

# Abbott Lawrence Academy 2018-2019 Curriculum Map: Year at a Glance

**Subject: Adv. Honors English I**

**Grade: 9**

Unit Title	Time Allocation (# Of weeks based on 38 weeks in school year)	Essential Questions (for unit)	Core Text/Supplemental Learnings (include major references)	Performance Tasks (How will you know that students have mastered the taught concepts)
1. The Book Thief	9 weeks	<p>What are the various factors that shape identity? In what ways is our identity defined by others?</p> <p>How does society influence our identity and the choices we make?</p> <p>What does it mean to be “from” a place? How does where we are from influence who we are?</p> <p>What factors influence decision-making in the face of injustice?</p> <p>Why do some people standby during times of injustice while others try to do something to stop or prevent injustice?</p> <p>What makes it possible for neighbor to turn against neighbor?</p> <p>How is genocide and other acts of mass violence humanly possible?</p> <p>What choices do people make that allow collective violence to happen?</p>	<p><b>The Book Thief</b> by Markus Zusak</p> <p>-“The Terrible Things” by Eve Bunting</p> <p>-“Death Be Not Proud” by John Donne</p> <p>-“Because I Did Not Stop For Death” by Emily Dickinson</p> <p>-“German Artist Saved Hundreds of Jews During WWII” by McClatchy Tribune</p> <p>-“Fake News? That’s a Very Old Story” by Robert G Parkinson</p> <p>-“The Perils of Indifference” by Elie Wiesel</p> <p>-“Iraqi Libraries Ransacked by Islamic State Group in Mosul” by Sinan Salaheddin and Sameer N. Yacoub</p>	<ul style="list-style-type: none"> <li>• Socratic discussions</li> <li>• AP-style writing assignments</li> <li>• Reading quizzes</li> <li>• Binder checks</li> <li>• Holocaust Research Project (detailed outline, thesis statement, citations list, and mini presentation)</li> <li>• Beauty or brutality project</li> <li>• Final test with AP Literature essay</li> </ul>

<p>2. Julius Caesar</p>	<p>9 weeks</p>	<p>What makes an effective leader?</p> <p>What is the relationship between morality, idealism, and power?</p> <p>Is morality based on a universal understanding, or is morality based on the expectations of a culture?</p> <p>What happens when an individual's personal system of morality comes into conflict with society's definition of morality?</p> <p>Why is the combination of power and ambition possibly dangerous?</p>	<p><b>Julius Caesar by William Shakespeare</b></p> <p>-“Ambition: Why Some People Are Most Likely to Succeed” by Jeffrey Kluger</p> <p>-“The Life of Julius Caesar” by Plutarch</p> <p>-“The hidden tricks of powerful persuasion” by David Robson</p> <p>-The Atlantic Article “How Power Corrupts the Mind” by Brian Resnick</p> <p>-Traditions and Encounters: A Global perspective on the Past by Gerry Bentley.</p>	<ul style="list-style-type: none"> <li>• Socratic discussions</li> <li>• AP-style writing assignments</li> <li>• Reading quizzes</li> <li>• Binder checks</li> <li>• Mini-research paper outline/annotated bibliography- students will complete a cross-curriculum assignment with their history class. They will complete the drafting steps of the research paper about Julius Caesar.</li> </ul>
<p>3. Odyssey and Poetry</p>	<p>10 weeks</p>	<p>What does it mean to be a hero?</p> <p>How does conflict help you become self-aware?</p> <p>In what ways could a hero be imperfect?</p> <p>Define pride. In what ways could pride be both positive and negative?</p>	<p><b>The Odyssey - Homer</b></p> <p>-Sailing from Troy</p> <p>-Calypso (Books 5-6)</p> <p>-The Lotus Eaters (Book 9)</p> <p>-The Cyclops (Book 9)</p> <p>-Circe's Island (Books 10-11)</p> <p>-The Sirens (Books 12-14)</p> <p>-Scylla and Charybdis (Books 12-14)</p> <p>Excerpts from <i>Mythology</i> by Edith Hamilton</p> <p>“Siren Song” Margaret Atwood</p> <p>Song: “Lotus Eater” by Mura Masa</p> <p>Poems:</p> <p>-Sonnet 130 by William Shakespeare</p> <p>-“When my love swears that she is made of truth” by William Shakespeare</p> <p>-“My Ugly Love” by Pablo Neruda</p> <p>-“Do Not Go Gentle Into That Good Night” by Dylan Thomas</p> <p>-“Those Winter Sundays” by Robert Hayden</p> <p>“Whose Mouth Do I Speak With?” by Suzanne Rancourt</p> <p>-“Barbie Doll” by Marge Percy</p> <p>-“For Women Who Are Difficult to Love” by Warsan Shire</p>	<ul style="list-style-type: none"> <li>• AP Literature poetry essay</li> <li>• Hero's journey project</li> <li>• Reading quizzes</li> <li>• Socratic Discussions</li> <li>• Binder checks</li> <li>• Research Paper with Pre-AP World History</li> </ul>

