



**Grade 9 English/Language Arts  
School City East Chicago  
Central High School**

# Grade 9 English/Language Arts

## Units of Study

<b>Unit 1:</b>	Memoirs & Short Stories	🕒	Quarter 1
<b>Unit 2:</b>	Speeches & Rhetoric	🕒	Quarter 1
<b>Unit 3:</b>	Rhetorical Device Composition	🕒	Quarter 1
<b>Unit 4:</b>	Building Background for <i>The Odyssey</i>	🕒	Quarter 2
<b>Unit 5:</b>	<i>The Odyssey</i>	🕒	Quarter 2
<b>Unit 6:</b>	Argumentative Writing	🕒	Quarter 2
<b>Unit 7:</b>	Novel Study	🕒	Quarter 3
<b>Unit 8:</b>	Informational Research Composition	🕒	Quarter 3
<b>Unit 9:</b>	Building Background for <i>Romeo &amp; Juliet</i>	🕒	Quarter 4
<b>Unit 10:</b>	<i>Romeo &amp; Juliet</i> , Narrative Writing	🕒	Quarter 4

## Appendices

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**Appendix A:** Proficiency Scale Template

**Appendix B:** Curriculum Refinement Form

# Standards Breakdown

**Green:** Priority Standards

**Pink:** Supporting Standards

**Gray:** Additional Standards

		1	2	3	4	5	6	7	8	9	10
Media Literacy	2.1		●								
	2.2										
Reading Literature	2.1							●			
	2.2	●				●		●			●
	2.3	●				●					●
	3.1							●			
	3.2	●				●					
	4.1										●
	4.2					●					●
Reading Nonfiction	2.1			●	●		●		●	●	
	2.2	●			●					●	
	2.3		●								
	3.2	●									
	3.3		●		●						
	4.1		●				●				
	4.2						●				
	4.3										
Reading Vocabulary	2.1	●									
	2.3			●							
	2.4										
	2.5										
	3.1		●								
	3.2				●						
	3.3										●
Speaking and Listening	2.1										
	2.2							●			
	2.3										
	2.4										
	2.5										
	3.1										
	3.2										
	4.1										
	4.2										
Writing	3.1			●			●				
	3.2								●		
	3.3										●
	4										
	5								●	●	
	6.1b										
	6.1e										
	6.2b			●							

**General Description of the Unit**

Unit 1: Students will dive into memoirs in order to learn about empathy, respect, and themselves. After studying the art of memoir, students will reflect on their own lives to craft their own contribution to the genre.

**Priority Standards**

- **9-10.RL.2.2:** Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.
- **9-10.RN.2.2:** Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.

**Supporting Standards**

- **9-10.RL.2.3:** Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **9-10.RL.3.2:** Analyze how the author creates such effects as suspense or humor through differences in the perspective of the characters and the reader (e.g., created through the use of dramatic irony).
- **9-10.RN.3.2:** Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **9-10.RV.2.1:** Use context to determine or clarify the meaning of words and phrases.

**Proficiency Scales**

- [9-10.RL.2.2](#)
- [9-10.RN.2.2](#)
- [9-10.RN.3.2](#)
- [9-10.RV.2.1](#)

**Assessments**

Students will analyze the moves authors make to skillfully craft their memoirs and use that learning to write their own memoir. They will write their story in both long-form and as a six-word memoir. Then, they will compare and contrast the impact of each.

**Enduring Understandings**

- Literary texts often contain multiple themes that reveal universal truths about life and the world.
- Nonfiction texts are structured around the development of central ideas.
- A reader analyzes specific details and dialogue to reveal the character’s purpose in furthering the narrative.
- The moves authors use to create various perspectives within a text create the text’s emotional impact.
- Each part of a text contributes to the development of the text’s claims.
- Skillful readers rely on a variety of context clues to create meaning.

**Essential Questions**

- How do moments of challenge or tension reveal a person’s character?
- How do experiences shape who we become?
- Do we have control over who we become?

**Key Concepts**

- I can analyze in detail the development of themes or central ideas in a work of literature. (9-10.RL.2.2)
- I can analyze how the themes or central ideas are shaped by specific details. (9-10.RL.2.2)
- I can identify the central ideas in a nonfiction texts. (9-10.RN.2.2)
- I can explain which details help to develop the central ideas of a nonfiction text. (9-10.RN.2.2)
- I can analyze how the central ideas of a nonfiction text interact and build on one another. (9-10.RN.2.2)

**Related Concepts**

- I can analyze how dynamic characters develop in a text. (9-10.RL.2.3)
- I can analyze how dynamic characters interact with other characters. (9-10.RL.2.3)
- I can analyze how dynamic characters advance the plot or develop the theme. (9-10.RL.2.3)
- I can identify how the author create different character perspectives. (9-10.RL.3.2)
- I can analyze how the author creates such effects as suspense or humor through differences in character perspectives. (9-10.RL.3.2)

**Vocabulary**

- analyze
- central idea
- claim
- connotation
- context
- denotation
- dramatic irony
- dynamic character
- humor
- irony
- plot
- point of view
- static character
- suspense
- theme

- I can identify the claim in a nonfiction text. (9-10.RN.3.2)
- I can analyze how details from a nonfiction text support an author's claims or ideas. (9-10.RN.3.2)
- I can analyze how sections of a nonfiction text help refine and develop the ideas. (9-10.RN.3.2)
- I can use context to determine the meaning of words and phrases. (9-10.RV.2.1)

## Resources

### Literary Nonfiction

- **Memoir:** [Alone at the Movies](#) by Jonathan Lethem
- **Memoir:** [The Racist Warehouse](#), student example
- **Memoir:** [Us and Them](#) by David Sedaris
- **Memoir:** [Superman and Me](#) by Sherman Alexie
- **Article:** [The Five R's of Creative Nonfiction](#) by Leon Depuis
- **Memoir:** [How To Be Black](#) by Baratunde Thurston
- **Article:** [On Memoir, Truth and 'Writing Well'](#) by William Zinsser **LINK TO PDFs**
- **Excerpt:** [Becoming Maria: Love and Chaos in the South Bronx](#) by Sonia Manzano

