

Westbrook Public Schools
English Curriculum
Grade 9

Unit: Mythology and Hero's Journey	Anticipated Length: 8 weeks
Reading Standards	
9Voc Vocabulary 9Voc.1 Use grade-appropriate and content-specific vocabulary (see chart).	
9RC Reading Comprehension 9RC.1f Apply knowledge of universal themes, human nature, cultural and historical perspectives and provide support from the text for the identified themes. 9RC.1h Synthesize the content from several sources or works dealing with a single issue; paraphrase the ideas and connect them to contemporary related topics/personal experiences to demonstrate comprehension. 9RC.2d Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. (e.g., Hero's Journey, coming of Age). 9RC.3e Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach). 9RC.3h Apply knowledge of the concept that the theme or meaning of a selection represents a view or comment on life, and provide support from the text for the identified themes. 9RC.5b Extend the meaning of a text by expressing an insight implied but not stated, e.g., author's perspective, the nature of conflict, or use text-based information to solve a problem not explicitly identified in the text, e.g., use character traits in mythology to design a modern day hero).	
Oral Presentation Standards	
9LS Listening/Speaking 9LS.1 Deliver focused and coherent presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description and convey clear perspectives and demonstrate solid reasoning. 9LS.2 Use gestures, tone, and vocabulary tailored to the audience and purpose. 9LS.6 Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.	
Writing Standards	
9SP Spelling 9SP.1 Use spelling rules and patterns from previous grades. 9SP.2 Spell high-frequency words correctly.	
9CPU Capitalization/Punctuation/Usage 9CPU.1 Uses capitalization, punctuation, and usage rules from previous grades.	

<p>9CPU.2 Cites sources according to MLA format.</p> <p>9CPU.3 Uses hyphens, dashes and ellipses correctly</p> <p>9CPU.4 Uses parallel language correctly</p> <p>9CPU.5 Uses correct subordination/coordination in word choice</p> <p>9CPU.6 Uses consistency of verb tense and number correctly</p> <p>9WP.1 Plan</p> <p>9WP.1 Students will demonstrate facility with the six components of the writing process: planning, drafting, revising, editing, publishing/presenting, and reflecting (see chart).</p> <p>9WG Writing Genres, Traits and Crafts</p> <p>9WG.2a Write compositions to explain, inform, instruct, clarify, or define, (for example, process, cause and effect, comparison, classification, definition).</p> <p>9WG.2b Structure ideas and arguments in a sustained and logical fashion.</p> <p>9WG.4a Write poetry in a variety of styles, for example: satire, blank verse, haiku-like poems, lyric, etc.</p>	
<p>Knowledge:</p> <p><i>Students will know/understand:</i></p> <ul style="list-style-type: none"> • Grade-appropriate vocabulary from Sadlier-Oxford D, units 9-12 • Content-specific vocabulary • Universal themes, human nature, cultural and historical perspectives • Support from the text • Theme • Support from text • Content • Several sources • Single issue • Ideas • Contemporary topics • Personal experience • Comprehension • Universal theme • Hero’s Journey • Aesthetic qualities of style (e.g. diction, figurative language, tone, mood, and theme) • Terminology of literary criticism (aesthetic approach) • Comment on life • Implied insight (author’s perspective, the nature of conflict, or use text-based information to solve a problem not explicitly identified in the text, e.g., use character traits in mythology to design a modern day hero) • Traditional rhetorical strategies of narration, exposition, persuasion, and description 	<p>Skills:</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Use content specific and grade appropriate vocabulary. • Apply knowledge of universal themes, human nature, cultural and historical perspectives and provide support from the text for the identified themes. • Synthesize from several sources about a single issue. • Paraphrase ideas. • Connect ideas to contemporary topics/personal experiences. • Compare works with a universal theme, providing evidence to support the ideas. • Evaluate the aesthetic qualities of style using terminology of literary criticism (aesthetic approach). • Provide support from the text that shows the identified themes represent a view or comment on life. • Extend the meaning of a text by expressing an insight implied but not stated. • Deliver a presentation. • Combine rhetorical strategies. • Convey/demonstrate perspectives and reasoning. • Tailor gestures, tone, and vocabulary to the audience and purpose. • Combine text, images, and sound. • Incorporate information from a wide range of media. • Use spelling rules and patterns from previous grades. • Spell high-frequency words correctly.

