

GBCS Curriculum Guide		GRADE: 9		SUBJECT: Pre-AP English 9				
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary	Materials	Assessments
Beginning Literary Analysis		Summer Reading and Literary Terms Review	CCSS.ELA-LITERACY.RL.9-10.1 CCSS.ELA-LITERACY.RL.9-10.2 CCSS.ELA-LITERACY.RL.9-10.3 CCSS.ELA-LITERACY.RL.9-10.4 CCSS.ELA-LITERACY.RL.9-10.5 CCSS.ELA-LITERACY.RL.9-10.6 CCSS.ELA-LITERACY.RL.9-10.10 CCSS.ELA-LITERACY.RI.9-10.1 CCSS.ELA-LITERACY.RI.9-10.2 CCSS.ELA-LITERACY.RI.9-10.3 CCSS.ELA-LITERACY.RI.9-10.4 CCSS.ELA-LITERACY.RI.9-10.5 CCSS.ELA-LITERACY.RI.9-10.6 CCSS.ELA-LITERACY.RI.9-10.8 CCSS.ELA-LITERACY.RI.9-10.10 CCSS.ELA-LITERACY.W.9-10.1 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.9-10.3 CCSS.ELA-LITERACY.W.9-10.4 CCSS.ELA-LITERACY.W.9-10.5 CCSS.ELA-LITERACY.W.9-10.9 CCSS.ELA-LITERACY.W.9-10.10 CCSS.ELA-LITERACY.SL.9-10.1 CCSS.ELA-LITERACY.SL.9-10.2 CCSS.ELA-LITERACY.SL.9-10.3 CCSS.ELA-LITERACY.SL.9-10.4 CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.L.9-10.1 CCSS.ELA-LITERACY.L.9-10.2 CCSS.ELA-LITERACY.L.9-10.3 CCSS.ELA-LITERACY.L.9-10.4 CCSS.ELA-LITERACY.L.9-10.5 CCSS.ELA-LITERACY.L.9-10.6 STANDARDS WILL BE FURTHER ORGANIZED BY UNIT IN STAGE 2	<p>How does an author effectively develop the plot of a story?</p> <p>How does an author effectively develop characters and theme in a story?</p> <p>How do plot and suspense interact in a story?</p> <p>How does an author's use of figurative language influence other elements of a story?</p> <p>How does an author create irony in a story? What effect does irony have on the reader?</p> <p>How does an author's use of foreshadowing contribute to and enhance a short story?</p> <p>What features distinguish a piece of literature as a work of "literary merit"?</p> <p>What are the building blocks of an effectively introduced and supported essay?</p>	plot (exposition, inciting event, rising action, climax, falling action, resolution/denouement), suspense, foreshadowing, direct characterization, indirect characterization, round/flat characters, static/dynamic characters, irony (dramatic, situational, verbal), theme, simile, metaphor, hyperbole, personification, imagery, Freytag's pyramid, literary merit, literary analysis, evidence, thesis, topic sentence, plan of development	Holt McDougal Literature for "The Gift of the Magi" by O. Henry and "A Sound of Thunder" by Ray Bradbury <i>The Wonder Years</i> (one episode of teacher's choice) "Trifles" by Susan Glaspell (supplemental copies) "The Utterly Perfect Murder" by Ray Bradbury (for unit assessment) Students' choice summer reading books	Literary terms assessment (w/short story and analysis) Argumentative essay on literary merit and summer reading choices	

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Analyzing Literature through Discussion and Composition		Short Story Unit	STANDARDS WILL BE FURTHER ORGANIZED BY UNIT IN STAGE 3, PHASE 2.	<p>How can I contribute meaningfully to small group discussions? What does coming prepared to discussion mean?</p> <p>How can I contribute to discussion in a variety of ways (through questioning, summarizing, sharing inferences, analyzing vocabulary, making connections, and visually representing my understandings)?</p> <p>How do authors develop plot, characters, suspense, foreshadowing, irony, theme, and other literary elements to create effective and engaging stories?</p> <p>How do I develop an effective literary analysis paragraph with respect to focus, evidence, and organization?</p> <p>How do I correctly and fluidly incorporate direct and indirect evidence from a text to support and elaborate on my analysis?</p>		all literary terms covered in previous unit, inference, parenthetical citation, direct quotation, paraphrase, claim, evidence, analysis, concluding sentence, peer revision	Holt McDougal <i>Literature</i> for "The Sniper," "The Most Dangerous Game," "The Necklace," "The Cask of Amontillado," "The Scarlet Ibis" "The Possibility of Evil" (supplemental copies) "After Twenty Years" by O. Henry (for unit assessment)	Self- and peer-assessments of fishbowl discussions Multiple literary analysis paragraphs with peer revisions Unit test (multiple choice and cold-reading application) Final draft of student-choice literary analysis paragraph

