**9th Grade: Literature and Composition**

**Semester 1**

**Curriculum Map 2017-2018**

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| **Essential Question and Main Ideas** | **Content** | **Standards** | **Supplemental Resources** |
| **Unit 1: We Can Be Heros**  **How are the qualities of an archetype hero illustrated in nonfiction? How is the Heroes’ Journey depicted in everyday life? How do real life “heroes” influence their society and culture?**  Students should be able to:  • Identify/evaluate characteristics of an epic poem  •Analyze epic hero archetypes  •Analyze epic similes, epithets, allusions  •Use prefixes/suffixes/word roots to determine meaning  •Recognize and analyze the concept of the hero’s journey in literature and make connections to popular culture.  •Identify and analyze what the hero’s journey reveals about universal anxieties of the unknown. | **Big Idea / Unit Goal:**  The goal for this unit is to explore and analyze the theme of Journeys and Heroes across literary and informational texts  **Tools for Analysis**  •I can determine central ideas or themes and summarize literary texts. (RL2)  • I can analyze complex characters.(RL3)  • I can interpret words and phrases for connotation, tone and figurative language. (RL4)  •I can cite textual evidence to support both explicit and inferred ideas in nonfiction. (RI1)  • I can determine central ideas and summarize nonfiction. (RI2)  • I can analyze how an author relays a series of ideas or events. (RI3)  • I can interpret words and phrases for connotation, tone, and figurative and technical meaning. (RI4)  • I can write for a variety of tasks, audiences, and purposes. (W4)  • I can plan revisions for my writing that include conventions, audience and purpose. (W5)  • I can publish and update writing using technology. (W6)  • I can draw evidence from literary and informational text. (W9)  • I can participate in collaborative discussions. (SL1)  • I can present with diverse media. (SL2) I can demonstrate command of capitalization, spelling, semicolon, and colon. (L2)  • I can use context and word structure to determine word meaning. (L4)  **Main Texts: Short Story**  1.“The Most Dangerous Game” by Richard Connell  Epic and Myth— The Odyssey  2. “The Necklace” by Guy de Maupassant Excerpt from I Know Why the Caged Bird Sings By Maya Angelou  3. “Cask of Amontillado” by Edgar Allan Poe  4.“Sorry, Right Number” by Stephen King  5. “The Scarlet Ibis” by James Hurst  6. Epic and Myth— The Odyssey    **Argumentative**  Explanatory: compare and contrast the characteristics of a mythological hero with those of a modern day hero. Use evidence from the texts to support your points.  • What does it mean to “come home”? Consider Odysseus’s journey home to Ithaca and the symbolism of “home.” While he returned home in the literal sense, did he return to the same place as he left? Write an argumentative essay in which you determine which is more important to the development of Odysseus’ character and a theme of the epic—the journey or the destination? | **Priority Standards:**  • RL2, RL3, RL6 • RI2, RI3, RI8 • W1 • L4  **Support Standards:**  • RL1, RL4, RL5, RL7, RL9 • RI1, RI4, RI5 • W4, W5 • L1, L2, L5 | • Hercules – myth  • Perseus - myth  • Achilles - myth  • “Back from War but not really Home” – nonfiction  • “Ancient Gesture” – poem—  • “China Asks if its Young Men are Manly Enough” – nonfiction  • “Ithaca” – poem—  • “Siren’s Song” –poem—  • “Cruising the Mediterranean: A Modern Odyssey”  • “Greeks ‘Discover Odysseus’ Palace in Ithaca, Proving Homer’s Hero was Real”  • “Odysseus Lies Here”  • “Ancient Sarcophagus Unearthed in Cyprus”  • “No-Man’s Lands: One Man’s Odyssey Through The Odyssey” by Scott Huler |
| **Essential Question and Main Ideas** | **Content** | **Standards** | **Supplemental Resources** |
| **Unit 2: Survival, Leadership, and Loss of Innocence**  **What does it take to survive? Are human beings inherently evil? What does it mean to be a good leader?**  Key protocols for close reading: -  •Analysis of poetry (understanding and application of Literary elements and techniques) -informational texts  •Recognize rhetoric and the development of argument –  •Understand authors’ development of claims, evidence and reasoning.  •Development and incorporation of appropriate rhetorical vocabulary  •Textual annotation to support comprehension and analysis -Short text based responses  •Several multi-paragraph responses reflecting on authors’ purpose, style and meaning.  •Development of claim to incorporate supporting evidence (relevant facts, details, quotations) | **Big Idea/Unit Goals**  The goal for this unit is to analyze and explore the theme of Survival, Endurance, and the Loss of Innocence across literary and informational texts  **Tools for Analysis**  •I can cite textual evidence.  • I can analyze character development.  • I can analyze how words impact meaning.  • I can analyze how an author uses source material.  • I can evaluate an argument for validity.    • I can analyze U.S. documents for literary significance.  •I can write clear, well supported arguments using claims, evidence, and counterclaims.  •I can conduct task appropriate research and synthesize information from multiple sources.  • I can evaluate and use research effectively and ethically.  • I can draw evidence from texts to support analysis, reflection, and research.  •I can write appropriate to a range of tasks  • I can present information orally that is clear and logical to task.  • I can use appropriate language in both formal and informal circumstances.  • I can use correct formatting in a variety disciplines and writing types.  • I can use language (academic and domain specific) effectively.  **Main Texts:**  *1. Lord of the Flies*  **Informative and Explanatory**  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. | **Priority Standards:**  • RL1, RL2, RL3, RL4, RL5, RL6, RL9  • RI5, RI6, RI8  • W1  • L1, L2, L4  **Support Standards:**  • RI1, RI2, RI3  • W3, W4, W5, W6, W9 • L5 | **Non-Fiction**  Alvarez, Julia. “A Genetics of Justice.” Something To Declare: Essays.  ● King, Martin Luther, Jr. “Letter from Birmingham Jail”  ● Memmott, Mark. “Remembering To Never Forget: Dominican Republic’s ‘Parsley Massacre.’”  ● Reagan, Ronald. “First Inaugural Address”  ● Roosevelt, Eleanor. “On the Adoption of the Universal Declaration of Human Rights.” American Rhetoric, 2001–2014.  ● Stanton, Elizabeth Cady. “Seneca Falls Declaration.”  ● The Universal Declaration of Human Rights. The United Nations, 2014.  ● White, E.B. “Death of Pig.”  ● Yousafzai, Malala. “Address to the United Nations Youth Assembly.” A World at School.  **9th Grade Oriented**  • “The Sniper” OR “Poison”  • “Nothing Gold Can Stay”  • FEMA Terrorism Guide (choose selections to complement novel choice)  • from “If I Forget thee, Oh Earth . . . ”  • from “Silent Spring”  • from Origin of the Species  • “Why America Loves Reality TV” (article)  • “Childhood’s End in a Brutal War” (article)  **Film**  *Castaway*  *Psycho* |