### Literary Texts

- **Short Story:** [Fish Cheeks](#) by Amy Tan
- **Short Story:** [Luck](#) by Mark Twain
- **Short Story:** [The Most Dangerous Game](#) by Richard Connell
- **Short Story:** [All Summer in a Day](#) by Ray Bradbury
- **Poems:** [Two Poems](#) by Gregory Orr

### Media, Music, Art, etc.

- **TED Talk:** [Six Words Are The Way In](#) by Larry Smith
- **Audio:** [What's going on here?](#) from NPR
- **Interview:** [Mary Karr On Writing Memoirs: 'No Doubt I've Gotten A Million Things Wrong'](#) from NPR
- **Memoir:** [Unusual Normality](#) by Ishmael Beah
- **Website:** [Six-Word Memoirs](#)
- **Audio:** [A Holiday Tradition: David Sedaris Reads 'Santaland Diaries'](#)
- **Video:** [Advice from Stephen King](#)

## School Resources

### Textbook

### Formative Assessments

<p><b>General Description of the Unit</b>                  Unit 2: Students will study a series of speeches and letters to analyze the development of central ideas and evaluate the argument and specific claims developed in the text.</p>		
<p><b>Priority Standards</b></p> <ul style="list-style-type: none"> <li>● <b>9-10.RN.4.1:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> <li>● <b>9-10.RV.3.1:</b> Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.</li> </ul>	<p><b>Supporting Standards</b></p> <ul style="list-style-type: none"> <li>● <b>9-10.ML.2.1:</b> Analyze bias in media through the inclusion or exclusion of information and reliability of the source from visual and verbal messages to achieve a desired result.</li> <li>● <b>9-10.RN.2.3:</b> Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.</li> <li>● <b>9-10.RN.3.3:</b> Determine an author’s perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.</li> </ul>	
<p><b>Proficiency Scales</b></p> <ul style="list-style-type: none"> <li>● <a href="#">9-10.ML.2.1</a></li> <li>● <a href="#">9-10.RN.3.3</a></li> <li>● <a href="#">9-10.RN.4.1</a></li> <li>● <a href="#">9-10.RV.3.1</a></li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● Students will choose a speech and evaluate the argument and specific claims within the speech. Students will trace how the speaker supports the claim and analyze the development of the speech’s central ideas.</li> <li>● AmericanRhetoric.com or commencement speeches</li> <li>● Could use Adobe Spark, Google Meet, or an alternative way to record a slide show?</li> </ul>	
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● It is the reader's job to evaluate the quality of an author's evidence, reasoning, and claims as well as to recognize fallacies.</li> <li>● Word meaning and impact can depend on the context in which it is used.</li> <li>● We should be critical consumers of media in all formats.</li> <li>● Strong readers analyze the connections and relationships between ideas and events in a text.</li> <li>● A text's details and rhetorical devices reveal the author's perspective and purpose.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● In what ways are speeches more impactful than written text?</li> <li>● What makes a speech powerful or persuasive?</li> <li>● In what ways should the audience influence a speech?</li> <li>● How does context impact a speaker’s message?</li> </ul>	
<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>● I can delineate and evaluate an author's argument. (9-10.RN.4.1)</li> <li>● I can delineate and evaluate specific claims in a nonfiction text. (9-10.RN.4.1)</li> <li>● I can determine if the reasoning in a nonfiction text is valid. (9-10.RN.4.1)</li> <li>● I can determine if the evidence in a nonfiction text is relevant and sufficient. (9-10.RN.4.1)</li> <li>● I can identify false statements and fallacious reasoning. (9-10.RN.4.1)</li> <li>● I can analyze the meaning of words and phrases as they are used in a work of literature, including figurative and connotative meanings. (9-10.RV.3.1)</li> </ul>	<p><b>Related Concepts</b></p> <ul style="list-style-type: none"> <li>● I can analyze media for bias or inaccurate information. (9-10.ML.2.1)</li> <li>● I can analyze why specific information was included in a piece of media. (9-10.ML.2.1)</li> <li>● I can analyze why specific information was excluded from a piece of media. (9-10.ML.2.1)</li> <li>● I can analyze how the author structures events, ideas in a nonfiction text. (9-10.RN.2.3)</li> <li>● I can analyze how the author introduces and develops different elements of the text, like individuals, ideas, and events, of a text. (9-10.RN.2.3)</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>● analyze</li> <li>● argument</li> <li>● bias</li> <li>● claim</li> <li>● connotation</li> <li>● delineate</li> <li>● diction</li> <li>● euphemism</li> <li>● evaluate</li> <li>● evidence</li> <li>● fallacious</li> <li>● figurative language</li> <li>● media</li> <li>● metaphor</li> <li>● oxymoron</li> <li>● personification</li> <li>● reasoning</li> </ul>

<ul style="list-style-type: none"> <li>I can analyze the impact of specific word choices on meaning and tone. (9-10.RV.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how different elements interact to develop a nonfiction text. (9-10.RN.2.3)</li> <li>I can analyze the connections that an author draws between different elements of a text. (9-10.RN.2.3)</li> <li>I can determine an author's perspective or purpose in a nonfiction text. (9-10.RN.3.3)</li> <li>I can analyze how an author uses rhetoric to advance their purpose or perspective in a nonfiction text. (9-10.RN.3.3)</li> </ul>	<ul style="list-style-type: none"> <li>reliability</li> <li>rhetoric</li> <li>simile</li> <li>tone</li> <li>valid</li> </ul>
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### Resources

<b>Fiction Texts</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>Nonfiction Texts</b> <ul style="list-style-type: none"> <li>HMH <ul style="list-style-type: none"> <li>Historical speeches</li> </ul> </li> <li>Speech: <a href="#">Full text of Lou Gehrig's farewell speech</a></li> <li>Speech: <a href="#">Eulogy of a Dog</a></li> <li>Speech: <a href="#">Remarks at African American History Month Celebration</a></li> <li>Speech: <a href="#">Booker T. Washington</a></li> <li>Speech: <a href="#">The Perils of Indifference</a> by Elie Wiesel</li> </ul>	<b>Media, Music, Art, etc.</b> <ul style="list-style-type: none"> <li></li> </ul>
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### School Resources

<b>Textbook</b>	<b>Formative Assessments</b>
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**General Description of the Unit**

Unit 3: Students will write a rhetorical analysis of a speech of their choosing.