			Traditions and Encounters: A Global perspective on the Past by Gerry Bentley.	
4. The House of the Spirits	10 weeks	<p>Do we have an obligation to be loyal to family?</p> <p>How is our identity shaped by those around us?</p> <p>How does gender influence our identity?</p> <p>Is revenge ever justified?</p> <p>How does the past influence the future?</p>	<p><b>The House of the Spirits by Isabella Allende</b></p> <p>Short Story: "The Very Old Man With Enormous Wings" by Gabriel Garcia-Marquez</p> <p>Interviews: -Isabel Allende Interviews (Stanford)</p> <p>Articles: -Political news articles about Chilean revolution  -"Isabel Allende Defends 'House of the Spirits' to North Carolina School Board" by Katheryn Peterson  -Narrative Magic in the Fiction of Isabel Allende by Patricia Hart</p> <p>Film: -Excerpts from The House of the Spirits film</p>	<ul style="list-style-type: none"> <li>• Socratic discussions</li> <li>• AP-style writing assignments</li> <li>• Reading quizzes</li> <li>• Binder checks</li> <li>• Archetype project (mini-essays)</li> </ul>

## Abbott Lawrence Academy 2018-2019 Curriculum Map:

**Subject: Adv. Honors English I**

**Grade: 9**

**Unit 1 “The Book Thief” (9) Weeks**

<b>Essential Questions</b>		<p>What are the various factors that shape identity? In what ways is our identity defined by others?</p> <p>How does society influence our identity and the choices we make?</p> <p>What does it mean to be “from” a place? How does where we are from influence who we are?</p> <p>What factors influence decision-making in the face of injustice?</p> <p>Why do some people stand by during times of injustice while others try to do something to stop or prevent injustice?</p> <p>What makes it possible for neighbor to turn against neighbor?</p> <p>How are genocide and other acts of mass violence humanly possible?</p> <p>What choices do people make that allow collective violence to happen?</p>			
<b>Learning Objectives for Unit</b>		<p>SWBAT explain how the omniscient narrator affects the reader’s understanding of characters and events.</p> <p>SWBAT trace the development and analyze the contribution of the following symbols and motifs to the novel’s overall impact: accordion, books &amp; words, colors, fire, stealing, weather.</p> <p>SWBAT evaluate the significance of figurative language as it connects to characterization and theme.</p> <p>SWBAT make inferences regarding characters based on STEAL characterization.</p> <p>SWBAT analyze the significance of the novel within the context of German history and politics.</p> <p>SWBAT trace the maturation of the novel’s protagonist.</p> <p>SWBAT write arguable thematic purpose statements using textual evidence for support.</p> <p>SWBAT articulate arguments verbally using textual evidence for support.</p> <p>SWBAT write well-developed MLA-style paragraphs that include supporting textual evidence.</p>			
<b>Performance tasks: Formative and Summative</b>		<p>Socratic discussions, quotation annotations, characterization paragraphs, SOAPStone analysis, thematic claim analysis paragraphs</p> <p>Reading Quizzes</p> <p>Socratic Discussion</p> <p>Binder checks</p> <p>Holocaust Research Project (detailed outline, thesis statement, citations list, and mini presentation)</p> <p>Beauty or brutality project</p> <p>Unit Test- MC and Essay</p>			
<b>CC Standards/ Lawrence Standards</b>	<b>Language Objectives</b> The reading, speaking, writing,	<b>Academic Language</b> The formal- language	<b>Content Objectives</b> What students will	<b>Texts and Supplemental Learnings</b>	<b>Cross- Content Connections</b>