<ul style="list-style-type: none"> • Clear perspectives and solid reasoning • Focused/coherent presentations • Traditional rhetorical strategies of narration, exposition, persuasion, and description • Gestures, tone, and vocabulary tailored to the audience and purpose • Text, images, and sound • A wide range of media (films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images) • Spelling rules and patterns from previous grades • High-frequency words • Capitalization, punctuation, and usage rules from previous grades • MLA format • Hyphens, dashes and ellipses • Parallel language • Subordination/coordination in word choice • Consistency of verb tense and number correctly • Six components of the writing process: planning, drafting, revising, editing, publishing/presenting, and reflecting (see chart) • Compositions to explain, inform, instruct, clarify, or define, (for example, process, cause and effect, comparison, classification, definition) • Sustained logical fashion • Poetry (TBD) 	<ul style="list-style-type: none"> • Uses capitalization, punctuation, and usage rules from previous grades. • Cites sources according to MLA format. • Uses hyphens, dashes and ellipses correctly. • Use parallel language correctly. • Use correct subordination/coordination in word choice. • Use consistency of verb tense and number correctly. • Demonstrate facility with the six components of the writing process: planning, drafting, revising, editing, publishing/presenting, and reflecting (see chart). • Write compositions to explain, inform, instruct, clarify, or define, (for example: process, cause and effect, comparison, classification, definition). • Structure ideas and arguments in a sustained and logical fashion. • Write poetry in style (TBD).
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How have myths shaped thought, culture, values, and beliefs? • What is the importance of myth today and throughout history? • What functions do myths have within cultures? • How are beliefs we hold today related to myths? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • What is a myth? • What were the functions of myth in ancient Greek culture? • How did oral tradition affect Greek mythology? • What is an archetype? • What are some common archetypes and universal themes found in Greek mythology? • Who are the members of the Greek pantheon and what are their roles? • How are allusions to Greek mythology used today? • How does Homer use epic similes and heroic language? • What is the ancient Greek creation account?

	<ul style="list-style-type: none"> • How were ancient Greek views on life reflected in myths? • What effects were various myths intended to have on their audience? • What are the stages of The Hero's Journey as seen in <i>The Odyssey</i>? • What are the conventions of the Homeric Epic? • What is a hero, mentor, and nemesis? 								
<p>Expectations for Student Learning Addressed - <i>The Westbrook HS student will...</i></p> <ul style="list-style-type: none"> • Communicate and process information and ideas effectively. 									
<p>Possible Assessments:</p> <table border="0" style="width: 100%;"> <tr> <td><input checked="" type="checkbox"/> Teacher Created Tests</td> <td><input checked="" type="checkbox"/> Student Presentations</td> </tr> <tr> <td><input checked="" type="checkbox"/> Unit Tests</td> <td><input type="checkbox"/> Entrance/exit slips</td> </tr> <tr> <td><input checked="" type="checkbox"/> Quizzes</td> <td><input checked="" type="checkbox"/> Group Projects</td> </tr> <tr> <td><input type="checkbox"/> Others:</td> <td></td> </tr> </table>		<input checked="" type="checkbox"/> Teacher Created Tests	<input checked="" type="checkbox"/> Student Presentations	<input checked="" type="checkbox"/> Unit Tests	<input type="checkbox"/> Entrance/exit slips	<input checked="" type="checkbox"/> Quizzes	<input checked="" type="checkbox"/> Group Projects	<input type="checkbox"/> Others:	
<input checked="" type="checkbox"/> Teacher Created Tests	<input checked="" type="checkbox"/> Student Presentations								
<input checked="" type="checkbox"/> Unit Tests	<input type="checkbox"/> Entrance/exit slips								
<input checked="" type="checkbox"/> Quizzes	<input checked="" type="checkbox"/> Group Projects								
<input type="checkbox"/> Others:									
<p>Benchmark Assessment:</p> <p>Archetype Paper: Students will research a myth, show how it reflects the characteristics of an archetype in the form of a Venn diagram, and write a 2-page expository essay speculating on why this pattern has been so enduring.</p>									
<p>Performance Task: Mythology Game <input checked="" type="checkbox"/> Required <input type="checkbox"/> Optional</p>									
<p>Goal: Create a board game for Mattel that teaches children about the hero's journey.</p> <p>Role: A game designer</p> <p>Audience: Mattel executives</p> <p>Situation: Mattel, a producer of games and educational materials, has asked you to develop a board game for children, ages 6-12 that centers on an original hero, that includes elements of archetype, and that follows the hero's journey.</p> <p>Purpose: To develop a board game that blends learning, fun, and challenge.</p> <p>Standards for Success: Sequentially illustrating the different stages of the hero's journey and creating a scenario that shows how the character grows and changes as a result of their adventure.</p>									
<p>Assessment Technique:</p> <ul style="list-style-type: none"> • Expository Rubric • School-wide communication rubric 									
<p>Technology Integration:</p> <ul style="list-style-type: none"> • SMART board • Power Points 									

Resources/Materials:

- **Texts:**
 - Mythology Edith Hamilton
 - Myths and Legends from Around the World Prentice Hall
 - *The Odyssey* Homer
- **Internet Sites:**
 - www.thebigmyth.com (myths)
 - <http://teacher.scholastic.com/writewit/mff/myths.htm> (myths)
 - <http://www.magictails.com/creationlinks.html> (creation myths)
 - <http://facstaff.gpc.edu/~shale/humanities/literature/religion/creation.html> (creation myths)
 - <http://www.friesian.com/valley/dilemmas.htm> (moral dilemmas)
- **Videos/DVD (Multimedia):**
 - *Star Wars*
 - Introduction to *Odyssey*

Sample Lessons/Learning Activities:

- Students break into groups to read different versions of an archetypal story from around the world, such as “Cinderella,” and compare their stories without knowing they are versions of the same story. Students will chart the main events in the story and compare similarities. After a group discussion students will speculate on the archetypal pattern.
- Students will create a graphic organizer to plot the events of the hero’s journey as seen in *Star Wars*.
- Students create an original hero and a comic book or illustrated children’s book to illustrate their progress along the stages of the hero’s journey.
- Students sail around the classroom, visiting different events on hero’s clock to review for “Jason and the Golden Fleece.”
- Edith Hamilton’s Mythology study packet
- Create a modern pantheon.