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Shakespearean Tragedy		Romeo & Juliet	STANDARDS WILL BE FURTHER ORGANIZED BY UNIT IN STAGE 3, PHASE 2.	<p>How does an author's culture influence his/her writing?</p> <p>How can characters and themes explored in classical literature still appeal to a modern reader?</p> <p>How do dramatic conventions and the elements of Shakespearean tragedy influence the meaning of the work as a whole, with attention to character development, language use, structure and syntax, plot development, literary techniques, etc.?</p> <p>How does Shakespeare develop his characters over the course of the play through interactions, how the characters speak, and how the characters compare to each other?</p> <p>What are the defining features of a Shakespearean sonnet? How do I effectively read a Shakespearean sonnet? How does Shakespeare use sonnets within his plays to enhance the meaning of the</p>		sonnet, iambic pentameter, rhyme scheme, quatrain, couplet, meter, foot, scansion, soliloquy, monologue, aside, catharsis, prose, verse, foil, tragic hero, tragedy, Elizabethan, Renaissance, oxymoron, pun, comic relief, juxtaposition, dramatic irony, foreshadowing, universality, synthesis, counterargument, call-to-action, thesis, plan of development	Holt McDougal Literature for Romeo & Juliet Various articles about the teen brain and decision-making (supplemental texts for synthesis essay)	Foil character collage Reverse quotations assignments Act I-III Quiz (multiple choice and short answer) Act IV-V Quiz (multiple choice and short answer) AP-style Synthesis essay on teen decision-making

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Greek Epic Poetry		<i>The Odyssey</i>	STANDARDS WILL BE FURTHER ORGANIZED BY UNIT IN STAGE 3, PHASE 2.	<p>How is the epic hero's journey in classical literature still applicable to the life of the modern reader? How does one man's story represent every man's story?</p> <p>How does Homer utilize the characteristics of the epic hero to develop Odysseus' character? How does the modern reader interpret Odysseus as a hero?</p> <p>How does an author's culture influence his/her writing?</p>		epic, epic hero, Hero's Journey (Ordinary World, Special World, Call to Adventure, Crossing the Threshold (Departure), Trials, Approach, Assistance, Crisis, Treasure, Result, Return, New Life, Resolution (Status Quo)), narrative, epic simile, epithet, myth, hospitality, gods, goddesses, motif, symbol, dialogue, sensory details, personal narrative	Holt McDougal Literature for Homer's <i>The Odyssey</i>	Unit test (w/multiple choice and cold-reading) Personal Odyssey narrative writing assignment

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Holocaust Literature and Tolerance		<i>Night</i>	STANDARDS WILL BE FURTHER ORGANIZED BY UNIT IN STAGE 3, PHASE 2.	<p>What is man's responsibility to himself and his fellow man?</p> <p>How does evil exist in the world, and how do we prevent it from gaining footing?</p> <p>How does Wiesel use literary and storytelling devices to enhance a non-fiction text?</p> <p>How does Wiesel develop the themes of man's inhumanity towards man, loss of faith, silence about injustice, and father-son relationships throughout his narrative? What other themes become prominent in the narrative and what evidence is there of the development of those themes? What are our reactions to the development of those themes?</p> <p>How does Wiesel develop the symbols of night and fire throughout the narrative? What other symbols become apparent as Wiesel develops the narrative?</p> <p>How is the narrative shaped by Wiesel's audience, his</p>		genocide, Holocaust, ghetto, Nazi, dehumanization, propaganda, totalitarian, Auschwitz-Birkenau, rhetoric, rhetorical devices, SOAPSTone, anaphora, alliteration, irony, imagery, sentence fragment, personification, metaphor, evil, non-fiction, memoir, theme, symbol, motif, bystander effect, mob mentality, defend, challenge, qualify, counterargument, thesis, evidence		Synthesis essay Unit test (w/multiple choice and AP-style passage-based questions)

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Empathy and Integrity in Literature		<i>To Kill a Mockingbird</i>	STANDARDS WILL BE FURTHER ORGANIZED BY UNIT IN STAGE 3, PHASE 2.	<p>What gives words their power?</p> <p>How do Lee's characters demonstrate the duality of human nature (the coexistence of good and bad in human beings)? How does mankind demonstrate this duality?</p> <p>Are men truly equal in the eyes of society and of the justice system?</p> <p>How does the author's use of a first-person, circular narrative contribute to the novel as a whole?</p> <p>How do the elements of the rhetorical triangle (speaker, audience, message) influence Lee's writing?</p> <p>What major themes are developed in Lee's novel? What evidence illustrates the development of those themes? How does Lee tackle other issues such as femininity, maturity, parent-child relationships, heritage and tradition, deceptive</p>		Rhetorical triangle, speaker, purpose, audience, ethos, pathos, logos, rhetorical precis, Jim Crow, The Scottsboro Boys, the Great Depression, segregation, theme, empathy, stereotyping, mob mentality, integrity, justice, courage, diction, syntax, point of view, flashback, narrative style, allusions, suspense, humor, symbolism, acquittal, prosecutor, verdict, leveled questions, expository, literary analysis, close reading		Literary analysis essay

