim(s), counterclaims, reasons, and evidence. During the process, students will construct and revise a two page minimum essay using MLA format, citing evidence from The Tragedy of Romeo and Juliet and a minimum of two outside sources, which can include previous texts. (e.g. While reading the play, the students could choose who is to blame for the tragedy that occurs within Romeo and Juliet. Student will then argue this claim, using a minimum of two additional sources. Students could pair up with a classmate with an opposing viewpoint and use their argument as their counterargument within the paper.)	Virtual Tour of Globe Theater: http://www.english.cam.ac.uk/converse/movies/sound_globe.swf Creating the "Perfect Argument" Resource http://faculty-web.at.northwestern.edu/commstud/freespeech/course/rules.pdf Socratic Seminar Resources http://www.journeytoexcellence.org/practice/instruction/theories/miscideas/socratic/ http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSem.pdf http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html#strategy-practice Nostradamus and Prophecies http://www.nostradamus-repository.org/ http://www.allaboutpopularissues.org/nostradamus-prophecy.htm Theater Background www.PBS.org - Oedipus the King: An Introduction to Greek Drama http://edsitment.neh.gov/lesson-plan/sophocles-antigone-ancient-greek-theater-live-antiquity	creation destruction tragedy comedy comic relief couplet act scene drama foil aside monologue soliloquy chorus blank verse iambic pentameter stage directions fate prologue archetype pun quatrain	Formative Summative (Benchmark and/or Diagnostic if applicable) Intentionally vague to allow for professional development opportunities for school entities and Intermediate Unit