Standard English 9 Supports

Unit: Mythology and Hero’s Journey

Content	Instruction	Assessment
<p>In place of reading chapters one and two in Edith Hamilton’s <i>Mythology</i>, the teacher will present the material to students as follows:</p> <p>Introduction to Greek Mythology PowerPoint I</p> <ul style="list-style-type: none"> • Background • Gods and Goddesses of the Pantheon <p>Mythology PowerPoint II</p> <ul style="list-style-type: none"> • Demeter and Dionysus <p style="text-align: center;">OR</p> <p>Students will use the following web-sites to complete an on-line inquiry project as a means of learning about mythology:</p> <ul style="list-style-type: none"> • http://www.mythweb.com/ • http://www.windows.ucar.edu/tour/link=/mythology/mythology.html • http://www.ancient-mythology.com/ <p>Students will read selections from <i>Myths and Legends From Ancient Greece and Around the World</i> (“Mother Earth and Her Children” to “The Wanderings of Odysseus”) in place of selections from Edith Hamilton’s <i>Mythology</i>.</p> <p>Selections from Edith Hamilton’s <i>Mythology</i> will be limited to:</p> <ul style="list-style-type: none"> • Atalanta • Hercules • Cupid and Psyche • Pyramus and Thisbe • Ceyx and Alcyone • Pygmalion and Galatea • Baucis and Philemon 	<p>PowerPoint:Lecturing, questioning, and discussing instead of assigned readings at home</p> <p>Students will complete an on-line inquiry project instead of reading excerpts from Edith Hamilton’s <i>Mythology</i></p> <p>Assigned readings for homework</p> <p>Assigned study guide questions</p> <p>In class discussions and group activities</p> <p>In class reading, opposed to assigned readings at home (whole class and mini reading groups)</p> <p>Assigned study guide questions completed during class, instead of at home</p>	<p>Quizzes on material, opposed to the completion of study guide questions</p> <p>Study guide questions based on the assigned selections</p> <p>Group projects: Modify assignment based on class needs.</p> <ul style="list-style-type: none"> • Hero presentation • Tales of Lovers project

Honors English 9 Enrichments

Unit: Mythology and hero’s Journey

Content	Instruction	Assessment
<p>Students will read a version of <i>The Odyssey</i> that includes the full text of books 1,2,3,4,5,6,9,10,12,13,17,18,21,22 & 23</p>	<p>The archetype of the hero’s journey will be illustrated through a modern film medium, such as <i>Star Wars</i>.</p> <p>Students will develop discussion (closed ended, text to world connections, universal theme) questions on a nightly basis and take leadership over class discussions.</p> <p>Students will participate in organized debates surrounding issues such as, “Is Odysseus a good leader?” and “Are human beings merely pawns of the gods?”</p>	<p>Students will work collaboratively to produce film versions of original heroic stories with each group member being assigned a specific task and responsibility to fulfill within the group.</p>

**Westbrook Public Schools
Curriculum
Grade: 9**

Unit: Shakespeare and The Power of Love	Anticipated Length: 8 weeks
Reading Standards	
9Voc Vocabulary	
<p>9Voc.1 Use grade-appropriate and content-specific vocabulary (see chart).</p>	
9RC Reading Comprehension	
<p>9RC.1a Use letter-sound correspondence and structural analysis to decode grade-appropriate unfamiliar words, including content words</p> <p>9RC.1b Generate relevant questions about readings on issues that can be discussed or researched.</p> <p>9RC.1c Identify and analyze patterns of imagery or symbolism.</p> <p>9RC.1d Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</p> <p>9RC.2a Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue, soliloquy, and prologue).</p> <p>9RC.2b Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic. (e.g., Epic, Memoir, Sonnet, Myth)</p> <p>9RC.2c Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.</p> <p>9RC.2g Interpret and evaluate the impact of contradictions, ironies, and incongruities in a text.</p> <p>9RC.2i Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.</p> <p>9RC.3a Develop literal and inferential questions about texts using explicit and implicit evidence from the texts.</p> <p>9RC.3b Compare and contrast literature written in a variety of genres and explain why certain genres are best suited to convey a specific message or invoke a particular response from the reader. (Tragedy of <i>Romeo and Juliet</i> sends a message of forgiveness?? Elie Weisel's purpose in <i>Night</i> is to inform the reader).</p> <p>9RC.3c Analyze the characteristics and structural elements/essential attributes in a variety of poetic forms, e.g., epic, sonnet, ballad, haiku, free verse.</p> <p>9RC.3g Compare and contrast the presentation of a theme or topic across genres to explain how the selection of genre shapes the message.</p> <p>9RC.5a Critique the way in which an author uses a variety of language structures to create an intended effect, e.g., personification, allusion, Iambic pentameter, dialect, imagery, simile and metaphor. (e.g. Shakespeare's use of Iambic pentameter vs. prose in <i>Romeo and Juliet</i> in comparison to the dialect in Harper Lee's <i>To Kill a Mockingbird</i>).</p>	
Writing Standards	
9WG Writing Genres, Traits and Crafts	
<p>9WG.3a Write compositions that develop a clearly stated opinion (for example, literary analysis, research paper).</p>	

9WG.3b Analyze and synthesize information from multiple resources to establish and support a position, and to examine opposing perspectives.