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Monsters and Men		Frankenstein or <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>	STANDARDS WILL BE FURTHER ORGANIZED BY UNIT IN STAGE 3, PHASE 2.	<p><i>For Frankenstein</i>: In terms of thematic, character, and plot development, what does Shelley's "introduction in letters" accomplish? Is this opening effective overall?</p> <p>What consequences do we face when we do not take responsibility for our actions?</p> <p>What is the ethical relationship between creator and creation?</p> <p>Can individuals transform society?</p> <p>What happens when our ideals and expectations are realized?</p> <p>What is the relationship between nature and nurture?</p> <p>Is suffering a result of men's choices or men's fate?</p> <p>What is a Byronic hero? How does Victor Frankenstein embody the characteristics of a Byronic hero?</p>		<p>For both texts: Romantic literature, Gothic literature, morality, foreshadowing, mood, nature, nurture, culpability, Byronic hero, allusions, pursuit of knowledge, feminism/femininity, scientific advancement, existentialism, innocence</p> <p>For <i>Frankenstein</i> only: Prometheus, frame story, epistolary, justice, ethics, first-person narration</p> <p>For <i>Jekyll and Hyde</i>: doppelganger, unreliable narrator, third-person narration, inherent, obligation, freedom, responsibility, Janus, duplicity, Jungian, Jung, Victorian era, uncanny</p>	<i>Frankenstein</i> <i>Donne's "No Man is an Island"</i> Excerpts from <i>Paradise Lost</i> Version of the myth of Prometheus ----- <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> Version of the myth of Janus Carroll's "The Jabberwocky" Additional supplementary poetry for teaching tone and mood A short story (perhaps by Poe) to teach Gothic elements Supplemental non-fiction, psychology readings (DID, Jungian archetypes)	

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The Craft of Writing		Grammar and Composition	STANDARDS WILL BE FURTHER ORGANIZED BY UNIT IN STAGE 3, PHASE 2.	<p>What is the purpose of punctuation?</p> <p>How can punctuation (or the lack of punctuation) change meaning?</p> <p>What elements elevate writing, making it more sophisticated, eloquent, descriptive, and/or specific?</p> <p>How can I use verbals (participles, gerunds, and infinitives), phrases (appositive, prepositional), and clauses (independent/subordinate, adverb, adjective, noun) to elevate my writing?</p>		comma, semicolon, colon, dash, apostrophe, quotation marks, phrase, appositive, appositive phrase, preposition, prepositional phrase, verbal, gerund, gerund phrase, participle, participial phrase, infinitive, infinitive phrase, clause, independent clause, subordinate clause, adverb, adverb clause, adjective, adjective clause, noun, noun clause, sentence, fragment, run-on, comma splice, subject, predicate, complete subject, complete predicate		

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Members of the Human Race: Why We Read and Write Poetry		Survey of poetry	STANDARDS WILL BE FURTHER ORGANIZED BY UNIT IN STAGE 3, PHASE 2.	<p>What is poetry? What is a poem?</p> <p>What are common poetic devices (alliteration, simile, metaphor, hyperbole, onomatopoeia, symbol, imagery, etc.)? How are these devices used to engage the reader? How do these devices contribute to the overall meaning of a poem?</p> <p>How do I make meaning of a poem? How can I provide a complete and thoughtful close reading of a piece of poetry? How can I use TPCASTT to organize and guide my close reading?</p> <p>How do the backgrounds of poets influence their creations?</p> <p>How do the speaker of a poem and the poet differ?</p> <p>What makes a poet's voice intense, unique, and memorable?</p> <p>How does poetic form and structure enhance and affect</p>		poetry, poem, speaker, poet, stanza, line, rhyme scheme, rhythm, meter, poetic devices (various), figurative language terms (various), TPCASTT (title, paraphrase, connotation, attitude, shifts, theme, title)	Dickinson's "Surgeons must be very careful!" Merriam's "Metaphor" Wilbur's "The Writer" Justice's "Incident in a Rose Garden" Shakespeare's "Seven Ages of Man" (from <i>As You Like It</i>) Soto's "Oranges" Frost's "The Road Not Taken" Poe's "Annabel Lee" cummings' "Since Feeling is First" Hughes' "Theme for English B" Plath's "Cinderella" Edmo's "Indian Education Blues" Mali's "Totally Like Whatever You Know" Blake's "The Chimney Sweeper" (both versions from <i>Songs of </i>	Small group poetry analysis and comparison Poetry quiz