**Priority Standards**

- **9-10.RN.2.1:** Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence.
- **9-10.W.3.1:** Write arguments in a variety of forms that:
  - Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - Use rhetorical strategies to enhance the effectiveness of the claim.
  - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
  - Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - Establish and maintain a consistent style and tone appropriate to purpose and audience.
  - Provide a concluding statement or section that follows from and supports the argument presented.

**Supporting Standards**

- **9-10.RV.2.3:** Analyze nuances in the meaning of words with similar denotations.
- **9-10.W.6.2b:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
  - Punctuation –
  - Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.

**Proficiency Scales**

- [9-10.RN.2.1](#)
- [9-10.W.3.1](#)

**Assessments**

- Students will choose between 3 speeches and analyze the use of logos, pathos, and ethos. They will evaluate the effectiveness of the speaker’s rhetorical techniques.
- [AmericanRhetoric.com](http://AmericanRhetoric.com)

**Enduring Understandings**

- Good readers analyze texts by asking questions and using evidence from the text to make inferences.
- A writer uses a variety of strategies and rhetorical devices to strengthen and support their claim in order to produce fully-developed argumentative compositions.
- Skillful readers rely on a variety of context clues to create meaning.
- Following English rules and conventions helps to promote understanding between the reader and writer.

**Essential Questions**

- What makes an argument convincing?
- Why is argumentation an important skill?
- How do you effectively use rhetorical devices?

**Key Concepts**

- I can identify details that are explicitly stated in the text. (9-10.RN.2.1)
- I can make inferences based on textual evidence. (9-10.RN.2.1)
- I can use strong and thorough textual evidence to support my inferences and interpretation. (9-10.RN.2.1)

**Related Concepts**

- I can analyze nuances in the meaning of words with similar denotations. (9-10.RV.2.3)
- I can use a semicolon and conjunctive adverb to link two or more independent clauses. (9-10.W.6.2b)

**Vocabulary**

- analysis
- argument
- cite
- claim
- conjunctive adverb
- connotation
- context clue
- counterclaim
- denotation



<ul style="list-style-type: none"> <li>• I can write arguments in a variety of forms. (9-10.W.3.1)</li> <li>• I can introduce precise claims and counterclaims. (9-10.W.3.1)</li> <li>• I can establish clear relationships among claims, counterclaims, reasons, and evidence. (9-10.W.3.1)</li> <li>• I can develop claims and counterclaims by supplying evidence for each while pointing out the strengths and limitations of both in a way that anticipates the audience's knowledge level and concerns. (9-10.W.3.1)</li> <li>• I can effectively use transitions in argumentative writing. (9-10.W.3.1)</li> <li>• I can establish and maintain a consistent style and tone appropriate to purpose and audience. (9-10.W.3.1)</li> <li>• I can provide a concluding statement or section that follows from and supports the argument presented. (9-10.W.3.1)</li> </ul>		<ul style="list-style-type: none"> <li>• evidence</li> <li>• explicit</li> <li>• independent clause</li> <li>• inference</li> <li>• interpretation</li> <li>• introduction</li> <li>• nuance</li> <li>• organizational pattern</li> <li>• reasoning</li> <li>• semicolon</li> <li>• style</li> <li>• textual evidence</li> <li>• thesis</li> <li>• tone</li> <li>• transitions</li> </ul>
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**Resources**

<b>Fiction Texts</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Nonfiction Texts</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Media, Music, Art, etc.</b> <ul style="list-style-type: none"> <li>•</li> </ul>
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**School Resources**