9WG.3c Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).

9WG.4a Write poetry in a variety of styles, for example: satire, blank verse, haiku-like poems, lyric, etc.

<p>Knowledge:</p> <p><i>Students will know/understand:</i></p> <ul style="list-style-type: none"> • Grade-appropriate and content-specific vocabulary • Letter-sound correspondence and structural analysis • Relevant questions for discussion or research • Patterns of imagery or symbolism • Characters' traits • Narration, dialogue, dramatic monologue, and soliloquy • Expressed purposes and characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue, soliloquy, and prologue) • Presentation of similar themes across genres (e.g. Sonnet) • Main and subordinate characters • Internal and external conflicts, motivations, relationships, and influences • Contradictions, ironies, and incongruities in a text • Dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature • Literal and inferential questions • Explicit and implicit evidence from the text • Structural elements/essential attributes in a poetic form (e.g. sonnet and free verse) • Presentation of a theme or topic across genres • Variety of language structures to create an intended effect (e.g. personification, allusion, Iambic pentameter, dialect, imagery, simile and metaphor) • Clearly stated opinion (for example, literary analysis, research paper) • Information from multiple resources to support a position • Opposing perspectives • Rhetorical devices (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy) 	<p>Skills:</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Use grade-appropriate and content-specific vocabulary • Use letter-sound correspondence to decode unfamiliar words. • Use structural analysis to decode unfamiliar words. • Generate relevant questions that can be researched and discussed. • Identify imagery or symbolism. • Analyze imagery and symbolism. • Analyze patterns of imagery and symbolism. • Determine characters' traits by what the characters say about themselves. • Identify the purposes of different forms of dramatic literature. • Articulate the relationship between different forms of dramatic literature. • Compare and contrast the presentation of a similar theme or topic across genres. • Explain how the selection of genre shapes the theme or topic. • Analyze interactions between main and subordinate characters. • Explain the way interactions between main and subordinate characters affect the plot of literary text. • Identify contradictions, ironies, and incongruities in a text. • Analyze the impact of contradictions, ironies, and incongruities in a text. • Describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature. • Develop questions by using evidence from the texts. • Explain why certain genres are best suited to convey a specific message or invoke a particular response from the reader. • Analyze the structural of poetic forms. • Analyze the characteristic of poetic forms • Compare and contrast how a theme or topic is presented across genres.
--	--

<ul style="list-style-type: none"> • Assertions • Poetry 	<ul style="list-style-type: none"> • Explain how the selection of genre shapes the author’s message. • Identify a variety of language structures. • Critique the way an author uses language structures to create an intended effect. • Write compositions that develop a clearly stated opinion. • Analyze and synthesize information from multiple resources. • Establish and support a position based on research. • Examine opposing perspectives. • Use rhetorical devices to support assertions. • Write poetry
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the essential characteristics of love? • How are relationships built, strengthened, or destroyed over time? • How can love be both constructive and destructive? • What factors make a relationship healthy or unhealthy? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • What are conventions of a Shakespearean tragedy? • What are the conventions of a Shakespearean sonnet? • What is a soliloquy, aside, and foil? • What are common themes of soliloquies in R&J? • Which characters in R&J are foils? • What is dramatic irony? • How does Shakespeare use asides to create dramatic irony in R&J? • What poetic images are repeatedly employed in R&J and what are their effects? • How do the themes of Shakespeare’s sonnet compare to the themes of R&J? (Especially regarding love.) • What is the function of the chorus in R&J? • What are the functions of the minor characters in R&J? • How does Shakespeare’s message on love compare to the messages about love in mythology and <i>The Odyssey</i>? Family? Adulthood? • What is the purpose of Shakespeare’s tragic ending? How does Shakespearean tragedy relate to the conventions on Greek tragedy? • How does choice of genre affect the reader’s experience of theme (i.e. Compare R&J to “Cupid and Psyche” or the sonnets)? • What do the characters in R&J reveal about themselves through their soliloquies? • How are Romeo and Juliet’s experiences like the Hero’s Journey?

