

	<p>Characterization Point of View Theme Figurative Language Symbolism</p>	<p><i>Literary Analysis of several genres of literature: Determine cause / effect Identify similarities / differences Interpret textual inferences Document responses Compare / contrast social awareness Understand subtle nuances / degree of irony Motivation of characters Recognize inter-relationship of plot and subplots Characterize the ramifications of the struggles between good vs. evil</i></p>	<p>Creative Writing – Short Stories</p>	
<p>Poetry Personal/emotional response (Selections change annually as support materials to teach concepts and/or to connection to novel studies)</p>	<p>Literary terms, Elements of poetry, Close reading strategies, embedded vocabulary Poetic Terms Types of poems What literary devices are employed by poets? How is poetry different from prose? What personal, social influences affect a poet's perspective? How does style affect the tone of a poem?</p>	<p><i>Identify poetic devices and understand the elements of poetry Poem Explication Interpret textual inferences & document responses Understand subtle nuances / degrees of irony Identify change in tone Recognize the impact of change in style Cooperative learning activities Graphic organizers pertaining to poetic devices Common embedded themes/content Embedded Vocabulary</i></p>	<p>Explication Discussion/cooperative groups Finding connections</p>	<p>On-going</p>
<p>Non- Fiction- *Essays/ Articles (selections change annually in support of content and/or connection to novel studies)</p>	<p>Reading for Information and Understanding Reading challenging, thought provoking texts through a variety of lenses- social/cultural, feminist, historical, etc.</p>	<p><i>Close read and analyze documents for information and understanding Margin notes- M.I.P strategy</i> Common embedded themes/content Embedded Vocabulary</p>	<p>Peer/group discussions Critical responses</p>	<p>On-going</p>
<p><i>Wisdom:</i> Mythology Around the Globe</p>	<p>What is the relevance of myths in the world we live in? Why does religion/beliefs play such an important role in society?</p>	<p>Character Relationship Compare/Contrast (Venn Diagram) Symbolism Elements of Mythology- what makes it a myth (Incorporates all learning modalities) Embedded themes content Embedded Vocabulary</p>	<p>Cooperative Groups Class Discussions Creative Writing Piece- Create a modern day myth</p>	<p>1-2 weeks</p>
<p><i>Culture:</i> Stargirl, Jerry Spinelli <i>TED Talk- Insight into the teenage brain</i> <i>Article- Five Characteristics Of Adolescent Social and</i></p>	<p>How is the adolescent experience influenced by physical, mental and emotional changes? How do these changes impact behavior and decision making?</p>	<p>Reading novel <i>Stargirl</i> with discussion of theme, plot and conflict Viewing Ted Talk on teenage brain with discussion on content Reading article on characteristics of adolescence with discussion</p>	<p>Formative Assessment (classwork, homework, class participation) Quick Quizzes Journal entry- "Positives and negatives of high school"</p>	<p>5-6 weeks</p>

<p><i>Emotional Development</i></p>	<p>Use experience and knowledge to think analytically and address problems creatively and advocate persuasively. Determine an authors's purpose. Vocabulary: Pre frontal cortex Herd mentality Social interdependence Bullying</p>	<p>Reader Response Critical Analysis A.N.T Essay writing strategy Personal Narrative: "Scar" Write a personal narrative entitled "Scar." This scare can be literal or figurative/ physical or emotional. The effect could be positive or negative.</p>	<p>Journal Entry "Describe a time..." Personal Narrative: "Scar" Persuasive Essay- "One thing I would do to make high school better" Reading content evaluations for comprehension checks</p>	
<p><i>Transformation:</i> A Christmas Carol Charles Dickens</p>	<p>To what extent has Dickens' classic tale shaped our perceptions and expectations of the Christmas holiday? What are the historic origins of our current practices and beliefs? What can our "ghosts" teach us?</p>	<p>Read and discussion of A Christmas Carol. Exploration of Vocabulary activities to decode Dickens' lengthy structure. Collaborative Groups/Station Activities Holiday French & English Gifting Tradition – Felted Soaps – Read article about the origins of felted soap and the French and English gifting tradition.</p>	<p>Formative and Summative Assessments for reading comprehension Vocabulary Tests Independent Research Project with Verbal/Visual Presentation</p>	<p>4 weeks</p>
<p><i>Mans' Humanity & Inhumanity:</i> The Diary of Anne Frank Ushmm.org International Holocaust Remembrance Day- Jan 27 Ushmm.org/watch/irhrd.2020 WeRemember.org</p>	<p>What did Burns mean by the line, "Many and sharp the num'rous ills Inwoven in our frame?" Why were the German people willing to follow Hitler and allow his atrocities? Does knowledge of history inform our decisions in the present and future? Cite evidence to express what the text says explicitly as well as what is inferred. Describe plot and character development throughout the work. Make connections in text with events both historical and contemporary Vocabulary: Holocaust Third Reich Concentration camp Resistance Genocide</p>	<p>Read Robert Burns Poem "Man was Made to Mourn- A Dirge" Discuss the title Students work in pairs to explicate the meaning of the poem. Determine Theme and Author's Purpose. Read play aloud in class (whole group) Create a Holocaust timeline with students working in pairs to research and report to the class on events of the Holocaust Hiding box- students place in a shoe box what they would bring with them if they suddenly had to abandon their homes and go into hiding. Discussion of Neo-Nazi rallies and fallout from them. Online Activities at Ushmm.org Watch live on Jan 27, 2020. International Holocaust Remembrance Day</p>	<p>Holocaust timeline presentation. Shoebbox Showcase Comparative essay- connect Robert Burns' poem "Man was Made to Mourn- A Dirge" to the play The Diary of Anne Frank. Assedere- Collaborative Writing Review</p>	<p>5-6 weeks</p>