<b>Textbook</b>	<b>Formative Assessments</b>
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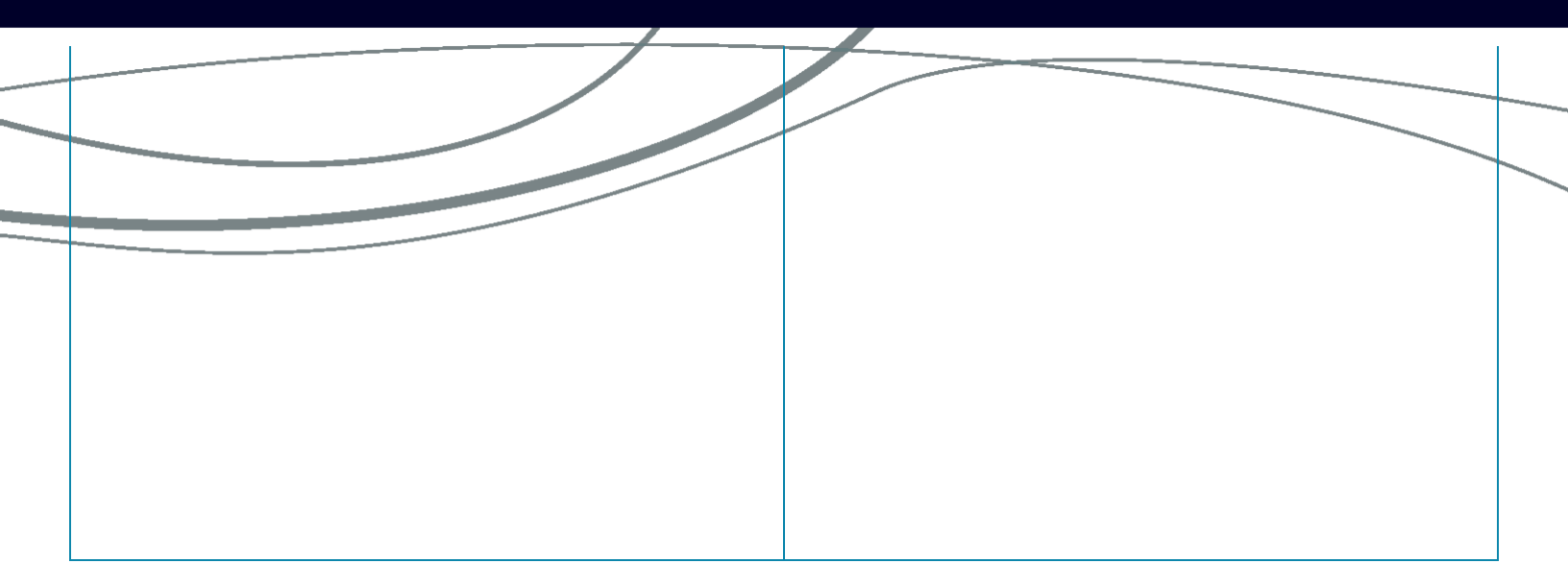
<p><b>General Description of the Unit</b>                  Unit 4: During this unit, students will read nonfiction texts to build background knowledge in preparation of reading <i>The Odyssey</i>.</p>		
<p><b>Priority Standards</b></p> <ul style="list-style-type: none"> <li>● <b>9-10.RN.2.2:</b> Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.</li> <li>● <b>9-10.RV.3.2:</b> Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.</li> </ul>	<p><b>Supporting Standards</b></p> <ul style="list-style-type: none"> <li>● <b>9-10.RN.2.1:</b> Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence.</li> <li>● <b>9-10.RN.3.3:</b> Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.</li> </ul>	
<p><b>Proficiency Scales</b></p> <ul style="list-style-type: none"> <li>● <a href="#">9-10.RN.2.1</a></li> <li>● <a href="#">9-10.RN.2.2</a></li> <li>● <a href="#">9-10.RN.3.3</a></li> <li>● <a href="#">9-10.RV.3.2</a></li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>● This unit will lead into reading <i>The Odyssey</i>.</li> <li>● The Web hunt.</li> </ul>	
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Nonfiction texts are structured around the development of central ideas.</li> <li>● Word meaning and impact can depend on the context in which it is used.</li> <li>● Good readers analyze texts by asking questions and using evidence from the text to make inferences.</li> <li>● A text's details and rhetorical devices reveal the author's perspective and purpose.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What makes a hero?</li> <li>● Are we affected by the ancient past?</li> <li>● Can heroes have flaws?</li> <li>● How do heroic attributes change over time?</li> <li>● Why is it important for people and cultures to construct narratives about their experience?</li> </ul>	
<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>● I can identify the central ideas in a nonfiction text. (9-10.RN.2.2)</li> <li>● I can explain which details help to develop the central ideas of a nonfiction text. (9-10.RN.2.2)</li> <li>● I can analyze how the central ideas of a nonfiction text interact and build on one another. (9-10.RN.2.2)</li> <li>● I can analyze the meaning of words and phrases in nonfiction texts, including figurative, connotative, and technical meanings. (9-10.RV.3.2)</li> <li>● I can evaluate the effectiveness of specific word choices on meaning and tone. (9-10.RV.3.2)</li> </ul>	<p><b>Related Concepts</b></p> <ul style="list-style-type: none"> <li>● I can identify details that are explicitly stated in the text. (9-10.RN.2.1)</li> <li>● I can make inferences based on textual evidence. (9-10.RN.2.1)</li> <li>● I can use strong and thorough textual evidence to support my inferences and interpretation. (9-10.RN.2.1)</li> <li>● I can determine an author's perspective or purpose in a nonfiction text. (9-10.RN.3.3)</li> <li>● I can analyze how an author uses rhetoric to advance their purpose or perspective in a nonfiction text. (9-10.RN.3.3)</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>● analysis</li> <li>● analyze</li> <li>● central idea</li> <li>● cite</li> <li>● connotation</li> <li>● diction</li> <li>● evidence</li> <li>● explicit</li> <li>● figurative language</li> <li>● inference</li> <li>● interpretation</li> <li>● rhetoric</li> <li>● textual evidence</li> <li>● tone</li> </ul>
<p><b>Resources</b></p>		
<p><b>Fiction Texts</b></p> <ul style="list-style-type: none"> <li>● Greek Mythology</li> </ul>	<p><b>Nonfiction Texts</b></p> <ul style="list-style-type: none"> <li>● Ancient Greek</li> <li>● A day in the life of someone in ancient Greek</li> <li>● Who is Homer?</li> </ul> <p><i>Texts from CommonLit will also be included in this unit.</i></p>	<p><b>Media, Music, Art, etc.</b></p> <ul style="list-style-type: none"> <li>● Web Hunt</li> <li>● Armand Assante: <i>The Odyssey</i></li> </ul>