Expectations for Student Learning Addressed - <i>The Westbrook HS student will...</i>		
<ul style="list-style-type: none"> Communicate and process information and ideas effectively. 		
Possible Assessments:		
<input checked="" type="checkbox"/> Teacher Created Tests <input type="checkbox"/> Unit Tests <input checked="" type="checkbox"/> Quizzes <input type="checkbox"/> Others	<input type="checkbox"/> Student Presentations <input checked="" type="checkbox"/> Entrance/exit slips <input type="checkbox"/> Group Projects	
Benchmark Assessment:		
Students will write a three to four page expository essay, incorporating textual evidence and support to answer the question: What message does Shakespeare send about love in <i>Romeo and Juliet</i> ?		
Performance Task:	<input type="checkbox"/> Required	<input type="checkbox"/> Optional
Goal:		
Role:		
Audience:		
Situation:		
Product, Performance, Purpose:		
Standards for Success:		
Assessment Technique:		
<ul style="list-style-type: none"> Expository Writing Rubric School-wide communication rubric 		
Technology Integration: SMART board, Power Points, Internet sites		
Resources/Materials:		
<ul style="list-style-type: none"> Texts: <ul style="list-style-type: none"> <i>Romeo and Juliet</i> William Shakespeare Sonnets by William Shakespeare "Gift of the Magi" O. Henry <i>A Midsummer Night's Dream</i> William Shakespeare "Thank You M'am" Langston Hughes Internet Sites: <ul style="list-style-type: none"> http://www.elizabethan-era.org.uk/ (Elizabethan Era) http://www.montgomeryschoolsmd.org/schools/wjhs/mediactr/englishpathfinder/romeo/ (Elizabethan Era) http://artsedge.kennedy-center.org/exploring/randj/england/england.html (Elizabethan Era) Videos/DVD (Multimedia): <i>Romeo and Juliet</i> Franco Zeferelli 		

Sample Lessons/Learning Activities:

- Have students compile and write the introduction to a collection of poetry demonstrating a certain aspect of love.
- Have students fill out a questionnaire dealing with the attribute of an ideal partner in their minds. Have a guardian fill out the same questionnaire. Compare responses.
- Complete character-foil worksheet
- Study guide questions for *Romeo and Juliet*
- Write an anticipatory opinion column dealing with an aspect of the teenager/ parental relationship (e.g. Should parents control who and when a child begins to date).

Standard English 9 Supports

Unit: Shakespeare and the Power of Love

Content	Instruction	Assessment
Students will read the modern translation of <i>Romeo and Juliet</i> (Shakespeare Made Easy instead of the original text)	In class reading, as opposed to assigned reading for homework	Quizzes on material read in class in the place of DIRT quizzes. Study guide questions completed during class instead of at home Mini-tests (at the conclusion of each act) Quizzes modified as needed Benchmark assessment (page length requirement is modified to 2-3 pages)

Honors English 9 Enrichments

Unit: Shakespeare and the Power of Love

Content	Instruction	Assessment
In addition to <i>Romeo and Juliet</i> , students will read <i>A Midsummer Night's Dream</i> .	Students will be asked to identify patterns in Shakespearean language such as blank verse, characters speaking in couplets, frequently occurring imagery and to create original examples of these techniques. Students will work in groups of 3-4 to identify applications of motifs from classical mythology to <i>Romeo and Juliet</i> (the theme of the omnipotence of fate, the archetype of the tragic lovers, the motif of natural imagery used to symbolize love, etc.). Students will be asked to create and explain visual representations personifying various essential abstract concepts from the semester's literature (fate, maturity, infatuation, rivalry, etc.) The class will reach a consensus definition on the proper usage of the term "love."	Students will create, anthologize, and comment on a collection of poetry to consider different types and aspects of love. Students will create a more complete account of Shakespeare's "message" about love by comparing and contrasting <i>Romeo and Juliet</i> and <i>A Midsummer Night's Dream</i> .

Westbrook Public Schools
Curriculum
Grade: 9

Unit: Coming of Age	Anticipated Length: 8 weeks
Reading Standards	
<p>9Voc Vocabulary 9Voc.1 Use grade-appropriate and content-specific vocabulary (see chart).</p> <p>9RC Reading Comprehension 9RC.2e Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks). 9RC.2f Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. 9RC.2h Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.</p> <p>9RC.4b Identify similar personal conflicts as reflected in the literature to one's own experiences. (CAPT style questioning)</p> <p>9RC.6a Reflect on and evaluate reading. For example, students:</p> <ul style="list-style-type: none"> ○ maintain a reading journal to record their thoughts about a text ○ write a book review of a self-chosen novel ○ participate in summer reading book talks ○ participate in Socratic seminars 	
Writing Standards	
<p>9 WP.1 Plan 9WP.1 Students will demonstrate facility with the six components of the writing process: planning, drafting, revising, editing, publishing/presenting, and reflecting (see chart).</p> <p>9WG Writing Genres, Traits and Crafts 9WG.1a Write a composition that present events in an orderly, logical sequence (for example, short story, personal essay). 9WG.1b Select and arrange a sequence of events or details to support a thesis or describe a process. 9WG.1c Use descriptive language to create a vivid mental picture for readers.</p> <p>9WG.2d Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. 9WG.2e Address readers' concerns, counterclaims, biases, and expectations.</p> <p>9WG.4a Write poetry in a variety of styles, for example: satire, blank verse, haiku-like poems, lyric, etc.</p>	
<p>Knowledge: <i>Students will know/understand:</i></p> <ul style="list-style-type: none"> • Grade-appropriate and content-specific vocabulary 	<p>Skills: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Use grade-appropriate and content-specific vocabulary