<p><i>Society:</i> The Giver- Lois Lowry</p> <p>"The Lottery" Shirley Jackson</p> <p><i>The Hunger Games</i>- film</p>	<p>What is the correct balance between personal liberty and societal safety?</p> <p>Is happiness and fulfillment best achieved as a group or as an individual- or as some combination of both?</p> <p>Is conformity a virtue or a vice?</p> <p>Vocabulary: Propaganda Utopia Dystopia Conformity Symbol</p>	<p>Read and discussion- full group, collaborative groups and independently</p> <p>Guided Work for formative and summative assessments</p> <p>Practice Propaganda</p> <p>Socratic Seminar</p> <p>Cornell Notes</p> <p>Study Guides</p> <p>Gallery Walk</p> <p>Supplemental Support Material</p> <p>"The Lottery" Short Story</p> <p>And 10 min video clip</p> <p><i>The Hunger Games</i>- film</p>	<p>Cooperative Reading Groups Stations</p> <p>Reader Response short and long answer</p> <p>Quizzes/Tests</p> <p>Color Project</p> <p>Island Project</p> <p>Collaborative Project: Create a Utopian Society</p> <p>Essay: Is there a such thing as a perfect society? Use examples from all three sources The Giver, "The Lottery and The Hunger Games to make your claim.</p>	<p>6-8 weeks</p>
<p>The Tragedy of Romeo and Juliet Shakespeare</p>	<p>How much of an effect does another person' actions and choices have on others?</p> <p>Vocabulary: Drama Monologue Dramatic monologue Soliloquy Comic relief Foil characters Tragic Flaw</p>	<p>Read play aloud in class (whole group) Small group read aloud Study Guide Q/A GO-Character Relationships</p> <p>Understand Shakespearean England and spoken language- Modernize verse</p> <p>Journal Writing</p> <p>Close Read support articles</p> <p>Watch 1969 Franco Zeferelli version of <i>Romeo and Juliet</i></p>	<p>Formative Evaluations</p> <p>Quizzes</p> <p>Tests</p> <p>Critical Response Essays</p> <p>Character Analysis: Choose two characters from the play that contributed to R&J's downfall.</p>	<p>6 weeks</p>
<p><i>The Research Process</i></p> <p>9th Grade Research Project</p>	<p>"What's a social issue?"</p> <p>Vocabulary: MLA Plagiarism In text citation Primary/secondary Source Outline Bibliography Editing</p>	<p>The purpose of the 9th grade research project is to ensure that all students develop effective research strategies.</p> <p>Based on their interests, students will research a social issue and its significance in society.</p> <p>Students will follow a checklist/rubric with deadlines and lessons will include guided instructions on each part of the project</p>	<p>Note cards</p> <p>Drafts</p> <p>Assedere</p> <p>Revisions</p> <p>Final Copy of Research paper</p>	<p>7 weeks</p>

Each Unit above collectively addresses all of the NYS Common Core Standards for ELA & Literacy.