

Scope and Sequence

The Grade 9 Curriculum is comprised of 4 parts, which can be taught in any order.

During all four parts, students will regularly engage in the following:

- **Mystery Passage Analysis**
- **Sustained Silent Reading**
- **Writing Workshop**
- **Informal Oral performances**
- **Independent Reading**
- **Personal Journal Writing**

Enduring Understandings and Course Specific Goals:

By the end of Grade 9 English, students will:

- Be able to identify, define, and explain the uses of the following literary terms and devices:
Plot, setting, conflict, characterization, rising action, falling action, stream of consciousness, narrator reliability, climax, denouement, stanza, line, denotation, connotation, pathetic fallacy, symbolism, hubris, deus ex machina, simile, metaphor, extended metaphor, alliteration, allusion, personification, anthropomorphism, onomatopoeia, and rhyme.
- Effectively recall and summarize fiction and nonfiction materials after reading
- Analyze literature for the effects of a variety of literary devices both orally and in writing.
- Make connections between literature and their own lives
- Write short personal and informal essays that successfully employ introductions, thesis statements, complete sentences, paragraphs, transitions, and conclusions.
- Explore and apply at least two essay shapes or forms in addition to the traditional 5 paragraph essay.
- Write creative pieces of their own, including short fiction, drama, and informal poetry.
- Participate in a poetry slam
- Internalize writing as an on-going process, with the use of multiple revisions.

- Participate in giving constructive feedback in a writing circle.
- Participate in generating questions, and analyzing literature in a literature circle.
- Analyze dramatic works and performances.
- Perform excerpts from dramatic works.
- Be able to recognize and correct the following syntax errors in writing (their own and others’): run-on sentences, fragments, comma-splice run-ons, present and past tense verb constructions, subject/verb agreement, noun/pronoun agreement, subjective and objective case, and punctuation errors, including the use of quotation marks, commas, semi-colons, colons, and periods.
- Develop independent reading skills by reading 150 pages of self-selected reading material per marking period (Academic) and 300 pages of self-select reading material per marking period (Honors).
- Prepare and present book talks on independent reading selections

Part 1 Introduction to Poetry

Guiding Questions

- What is poetry?
- How is poetry different from prose?
- How and why might you write poetry?
- How is poetry meant to be performed?

Texts:

- *Truth and Lies, an Anthology of Poems*
- *The Body Eclectic, an Anthology of Poems*
- *Earth Shattering Poems*
- *Perrine’s Literature*

Expected Performances:

Reading and Analysis

By the end of the unit, students will read a wide variety of classic and contemporary poetic works, and be able to identify the following terms, as well as explain their significance to the works in question: stanza, line, denotation, connotation,

symbolism, simile, allusion, metaphor, extended metaphor, alliteration, personification, anthropomorphism, onomatopoeia, and rhyme.

Writing

By the end of this unit, students will draft at least 9 different poems of their own, and revise 5 for their poetry portfolio. Of those 5, they will select three to perform for an in-class poetry slam.

Assessments:

Literary Terms Slate Wars

3 Mystery Passages

3 Sessions of Sustained Silent Reading

1 book talk about independent reading selections

9 drafts of poems in progress

4 1-page analytical papers on selected poetry

3 Personal Journals (5 pages each journal on student-choice topics)

4 Peer Revision /Writer's Workshop

1 poetry slam performing 3 poems.

1 poetry portfolio containing the revisions of 5 student selected poems

Part 2: Non-Fiction and the Personal Essay

Guiding Questions:

- How is Non-Fiction Prose different from Fiction Prose?
- How can an author create mood?
- How does the structure of a piece of writing contribute to its overall impact?
- How do symbolism and syntax influence a reader's perception of a piece?

Teacher chooses 1 of the following:

I Know Why the Caged Bird Sings – Maya Angelou

Tuesdays with Morrie – *Mitch Albolm*

Expected Performances:

Reading and Analysis

By the end of this unit, students will be able to analyze how a writer crafts non-fiction, how diction and tone help to develop mood, how symbolism and connotation and denotation can evoke meaning, and how the structure of a piece of non-fiction can shape an audience's reaction.

Writing

By the end of this unit, students will create several pieces of short non-fiction that illuminate parts of their own lives. They will compile these pieces into an autobiographical portfolio.

Assessments

Dialectical Journals

Mystery Passage Analysis

Sustained Silent Reading

Independent Reading Project

Holocaust Project

Small Group Work from Literature Circles

Writer's Workshop

Autobiography Portfolio Project

Part 3 Fiction: The Novel and Short Story

Guiding Questions

- What is the traditional structure of a fictional work?
- How does narration impact the reader's experience of a work of fiction?
- How does a writer develop characters?
- What role does symbolism play in the development of a fictional work?
- What other literary devices do authors make use of in their fictional works?

Texts

Speak – Laurie Halse Anderson

The Catcher in the Rye – J.D. Salinger

The Secret Life of Bees – Sue Monk Kidd

Ellen Foster – Kaye Gibbons

The House on Mango Street – Sandra Cisneros

A Separate Peace – John Knowles

Of Mice and Men – John Steinbeck

Perrine's Literature – Laurence Perrine

Expected Performances:

Reading and Analysis

By the end of this unit, students will explore the parts of fiction and employ effective reading and response to literature strategies through a variety of short pieces and longer works. Students will learn how to provide supporting evidence from the text for their interpretations and assertions about the literature.

Students will be able to recognize reliable and unreliable narrators, and analyze their effect on the plot of a story or novel. They will be able to determine the

structure of a plot, and explain how characterization, dialogue, symbolism, diction, tone, and mood impact a reader's experience and understanding of a text

Writing

By the end of this unit, students will write 3 examples of close text analysis based on the works studied in class. Students will complete a variety of analytical and creative writing selections in their literary journals, based on works studied in class. Students will also write their own short story (3-5 pages).

Assessments:

Short Story

Close-Text Analyses

Mystery Passage Analyses

SSR

Writers' Workshop

Part 4: Dramatic Works

Guiding Questions:

- What are the basic dramatic conventions of tragedies?
- How have dramatic conventions evolved from Shakespearean drama to contemporary drama?
- How does drama function as social criticism?
- How does the performance of a dramatic piece support or detract from its message?
- What role does the director's interpretation play in conveying the meaning of a play?
- How is a play staged?
- What effect does staging have on a play's impact on its audience?

Texts:

Romeo and Juliet -- William Shakespeare

A Raisin in the Sun – Lorraine Hansberry

Assessments:

Student drafted 1-Act Play

Performance of Student Plays

Writer's Workshop

Personal Journals

Romeo and Juliet Assessment

A Raisin in the Sun Assessment

Close Text Analysis

Independent Reading Assessment