<ul style="list-style-type: none"> • Time/ sequence • Complex literary devices (e.g., foreshadowing, flashbacks) • Literary devices including: figurative language, imagery, allegory, and symbolism • Voice, persona, choice of a narrator, tone, plot, and credibility of a text • Personal conflicts • One's own experiences (CAPT style questioning) • Reading journal • Book review • Socratic seminars • Six components of the writing process: planning, drafting, revising, editing, publishing/presenting, and reflecting (see chart) • A composition • Logical sequence • A sequence of events • Details to support a thesis • Impression on reader • Descriptive language • Vivid mental picture • Positions • Precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning • Readers' concerns, counterclaims, biases, and expectations • Poetry (TBD) 	<ul style="list-style-type: none"> • Trace an author's development of time and sequence. • Analyze an author's development of time sequence. • Recognize literary devices. • Explain the appeal of literary devices. • Explain how voice, persona, and the choice of a narrator affect characterization. • Explain how voice, persona, and the choice of a narrator affect credibility of a text. • Explain how voice, persona, and the choice of a narrator affect plot. • Identify similarities between personal conflicts and those reflected in the literature. • Reflect on and evaluate reading. • Demonstrate facility with the six components of the writing process. • Write a composition that presents events in a logical sequence. • Select and arrange a sequence of events and details to support a thesis or create an impression on reader. • Use language to create a mental picture for readers. • Clarify and defend positions by using evidence. • Address readers' concerns. • Write poetry (TBD).
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does an individual figure out his/her place in society? • What turning points determine our individual pathways to adulthood? • What role does adversity or struggle play in growing up? • What influence does friendship have on our process of developing identities? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • What is a flashback? What is foreshadowing? • How does Knowles use flashback to establish the mood in ASP? • What are different options for sequencing time in narrative (chronological, flashback, <i>in medias res</i>, etc.)? • What are devices of figurative languages (metaphor, simile, personification, imagery)? • How does Knowles use figurative language to create an aesthetic affect and communicate his characters' personalities? • How does Knowles's use of simile and metaphor compare to Homer's? • What are the different stages in the development of plot (exposition, rising action, climax, falling action, resolution)?

	<ul style="list-style-type: none"> • How would this novel be different if it was narrated by Finny, leper, Brinker, or in third person? • What types of competition are displayed in ASP? Are they the same types of competition that you experience in high school? • What are the different symbols that Knowles uses? • How do the symbols relate to the themes in the novel? • How do Finny and Gene represent different views on life? • How is Finny like an ancient Greek hero? • Is Gene a reliable narrator? • How does Holden’s journey reflect the Hero’s Journey? • What symbols does Salinger use and how do they connect to the novel? • How does Holden’s narration set the mood? • Is Holden a reliable narrator? • How are the challenges of maturing presented similarly and differently in Catcher in the Rye and ASP?
--	---

Expectations for Student Learning Addressed - *The Westbrook HS student will...*

- Communicate and process information and ideas effectively.

Possible Assessments:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Teacher Created Tests
<input checked="" type="checkbox"/> Unit Tests
<input checked="" type="checkbox"/> Quizzes
<input type="checkbox"/> Others | <input type="checkbox"/> Student Presentations
<input checked="" type="checkbox"/> Entrance/exit slips
<input type="checkbox"/> Group Projects |
|---|--|

Benchmark Assessment:

Students will write a four to five page personal narrative organized around a dominant impression to show how the impact of a major event in their life has shaped their current identity and helped them mature.

Performance Task:

- Required** **Optional**

Goal:

 Role:

 Audience:

 Situation:

 Product, Performance, Purpose:

 Standards for Success:

Assessment Techniques:

- Narrative Writing Rubric
- School-wide Communication Rubric

Technology Integration:

- SMART board
- PowerPoint
- Internet sites

Resources/Materials:

- **Texts:**
 - [A Separate Peace](#) John Knowles
 - [The Catcher in the Rye](#) J.D. Salinger
- **Internet Sites:**
 - <http://webspace.ship.edu/cgboer/maslow.html> (Maslow)
 - <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/maslow.htm> (Maslow)
 - http://deptorg.knox.edu/engdept/commonroom/Volume_Eleven/number_two/Wedel/maslow.gif (Pyramid)
- **Videos/DVD** (Multimedia): *A Separate Peace* DVD

Sample Lessons/Learning Activities:

- Blitz ball day
- Character and relationship analysis for Gene and Finny
- Search for quotation to support inferences about character and motivation.
- Search for examples of figurative language. Create original examples.
- Rewrite portion of text from the POV of a different narrator.
- Analysis of symbols and themes
- Chart plot of novel while reading
- Reorder events of a story into an alternate time sequence to create an alternate effect.

Standard English 9 Supports**Unit: Coming of Age**

Content	Instruction	Assessment
<p>An alternative novel may be used when needed.</p> <p>Gary Paulsen: <i>The Beet Fields</i></p>		

Honors English 9 Enrichments**Unit: Coming of Age**

Content	Instruction	Assessment
<p>Student will read <u><i>A Catcher in the Rye</i></u> in addition to <u><i>A Separate Peace</i></u>.</p> <p>Students will study Erikson's stages of psycho-social development as a lens for interpreting characters from the unit's literature.</p>	<p>Students will be taught a variety of psychological lenses (Erikson, DSM IV diagnosis, Maslow, Freud) to explore the question of what is "normal" versus "abnormal" development.</p> <p>Students will work in groups to create definitions of maturity and present their justification to the class.</p>	<p>Students will answer the question, "What is Wrong with Holden?" in a paper in which they attempt to match his behaviors in the book with a certain definition of "normal" adolescent development or a certain "pathology" discovered through their research.</p>