	and listening skills will you teach, re-teach, or review so students will be able to explain and apply the content, skills, and/or procedures.	skills- vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge	know and be able to do at the end of the unit		
<p><b>RL.9-10.1</b>-Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.</p> <p><b>RL.9-10.2</b>-Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.</p> <p><b>RL.9-10.3</b>-Analyze how complex 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.</p> <p><b>RL.9-10.4</b>-Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning.</p> <p><b>RL.9-10.5</b>-Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><b>W.9-10.2</b>-Write informative/explanatory texts (e.g., essays, oral</p>	<p>SWBAT properly integrate quotations into their writing.</p> <p>SWBAT articulate ideas verbally using specific textual evidence.</p> <p>SWBAT construct focused paragraphs with topic sentences leading toward a logical conclusion.</p> <p>SWBAT construct clear, arguable thesis statements.</p> <p>SWBAT write an outline and present on Jewish diaspora and how it connects to the Holocaust.</p> <p>SWBAT discuss Jewish diaspora and how it connects to the Holocaust.</p>	<p>SOAPStone Characterization Textual evidence Literary analysis Thematic claim STEAL characterization MLA formatting Thesis statements</p> <p><b>Textual Vocabulary Words:</b> Kaddish Pogrom Diaspora Genocide Torah Gestapo Euthanasia Mein Kampf Rosh Hashanah Nuremberg Laws Anti-Semitic Ghetto Euphemism Talmud Kristallnacht Fuhrer</p>	<p>SWBAT identify and analyze the meaning of symbols in the novel.</p> <p>SWBAT evaluate the significance of figurative language as it connects to characterization and theme.</p> <p>SWBAT make inferences regarding characters based on STEAL characterization.</p> <p>SWBAT write arguable thematic purpose statements using textual evidence for support.</p> <p>SWBAT articulate arguments verbally using textual evidence for support.</p> <p>SWBAT write well-developed MLA-style paragraphs that include supporting textual evidence.</p> <p>SWBAT analyze how speech,</p>	<p><i>The Book Thief</i> by Markus Zusak</p> <p>–“The Terrible Things” by Eve Bunting</p> <p>–“Death Be Not Proud” by John Donne</p> <p>–“Because I Did Not Stop For Death” by Emily Dickinson</p> <p>–“German Artist Saved Hundreds of Jews During WWII” by McClatchy Tribune</p> <p>–“Fake News? That’s a Very Old Story” by Robert G Parkinson</p> <p>–“The Perils of Indifference” by Elie Wiesel</p> <p>–“Iraqi Libraries Ransacked by Islamic State Group in Mosul” by Sinan Salaheddin and Sameer N. Yacoub</p> <p>-various images from throughout the Holocaust from the USHMM</p>	<p><b>Pre-AP World History:</b> Students will learn about the Holocaust and connect it to Jewish Diaspora. Students will write a detailed outline, thesis statement, citations list, and mini presentation (all in preparation for the research paper).</p>

<p>reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W.9-10.4</b>-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.9-10.8</b>-When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>SL.9-10.1</b>-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>SL.9-10.4</b>-Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.</p>			<p>actions, thoughts, and character perceptions reveal characterization.</p> <p>SWBAT write arguable thematic claims that are supported through specific textual evidence.</p> <p>SWBAT analyze how setting influences characters and themes of a novel.</p> <p>SWBAT analyze Jewish diaspora in the ancient period and how it connects to the Holocaust</p> <p>SWBAT research a topic from the Holocaust and analyze how it impacted the Holocaust</p>		
---	--	--	---	--	--