## School Resources

**Textbook**

**Formative Assessments**

General Description of the Unit		
Unit 5: To deepen literary analysis skills, students will read and analyze Homer's <i>The Odyssey</i> .		
<b>Priority Standards</b> <ul style="list-style-type: none"> <li>● <b>9-10.RL.2.2:</b> Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.</li> <li>● <b>9-10.RL.2.3:</b> Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> </ul>	<b>Supporting Standards</b> <ul style="list-style-type: none"> <li>● <b>9-10.RL.3.2:</b> Analyze how the author creates such effects as suspense or humor through differences in the perspective of the characters and the reader (e.g., created through the use of dramatic irony).</li> <li>● <b>9-10.RL.4.2:</b> Analyze and evaluate how works of literary or cultural significance draw on and use allusions, archetypes, symbols and allegories from myths, traditional stories, or religious works, including how the material is rendered new.</li> </ul>	
<b>Proficiency Scales</b> <ul style="list-style-type: none"> <li>● <a href="#">9-10.RL.2.2</a></li> <li>● <a href="#">9-10.RL.4.2</a></li> </ul>	<b>Assessments</b> <ul style="list-style-type: none"> <li>● Students will engage in close reading of Homer's <i>The Odyssey</i>.</li> </ul>	
<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Literary texts often contain multiple themes that reveal universal truths about life and the world.</li> <li>● A reader analyzes specific details and dialogue to reveal the character's purpose in furthering the narrative.</li> <li>● The moves authors use to create various perspectives within a text create the text's emotional impact.</li> <li>● Many pieces of literature are inspired by, based on, or allude to earlier works.</li> </ul>	<b>Essential Questions</b> <ul style="list-style-type: none"> <li>● What makes a hero?</li> <li>● Are we affected by the ancient past?</li> <li>● Can heroes have flaws?</li> <li>● How do heroic attributes change over time?</li> <li>● Why is it important for people and cultures to construct narratives about their experience?</li> </ul>	
<b>Key Concepts</b> <ul style="list-style-type: none"> <li>● I can analyze in detail the development of themes or central ideas in a work of literature. (9-10.RL.2.2)</li> <li>● I can analyze how the themes or central ideas are shaped by specific details. (9-10.RL.2.2)</li> <li>● I can analyze how dynamic characters develop in a text. (9-10.RL.2.3)</li> <li>● I can analyze how dynamic characters interact with other characters. (9-10.RL.2.3)</li> <li>● I can analyze how dynamic characters advance the plot or develop the theme. (9-10.RL.2.3)</li> </ul>	<b>Related Concepts</b> <ul style="list-style-type: none"> <li>● I can identify how the author create different character perspectives. (9-10.RL.3.2)</li> <li>● I can analyze how the author creates such effects as suspense or humor through differences in character perspectives. (9-10.RL.3.2)</li> <li>● I can analyze and evaluate how works of literature draw on themes, patterns of events, or character types from myths, traditional stories, or religious works. (9-10.RL.4.2)</li> <li>● I can analyze and evaluate how a work of literary or cultural significance is rendered new. (9-10.RL.4.2)</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>● allusion</li> <li>● analyze</li> <li>● archetype</li> <li>● central idea</li> <li>● dramatic irony</li> <li>● dynamic character</li> <li>● humor</li> <li>● irony</li> <li>● myth</li> <li>● plot</li> <li>● point of view</li> <li>● static character</li> <li>● suspense</li> <li>● theme</li> </ul>
Resources		
<b>Fiction Texts</b> <ul style="list-style-type: none"> <li>● <b>Epic:</b> <i>The Odyssey</i> by Homer</li> </ul>	<b>Nonfiction Texts</b> <ul style="list-style-type: none"> <li>●</li> </ul>	<b>Media, Music, Art, etc.</b> <ul style="list-style-type: none"> <li>●</li> </ul>
School Resources		
<b>Textbook</b>	<b>Formative Assessments</b>	



<b>General Description of the Unit</b> Unit 6: Students will compose an argumentative composition in response to Homer’s <i>The Odyssey</i> .		
<b>Priority Standards</b> <ul style="list-style-type: none"> <li>● <b>9-10.W.3.1:</b> Write arguments in a variety of forms that:                             <ul style="list-style-type: none"> <li>● Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>● Use rhetorical strategies to enhance the effectiveness of the claim.</li> <li>● Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>● Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>● Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>● Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> </li> </ul>	<b>Supporting Standards</b> <ul style="list-style-type: none"> <li>● <b>9-10.RN.2.1:</b> Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence.</li> <li>● <b>9-10.RN.4.1:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</li> <li>● <b>9-10.RN.4.2:</b> Analyze various accounts of a subject told in different mediums examining the differences among the various accounts.</li> </ul>	
<b>Proficiency Scales</b> <ul style="list-style-type: none"> <li>● <a href="#">9-10.RN.2.1</a></li> <li>● <a href="#">9-10.RN.4.1</a></li> <li>● <a href="#">9-10.W.3.1</a></li> </ul>	<b>Assessments</b> <ul style="list-style-type: none"> <li>● Students will use textual evidence to support their definition of what defines a hero. They’ll answer the question as to whether or not Odysseus was a hero.</li> </ul>	
<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>● A writer uses a variety of strategies and rhetorical devices to strengthen and support their claim in order to produce fully-developed argumentative compositions.</li> <li>● Good readers analyze texts by asking questions and using evidence from the text to make inferences.</li> <li>● It is the reader’s job to evaluate the quality of an author’s evidence, reasoning, and claims as well as to recognize fallacies.</li> <li>● The medium through which ideas are communicated impacts a reader’s interpretation.</li> </ul>	<b>Essential Questions</b> <ul style="list-style-type: none"> <li>● What makes a hero?</li> <li>● Are we affected by the ancient past?</li> <li>● Can heroes have flaws?</li> <li>● How do heroic attributes change over time?</li> <li>● Why is it important for people and cultures to construct narratives about their experience?</li> </ul>	
<b>Key Concepts</b> <ul style="list-style-type: none"> <li>● I can write arguments in a variety of forms. (9-10.W.3.1)</li> <li>● I can introduce precise claims and counterclaims. (9-10.W.3.1)</li> <li>● I can establish clear relationships among claims, counterclaims, reasons, and evidence. (9-10.W.3.1)</li> <li>● I can develop claims and counterclaims by supplying evidence for each while pointing out the strengths and limitations of both in a way that anticipates the</li> </ul>	<b>Related Concepts</b> <ul style="list-style-type: none"> <li>● I can identify details that are explicitly stated in the text. (9-10.RN.2.1)</li> <li>● I can make inferences based on textual evidence. (9-10.RN.2.1)</li> <li>● I can use strong and thorough textual evidence to support my inferences and interpretation. (9-10.RN.2.1)</li> <li>● I can delineate and evaluate an author’s argument. (9-10.RN.4.1)</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>● analysis</li> <li>● argument</li> <li>● cite</li> <li>● claim</li> <li>● counterclaim</li> <li>● delineate</li> <li>● evaluate</li> <li>● evidence</li> <li>● explicit</li> <li>● fallacious</li> <li>● inference</li> <li>● interpretation</li> </ul>