**Westbrook Public Schools
Curriculum
Grade: 9**

Unit: Courage Under Fire	Anticipated Length: 8 weeks
Reading Standards	
9Voc Vocabulary 9Voc.1 Use grade-appropriate and content-specific vocabulary (see chart).	
9RC Reading Comprehension 9RC.1e Evaluate and justify an author’s genre preference. (e.g., sonnet, memoir, tragedy, epic,) 9RC.1i Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. 9RC.1j Analyze the logic and use of evidence in an author’s argument. 9RC.2j Relate a literary work to primary source documents of its literary period or historical setting. 9RC.3d Compare, contrast and critique two author’s beliefs and assumptions about a single topic or issue and decide which author presents the stronger argument. 9RC.3f Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach e.g. The Renaissance in Romeo and Juliet, The Holocaust in Night) 9RC.4a Identify motivations and reactions of literary characters from different cultures or historical periods when confronting similar personal conflicts, and hypothesize how those characters would handle a similar modern conflict. (e.g., How would Leper react to the War on Iraqi?)	
Oral Language Standards	
9LS Listening/Speaking 9LS.3 Use rhetorical devices (e.g., rhetorical questions, parallel structure, concrete images, figurative language, analogies) to achieve clarity, force, and aesthetic effect. 9LS.4 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose. 9LS.5 Use effective and interesting language.	
Writing Standards	
WP.1 Plan 9WP.1 Students will demonstrate facility with the six components of the writing process: planning, drafting, revising, editing, publishing/presenting, and reflecting (see chart).	
9WG Writing Genres, Traits and Crafts 9WG.4a Write poetry in a variety of styles, for example: satire, blank verse, haiku-like poems, lyric, etc.	

<p>Knowledge: <i>Students will know/understand:</i></p> <ul style="list-style-type: none"> • Grade-appropriate and content-specific vocabulary • Genre preference (e.g., sonnet, memoir, tragedy, epic) • Primary sources • Secondary sources • Original analysis, evaluation, and elaboration • Logic • Use of evidence • Primary source documents • Literary period or historical setting • Author's beliefs and assumptions • Themes and issues of a historical period (Historical approach e.g. The Renaissance in Romeo and Juliet, The Holocaust in Night) • Motivations and reactions of literary characters from different cultures or historical periods • Similar personal conflicts • Modern conflict (e.g., How would Leper react to the War on Iraqi?) • Rhetorical devices (e.g., rhetorical questions, parallel structure, concrete images, figurative language, analogies) • Clarity, force, and aesthetic effect • Logical, ethical, and emotional appeals • Specific tone and purpose • Effective and interesting language • Six components of the writing process: planning, drafting, revising, editing, publishing/presenting, and reflecting • Poetry 	<p>Skills: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Use grade-appropriate and content-specific vocabulary (see chart). • Evaluate and justify an author's genre preference. • Identify ideas in sources. • Extend ideas in sources through original analysis, evaluation, and elaboration. • Analyze logic of author's argument. • Relate a literary work to primary source documents of its time. • Compare and contrast two author's beliefs and assumptions about a single topic. • Critique two author's arguments on a single topic. • Decide which author presents the stronger argument. • Analyze the way in which a work of literature is related to the themes and issues of its historical period. • Identify motivations of characters from different cultures or historical periods when confronting similar personal conflicts. • Identify reactions of literary characters from different cultures or historical periods when confronting similar personal conflicts. • Hypothesize how literary characters from different cultures or historical periods would handle a similar modern conflict. • Use rhetorical devices to achieve clarity. • Use rhetorical devices to achieve force. • Use rhetorical devices to achieve aesthetic effect. • Use logical appeals to enhance a specific tone and purpose. • Use ethical appeals to enhance a specific tone and purpose. • Use emotional appeals to enhance a specific tone and purpose. • Use effective and interesting language. • Demonstrate facility with the six components of the writing process: planning, drafting, revising, editing, publishing/presenting, and reflecting (see chart). • Write poetry
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is courage? • How does society influence an individual's moral sense? 	<p>Unit Questions:</p> <ul style="list-style-type: none"> • What is a primary source and secondary source?

<ul style="list-style-type: none"> • What are the traits of a survivor? • What are different methods of dealing with adversity? 	<ul style="list-style-type: none"> • What are rhetorical devices and what purpose do they serve (rhetorical questions, parallel structure, concrete images, figurative language, analogies)? • What are logical, ethical, and emotional appeals? • What are the stages of the pyramid of hate? • How do first person accounts of historical events differ in style, purpose and effect from secondary source accounts? • How did the Nazis use propaganda to influence people's views of the Jewish culture? • What factors allowed Elie Wiesel to persevere throughout his ordeal in <u>Night</u>? • How did the trauma of the holocaust affect important aspects of Elie Wiesel's identity, such as his relationship with his father and his religious faith? • How did the culture of Maycomb County shape the events of <u>To Kill a Mockingbird</u>? • What different perspectives on courage are offered through the different characters of <u>To Kill a Mockingbird</u> (Scout, Boo, Atticus, Jem, etc.) • How does Scout come to appreciate her family and upbringing differently as she matures (connection back to Unit 3 essential questions)? • What role does an author's life experience, including historical periods in which he or she grows up, have in shaping his or her artistic visions (Elie Wiesel and Harper Lee)? • How is symbolism used to portray the motif of innocence in <u>To Kill a Mockingbird</u>? • How do Harper Lee and Elie Wiesel wrestle with the problem of injustice in <u>To Kill a Mockingbird</u> and <u>Night</u>? What are the similarities and differences in their approaches and conclusions? • What contemporary situations mirror the injustices presented in the titles we have read during the quarter? What could and should be done about them?
<p>Expectations for Student Learning Addressed - <i>The Westbrook HS student will...</i></p> <ul style="list-style-type: none"> • Communicate and process information and ideas effectively. 	