## Abbott Lawrence Academy 2018-2019 Curriculum Map:

**Subject: Adv. Honors English I**

**Grade: 9**

**Unit 2 “Julius Caesar” (9) Weeks**

<b>Essential Questions</b>		<p>What makes an effective leader?</p> <p>What is the relationship between morality, idealism, and power?</p> <p>Is morality based on a universal understanding, or is morality based on the expectations of a culture?</p> <p>What happens when an individual’s personal system of morality comes into conflict with society’s definition of morality?</p> <p>Why is the combination of power and ambition possibly dangerous?</p>			
<b>Learning Objectives for Unit</b>		<p>SWBAT analyze the significance of figurative language in evaluating characterization and theme.</p> <p>SWBAT evaluate the effect of tragic flaws on characterization and analyze its significance to the overall meaning to the work.</p> <p>SWBAT evaluate how speech, actions, thoughts, and character perceptions reveal characterization.</p> <p>SWBAT write arguable thematic claims that are supported through specific textual evidence.</p> <p>SWBAT identify the use of rhetorical devices and analyze their effect in crafting a speaker’s purpose.</p> <p>SWBAT evaluate the effect of audience, subject, occasion, and speaker on author’s purpose and tone.</p> <p>SWBAT evaluate the credibility and significance of secondary sources in their research.</p> <p>SWBAT accurately use MLA formatting guidelines in their writing.</p>			
<b>Performance tasks: Formative and Summative</b>		<p>Socratic discussions, quotation annotations, in-class writing, SOAPStone analysis</p> <p>Reading quizzes</p> <p>Socratic Discussion</p> <p>Binder checks</p> <p>Mini-research paper outline/annotated bibliography/writing process draft</p> <p>Creative Final Project</p>			
<b>CC Standards/ Lawrence Standards</b>	<b>Language Objectives</b>	<b>Academic Language</b>	<b>Content Objectives</b>	<b>Texts and Supplemental Learnings</b>	<b>Cross-Content Connections</b>

<p><b>RL.9-10.2-</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text .</p> <p><b>RL.9-10.3-</b> Analyze how complex 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.</p> <p><b>RL.9-10.4-</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>RL.9-10.5-</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tensions, or surprise.</p>	<p>SWBAT articulate ideas verbally using specific textual evidence.</p> <p>SWBAT use relevant textual evidence in support of their claims.</p> <p>SWBAT write precise, arguable thesis statements.</p> <p>SWBAT analyze the impact of rhetorical devices on persuasion and audience.</p> <p>SWBAT write a detailed outline illustrating their arguments with specific textual evidence.</p> <p>SWBAT in writing, evaluate the credibility of secondary sources.</p>	<p><b>Academic Language/Concepts:</b></p> <ol style="list-style-type: none"> <li>1. Sonnet</li> <li>2. Iambic pentameter</li> <li>3. Rhyme scheme</li> <li>4. Characterization</li> <li>5. Dramatic irony</li> <li>6. Figurative language (and types)</li> <li>7. Ethos, Pathos, Logos</li> <li>8. SOAPStone</li> <li>9. Diction</li> <li>10. Syntax</li> <li>11. Tragic hero</li> <li>12. Tragic flaw</li> <li>13. Foreshadowing</li> <li>14. Internal/external conflict</li> <li>15. Direct/indirect characterization</li> <li>16. Simile</li> <li>17. Metaphor</li> <li>18. Rhetorical techniques</li> </ol> <p><b>Textual Vocabulary Words:</b></p> <ol style="list-style-type: none"> <li>1. Idle</li> <li>2. Beseech</li> <li>3. Servile</li> <li>4. Torrent</li> <li>5. Feeble</li> <li>6. Surly</li> <li>7. Whet</li> <li>8. Harlot</li> <li>9. Expound</li> <li>10. Yearn</li> <li>11. Lament</li> <li>12. Reverence</li> <li>13. Meek</li> <li>14. Vile</li> <li>15. Treason</li> <li>16. Valiant</li> <li>17. Fret</li> <li>18. Sheathe</li> <li>19. Avenge</li> <li>20. Melancholy</li> </ol>	<p>SWBAT analyze the significance of figurative language in evaluating character and theme.</p> <p>SWBAT evaluate the effect of tragic flaws on characterization and analyze its significance to the overall meaning of the work.</p> <p>SWBAT evaluate how speech, actions, thoughts, and character perceptions reveal characterizations.</p> <p>SWBAT write arguable thematic claims that are supported through specific textual evidence.</p> <p>SWBAT identify the use of rhetorical devices and analyze their effect in crafting a speaker's purpose.</p> <p>SWBAT evaluate the effect of audience, subject, occasion, and speaker on author's purpose and tone.</p> <p>SWBAT evaluate the credibility of and significance of secondary sources in their research.</p> <p>SWBAT accurately use MLA formatting guidelines in their writing.</p>	<p>Julius Caesar by William Shakespeare</p> <p>-<i>Green Eggs and Ham</i> by Dr. Seuss</p> <p>-Sonnet 130 by William Shakespeare</p> <p>-Sonnet 138 by William Shakespeare</p> <p>-excerpts from <i>Romeo &amp; Juliet</i> by William Shakespeare</p> <p>-“Ambition: Why Some People Are Most Likely to Succeed” by Jeffrey Kluger</p> <p>-“The Life of Julius Caesar” by Plutarch</p> <p>-“The hidden tricks of powerful persuasion” by David Robson</p> <p>-The Atlantic Article “How Power Corrupts the Mind” by Brian Resnick</p> <p>-Traditions and Encounters: A Global perspective on the Past by Gerry Bentley</p>	<p><b>Pre-AP History:</b></p> <p>In order to practice research paper skills, students will write a detailed outline and annotated bibliography answering the following prompt:</p> <p>How does the reign of Julius Caesar <b>either</b> illustrate a trait of strong leadership OR demonstrate a flaw that leaders possess?</p> <p>They should specifically answer this prompt from both a historical and literary perspective on Julius Caesar.</p>
---	---	---	---	--	--