<p>audience's knowledge level and concerns. (9-10.W.3.1)</p> <ul style="list-style-type: none"> <li>• I can effectively use transitions in argumentative writing. (9-10.W.3.1)</li> <li>• I can establish and maintain a consistent style and tone appropriate to purpose and audience. (9-10.W.3.1)</li> <li>• I can provide a concluding statement or section that follows from and supports the argument presented. (9-10.W.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>• I can delineate and evaluate specific claims in a nonfiction text. (9-10.RN.4.1)</li> <li>• I can determine if the reasoning in a nonfiction text is valid. (9-10.RN.4.1)</li> <li>• I can determine if the evidence in a nonfiction text is relevant and sufficient. (9-10.RN.4.1)</li> <li>• I can identify false statements and fallacious reasoning. (9-10.RN.4.1)</li> <li>• I can analyze various accounts of a subject told in different mediums. (9-10.RN.4.2)</li> <li>• I can determine which details are emphasized in various accounts of a subject told in different mediums. (9-10.RN.4.2)</li> </ul>	<ul style="list-style-type: none"> <li>• introduction</li> <li>• medium</li> <li>• organizational pattern</li> <li>• reasoning</li> <li>• style</li> <li>• textual evidence</li> <li>• thesis</li> <li>• tone</li> <li>• transitions</li> <li>• valid</li> </ul>
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**Resources**

<p><b>Fiction Texts</b></p> <ul style="list-style-type: none"> <li>• <b>Epic:</b> <i>The Odyssey</i> by Homer</li> </ul>	<p><b>Nonfiction Texts</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Media, Music, Art, etc.</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
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**School Resources**

<p><b>Textbook</b></p>	<p><b>Formative Assessments</b></p>
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General Description of the Unit		
Unit 7: Students will participate in a collaborative novel study by analyzing texts using literature circle roles and procedures.		
<b>Priority Standards</b> <ul style="list-style-type: none"> <li>• <b>9-10.RL.2.2:</b> Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.</li> <li>• <b>9-10.SL.2.2:</b> Examine, analyze, and reflect on ideas under discussion, by providing textual evidence in order to support or refute those ideas.</li> </ul>	<b>Supporting Standards</b> <ul style="list-style-type: none"> <li>• <b>9-10.RL.2.1:</b> Analyze what a text says both explicitly and implicitly as well as inferences and interpretations through citing strong and thorough textual evidence.</li> <li>• <b>9-10.RL.3.1:</b> Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes) and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.</li> </ul>	
<b>Proficiency Scales</b> <ul style="list-style-type: none"> <li>• <a href="#">9-10.RL.2.1</a></li> <li>• <a href="#">9-10.RL.2.2</a></li> <li>• <a href="#">9-10.RL.3.1</a></li> </ul>	<b>Assessments</b> <ul style="list-style-type: none"> <li>• Students will participate in a novel study in which they analyze, discuss, and interpret the theme of various novels. They will share their thinking and learning with their peers. (Literature Circles)</li> </ul>	
<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Literary texts often contain multiple themes that reveal universal truths about life and the world.</li> <li>• Speaking, listening, presenting, and collaborating are essential parts of learning new information and sharing ideas.</li> <li>• Good readers support their interpretation and analysis of a text by citing textual evidence.</li> <li>• Authors make intentional choices regarding structure to contribute to the meaning of the text.</li> </ul>	<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• How does the theme of this text relate to your understanding of the world?</li> <li>• What can you learn from this story?</li> <li>• How does the protagonist change over time?</li> </ul>	
<b>Key Concepts</b> <ul style="list-style-type: none"> <li>• I can analyze in detail the development of themes or central ideas in a work of literature. (9-10.RL.2.2)</li> <li>• I can analyze how the themes or central ideas are shaped by specific details. (9-10.RL.2.2)</li> <li>• I can examine, analyze, and reflect on ideas in a discussion using evidence. (9-10.SL.2.2)</li> </ul>	<b>Related Concepts</b> <ul style="list-style-type: none"> <li>• I can analyze what a text says explicitly. (9-10.RL.2.1)</li> <li>• I can analyze what a text says implicitly. (9-10.RL.2.1)</li> <li>• I can draw inferences about a text. (9-10.RL.2.1)</li> <li>• I can make interpretations about a text. (9-10.RL.2.1)</li> <li>• I can cite strong and thorough textual evidence to support my analysis of a text. (9-10.RL.2.1)</li> <li>• I can analyze and evaluate how an author's choices concerning how to structure a work and order events within it contribute to the overall meaning and effect of a work. (9-10.RL.3.1)</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• analyze</li> <li>• central idea</li> <li>• cite</li> <li>• evaluate</li> <li>• evidence</li> <li>• examine</li> <li>• explicit</li> <li>• flashback</li> <li>• foreshadowing</li> <li>• inference</li> <li>• interpret</li> <li>• literary device</li> <li>• mood</li> <li>• pacing</li> <li>• parallel episode</li> <li>• reflect</li> <li>• tension</li> <li>• textual evidence</li> <li>• theme</li> </ul>

**Resources**

<b>Fiction Texts</b> <ul style="list-style-type: none"> <li>• Short Story: <a href="#">Harrison Bergeron</a> by Kurt Vonnegut</li> <li>• Short Story: <i>The Censors</i></li> </ul> <p>Novels:</p>	<b>Nonfiction Texts</b> <ul style="list-style-type: none"> <li>• Dystopia vs. Utopia articles</li> </ul>	<b>Media, Music, Art, etc.</b> <ul style="list-style-type: none"> <li>•</li> </ul>
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- *Lord of the Flies*
- *The Hobbit*
- *Animal Farm*
- *Anthem*
- *The House on Mango Street*
- *1984*
- *Cinder*
- *Reading Player One*
- *The Martian Chronicles*
- *The Uglies*
- *The Maze Runner*
- *Legend*

### School Resources

**Textbook**

**Formative Assessments**

**General Description of the Unit**

Unit 8: Beginning with a research question, students will research and write an informational research paper.