Possible Assessments:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Teacher Created Tests | <input checked="" type="checkbox"/> Student Presentations |
| <input checked="" type="checkbox"/> Unit Tests | <input type="checkbox"/> Entrance/exit slips |
| <input checked="" type="checkbox"/> Quizzes | <input checked="" type="checkbox"/> Group Projects |
| <input type="checkbox"/> Others | |

Benchmark Assessment:

Students will play the role of an advocate for a charitable or political organization of their choice. They must research a current crisis and combine their research with rhetorical devices to create a speech appealing for funding to take a specific action to alleviate this crisis.

Performance Task: Persuasive Speech **Required** **Optional**

Goal: To convince the audience to donate to the chosen charitable or political organization.

Role: Advocate for a philanthropic group

Audience: Perspective donors

Situation: Advocate is giving a speech to an audience of prospective donors trying to convince them that their organization is the most worthy.

Product, Performance, Purpose: A rhetorical speech.

Standards for Success: Speaking and listening rubric. Incorporation of appropriate rhetorical devices and appeals.

Assessment Techniques

- Speaking and Listening Rubric.
- School-wide communication rubric

Technology Integration:

- SMART board
- Power Point Images
- Internet sites

Resources/Materials:

- **Texts:**
 - To Kill a Mockingbird Harper Lee
 - Night Ellie Wiesel
 - "12 Angry Men"
- **Internet Sites:**
 - <http://www.adl.org/> (Anti Defamation League for research on topics such as the KKK, Jim Crow Laws, Scottsboro Boys Trial and other 1930's historical context)
 - <http://www.spartacus.schoolnet.co.uk/USAkkk.htm> (KKK)
 - <http://www.ferris.edu/JIMCROW/what.htm> (Jim Crow)
 - <http://www.spartacus.schoolnet.co.uk/USAjimcrow.htm> (Jim Crow)
 - <http://www.law.umkc.edu/faculty/projects/Ftrials/scottsboro/scottsb.htm> (SB)
 - <http://www.ushmm.org/> (Holocaust Museum)

- **Videos/DVD (Multimedia):**
 - First person testimony from Holocaust Survivors.
 - *To Kill a Mockingbird* with Gregory Peck.

Sample Lessons/Learning Activities:

- Dramatic reading of court scene in TKAM. Analyze the rhetorical devices used.
- Study guide questions
- Creating and presenting Power Point presentation on the historical background of the 1930's
- Drafting open-ended discussion questions to propel group discussion
- Compare superstition and reality surrounding the character of Boo Radley by using textual support.
- Analysis of parental styles and roles regarding Atticus Finch, Calpernia, Miss Maudie, Walter Cunningham, Nathan Radley, and Aunt Alexandra
- Chart out the characteristics of heroes and survivors.
- Compare static and dynamic characters.
- Write logical, ethical, and emotional appeals in the voice of various characters.
- Analyze themes and imagery of related poetry such as Billie Holliday's *Strange Fruit* and poetry written by children living in the ghettos.
- Analyze visual and written propaganda employed by the Nazi party.
- Use the "Pyramid of Hate" created by the World of Difference Institute to analyze the discrimination in TKAM and Night.
- Conduct historical research to provide context for readings.

Standard English 9 Supports

Unit: Courage under Fire

Content	Instruction	Assessment
<p>An alternative novel may be used when needed.</p> <p>Paul Fleischman: <i>Whirligig</i></p>		

Honors English 9 Enrichments

Unit: Courage under Fire

Content	Instruction	Assessment
<p>Virtual tour of the holocaust museum and other historical sites.</p> <p>Web materials on famous cases of American lynching, such as interviews with the family members of Emmett Till.</p> <p>Web tour of the Jim Crow museum of racist memorabilia (Ferris.edu).</p>	<p>Student research groups will make presentations to the class and lead class discussion on elements of historical context.</p> <p>Literature will be examined through the questions “What constitutes literary greatness?” and “What makes a writer stand out as the ‘voice of his or her generation’”?</p> <p>Students will complete analogies between various situations and characters in the quarter’s literature and the contemporary world.</p>	<p>Research contemporary examples of courage to answer the question, “What allows people to act heroically in the face of overwhelming odds?”</p> <p>Psychological, social, biological and other factors are to be considered.</p> <p>Students will write a paper explaining what issues they think the “Voice of Their Generation” must speak to and what qualities will be necessary to meet these challenges.</p>