**Priority Standards**

- **9-10.RN.2.1:** Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence.
- **9-10.W.3.2:** Write informative compositions in a variety of forms that –
  - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
  - Establish and maintain a style appropriate to the purpose and audience.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Supporting Standards**

- **9-10.W.5:** Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
  - Formulate an inquiry question, and refine and narrow the focus as research evolves.
  - Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
  - Assess the usefulness of each source in answering the research question.
  - Synthesize and integrate information into the text selectively to maintain the flow of ideas.
  - Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
  - Present information, choosing from a variety of formats.

**Proficiency Scales**

- [9-10.RN.2.1](#)
- [9-10.W.3.2](#)
- [9-10.W.5](#)

**Assessments**

- Students will write an informative research paper in which they discuss a topic of their choosing.

Students will use valid sources to support their writing.

**Enduring Understandings**

- Good readers analyze texts by asking questions and using evidence from the text to make inferences.
- Writers develop strong informative compositions by using credible sources, developing a consistent tone, and establishing an intentional structure.
- Good writers use a variety of sources to build knowledge, develop ideas, and refine their writing.

**Essential Questions**

- Why are some books banned?
- What social fears inspire the banning of books?
- Should books be banned?
- What are the dangers of censorship?

**Key Concepts**

- I can identify details that are explicitly stated in the text. (9-10.RN.2.1)
- I can make inferences based on textual evidence. (9-10.RN.2.1)

**Related Concepts**

- I can conduct short and sustained research assignments and tasks to build knowledge. (9-10.W.5)
- I can formulate an inquiry question. (9-10.W.5)

**Vocabulary**

- analysis
- annotate
- APA
- citation
- cite
- conclusion

<ul style="list-style-type: none"> <li>• I can use strong and thorough textual evidence to support my inferences and interpretation. (9-10.RN.2.1)</li> <li>• I can write informative compositions in a variety of forms. (9-10.W.3.2)</li> <li>• I can write an introduction that previews what is to follow and organizes ideas. (9-10.W.3.2)</li> <li>• I can include formatting, graphics, and multimedia when useful. (9-10.W.3.2)</li> <li>• I can use relevant facts, definitions, details, quotes, and examples from various sources to develop my topic. (9-10.W.3.2)</li> <li>• I can use appropriate and varied transitions. (9-10.W.3.2)</li> <li>• I can choose language and content-specific vocabulary to express ideas precisely and concisely. (9-10.W.3.2)</li> <li>• I can establish and maintain a style appropriate to the purpose and audience. (9-10.W.3.2)</li> <li>• I can write a conclusion. (9-10.W.3.2)</li> </ul>	<ul style="list-style-type: none"> <li>• I can refine and narrow the focus as research evolves. (9-10.W.5)</li> <li>• I can gather and assess information from multiple sources. (9-10.W.5)</li> <li>• I can synthesize and integrate information in my research. (9-10.W.5)</li> <li>• I can avoid plagiarism and follow a standard format for citation. (9-10.W.5)</li> <li>• I can present research information in a variety of formats. (9-10.W.5)</li> </ul>	<ul style="list-style-type: none"> <li>• explicit</li> <li>• inference</li> <li>• informative</li> <li>• inquiry question</li> <li>• interpretation</li> <li>• introduction</li> <li>• MLA</li> <li>• plagiarism</li> <li>• redundant</li> <li>• research</li> <li>• sources</li> <li>• style</li> <li>• synthesize</li> <li>• textual evidence</li> <li>• tone</li> <li>• transition</li> </ul>
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**Resources**

<p><b>Fiction Texts</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Nonfiction Texts</b></p> <ul style="list-style-type: none"> <li>• The majority of the reading done in this unit will occur during the research process.</li> </ul>	<p><b>Media, Music, Art, etc.</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
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**School Resources**

<p><b>Textbook</b></p>	<p><b>Formative Assessments</b></p>
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<p><b>General Description of the Unit</b>                  Unit 9: During this unit, students will read nonfiction texts to build background knowledge in preparation of reading <i>Romeo &amp; Juliet</i>.</p>		
<p><b>Priority Standards</b></p> <ul style="list-style-type: none"> <li>• <b>9-10.RN.2.2:</b> Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.</li> <li>• <b>9-10.W.5:</b> Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.                         <ul style="list-style-type: none"> <li>• Formulate an inquiry question, and refine and narrow the focus as research evolves.</li> <li>• Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.</li> <li>• Assess the usefulness of each source in answering the research question.</li> <li>• Synthesize and integrate information into the text selectively to maintain the flow of ideas.</li> <li>• Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation.</li> <li>• Present information, choosing from a variety of formats.</li> </ul> </li> </ul>	<p><b>Supporting Standards</b></p> <ul style="list-style-type: none"> <li>• <b>9-10.RN.2.1:</b> Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence.</li> </ul>	
<p><b>Proficiency Scales</b></p> <ul style="list-style-type: none"> <li>• <a href="#">9-10.RN.2.1</a></li> <li>• <a href="#">9-10.RN.2.2</a></li> <li>• <a href="#">9-10.W.5</a></li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Nonfiction texts are structured around the development of central ideas.</li> <li>• Good writers use a variety of sources to build knowledge, develop ideas, and refine their writing.</li> <li>• Good readers analyze texts by asking questions and using evidence from the text to make inferences.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Why does love make us behave differently?</li> <li>• Do differences unite us or bring us together?</li> <li>• Does where you come from define who you become?</li> </ul>	
<p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• I can identify the central ideas in a nonfiction texts. (9-10.RN.2.2)</li> <li>• I can explain which details help to develop the central ideas of a nonfiction text. (9-10.RN.2.2)</li> <li>• I can analyze how the central ideas of a nonfiction text interact and build on one another. (9-10.RN.2.2)</li> <li>• I can conduct short and sustained research assignments and tasks to build knowledge. (9-10.W.5)</li> <li>• I can formulate an inquiry question. (9-10.W.5)</li> <li>• I can refine and narrow the focus as research evolves. (9-10.W.5)</li> <li>• I can gather and assess information from multiple sources. (9-10.W.5)</li> </ul>	<p><b>Related Concepts</b></p> <ul style="list-style-type: none"> <li>• I can identify details that are explicitly stated in the text. (9-10.RN.2.1)</li> <li>• I can make inferences based on textual evidence. (9-10.RN.2.1)</li> <li>• I can use strong and thorough textual evidence to support my inferences and interpretation. (9-10.RN.2.1)</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• analysis</li> <li>• analyze</li> <li>• annotate</li> <li>• APA</li> <li>• central idea</li> <li>• citation</li> <li>• cite</li> <li>• explicit</li> <li>• inference</li> <li>• inquiry question</li> <li>• interpretation</li> <li>• MLA</li> <li>• plagiarism</li> <li>• research</li> <li>• sources</li> <li>• synthesize</li> <li>• textual evidence</li> </ul>

- I can synthesize and integrate information in my research. (9-10.W.5)
- I can avoid plagiarism and follow a standard format for citation. (9-10.W.5)
- I can present research information in a variety of formats. (9-10.W.5)

## Resources

### Nonfiction Texts

- **Article:** [The Teen Brain: Still Under Construction](#) from The National Institute of Mental Health
- **Article:** [Teenage Brains Are Malleable and Vulnerable, Researchers Say](#) by Jon Hamilton
- **Essay:** [On Revenge](#) by Sir Francis Bacon
- **Article:** [Teenage Brains](#) by David Dobbs, National Geographic

### Media, Music, Art, etc.

- **Painting:** [Where's Romeo?](#) by William Hatherell
- **Painting:** [The Reconciliation of the Montagues and Capulets over the Dead Bodies of Romeo and Juliet](#) by Frederic Lord Leighton
- **Podcast:** [Understanding the Mysterious Teenage Brain](#) from NPR
- **YouTube:** [Of Pentameter & Bear Baiting - Romeo & Juliet Part 1](#) from Crash Course
- **YouTube:** [Love or Lust? Romeo and Juliet Part 2](#) from Crash Course

## School Resources

### Textbook

### Formative Assessments

**General Description of the Unit**

Unit 10: Students will read *Romeo and Juliet* and compose a narrative that connects to the characters in the play.

**Priority Standards**

- **9-10.RL.2.2:** Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.
- **9-10.RL.2.3:** Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **9-10.W.3.3:** Write narrative compositions in a variety of forms that –
  - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
  - Create a smooth progression of experiences or events.
  - Use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plot lines), to develop experiences, events, and/or characters.
  - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Supporting Standards**

- **9-10.RL.4.1:** Evaluate the extent to which multiple interpretations of a story, play, or poem stay faithful to or departs from the text or script.
- **9-10.RL.4.2:** Analyze and evaluate how works of literary or cultural significance draw on and use allusions, archetypes, symbols and allegories from myths, traditional stories, or religious works, including how the material is rendered new.
- **9-10.RV.3.3:** Interpret figures of speech in context and analyze their role in the text.

**Proficiency Scales**

- [9-10.RL.2.2](#)
- [9-10.RL.4.2](#)
- [9-10.W.3.3](#)

**Assessments**

- Students will choose a supporting character from *Romeo and Juliet* and compose a narrative about the character and their life outside the story.

**Enduring Understandings**

- Literary texts often contain multiple themes that reveal universal truths about life and the world.
- A reader analyzes specific details and dialogue to reveal the character's purpose in furthering the narrative.
- Comparing and contrasting stories told in different forms helps the reader synthesize ideas and make connections.
- Many pieces of literature are inspired by, based on, or allude to earlier works.
- Word meaning and impact can depend on the context in which it is used.

**Essential Questions**

- Why does love make us behave differently?
- Do differences unite us or bring us together?
- Does where you come from define who you become?

**Key Concepts**

- I can analyze in detail the development of themes or central

**Related Concepts**

- I can analyze multiple interpretations of a story, play, or poem. (9-10.RL.4.1)

**Vocabulary**

- allusion
- analyze
- archetype

<p>ideas in a work of literature. (9-10.RL.2.2)</p> <ul style="list-style-type: none"> <li>• I can analyze how the themes or central ideas are shaped by specific details. (9-10.RL.2.2)</li> <li>• I can analyze how dynamic characters develop in a text. (9-10.RL.2.3)</li> <li>• I can analyze how dynamic characters interact with other characters. (9-10.RL.2.3)</li> <li>• I can analyze how dynamic characters advance the plot or develop the theme. (9-10.RL.2.3)</li> </ul>	<ul style="list-style-type: none"> <li>• I can evaluate how each version of a story, play, or poem interprets the source text. (9-10.RL.4.1)</li> <li>• I can analyze and evaluate how works of literature draw on themes, patterns of events, or character types from myths, traditional stories, or religious works. (9-10.RL.4.2)</li> <li>• I can analyze and evaluate how a work of literary or cultural significance is rendered new. (9-10.RL.4.2)</li> <li>• I can interpret figures of speech and analyze their role in a text. (9-10.RV.3.3)</li> </ul>	<ul style="list-style-type: none"> <li>• central idea</li> <li>• dynamic character</li> <li>• euphemism</li> <li>• figure of speech</li> <li>• interpret</li> <li>• myth</li> <li>• oxymoron</li> <li>• plot</li> <li>• static character</li> <li>• theme</li> </ul>
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**Resources**

<p><b>Fiction Texts</b></p> <ul style="list-style-type: none"> <li>• <b>Play:</b> <i>Romeo and Juliet</i> by William Shakespeare</li> <li>• <b>Poem:</b> <i>A Poison Tree</i> by William Blake</li> <li>• <b>Poem:</b> <i>The Raven</i> by Edgar Allan Poe</li> <li>• <b>Poem:</b> <i>The Story of Pyramus and Thisbe</i> from <i>Metamorphoses</i> by Ovid</li> </ul>	<p><b>Nonfiction Texts</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Media, Music, Art, etc.</b></p> <ul style="list-style-type: none"> <li>• MyShakespeare.com</li> </ul>
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**School Resources**

<p><b>Textbook</b></p>	<p><b>Formative Assessments</b></p>
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