<p><b>RL.9-10.7-</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> <p><b>W.9-10.1-</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.9-10.7-</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>SL.9-10.1-</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>					
---	--	--	--	--	--

<p><b>L.9-10.1-</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>					
--	--	--	--	--	--

**Abbott Lawrence Academy 2018-2019 Curriculum Map:**  
**Subject: Adv. Honors English I                      Grade: 9**  
**Unit 3 “Poetry” (4) Weeks**

<p><b>Essential Questions</b></p>	<p>In communicating with others, how do we use literal and figurative language to write, speak, and present effectively?  How does poetry contribute to our understanding of self, others, and the world?  How does the use of voice empower an individual?  What is the intended purpose of a speaker in a poem?  Why is diction important to writing/understanding poetry?  How are literary devices used to enhance poetry and its meaning? (i.e., rhyme, meter, stanza, form, diction, imagery, figurative language)  How does a reader analyze a poem for understand and meaning? (i.e., paraphrasing, reading from punctuation mark to punctuation mark , symbolism, figurative language)</p>
<p><b>Learning Objectives for Unit</b></p>	<p>SWBAT identify the role of poetry in understanding their world and their own humanity.  SWBAT develop a vocabulary for discussing the elements of poetry.  SWBAT analyze poetry in writing and orally.  SWBAT recite a poem by memory with expression.</p>

SWBAT read poetry with an eye for what the author is doing to create meaning.  
 SWBAT understand that poetry is different than prose in writing expectations.  
 SWBAT write arguable thematic claims and elaborate on their ideas with specific textual evidence.  
 SWBAT evaluate how the poetic form influences thematic ideas.  
 SWBAT define elements of poetry and analyze their impact on author's purpose and theme.  
 SWBAT define types of poems and examine how this type reveals author's purpose.  
 SWBAT analyze how figurative language illuminates the theme of poetry.  
 SWBAT employ annotation skills in order to analyze meaning in poetry.  
 SWBAT accurately utilize MLA formatting in their writing of a research paper.

**Performance tasks: Formative and Summative**

- AP Literature poetry essay
- Reading quizzes
- Socratic Discussions
- Binder quizzes
- Research Paper with Pre-AP World History

CC Standards/ Lawrence Standards	Language Objectives	Academic Language	Content Objectives	Texts and Supplemental Learnings	Cross-Content Connections
<p><b>RL.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.</p> <p><b>RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text.</p> <p><b>RL.9-10.4</b> Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text</p>	<p>SWBAT write detailed outlines to organize their arguments on a historical topic of their choice.</p> <p>SWBAT use textual evidence to support arguments regarding theme and author's purpose.</p> <p>SWBAT write clear, arguable thematic claims.</p> <p>SWBAT verbally engage in discussions using textual evidence to support their ideas.</p> <p>SWBAT accurately implement MLA writing structures in their research paper.</p> <p>SWBAT use elevated academic language in their writing and speaking.</p> <p>SWBAT summarize the meaning of words/phrases</p>	<ul style="list-style-type: none"> <li>• stanza</li> <li>• quatrain</li> <li>• tercet</li> <li>• couplet</li> <li>• sonnet</li> <li>• haiku</li> <li>• free verse</li> <li>• blank verse</li> <li>• hyperbole</li> <li>• irony</li> <li>• metaphor</li> <li>• metonymy</li> <li>• oxymoron</li> <li>• paradox</li> <li>• personification</li> <li>• simile</li> <li>• synecdoche</li> <li>• symbol</li> <li>• allusion</li> <li>• rhyme scheme</li> <li>• alliteration</li> <li>• assonance</li> <li>• consonance</li> <li>• parallelism</li> <li>• refrain</li> <li>• meter</li> <li>• feet</li> <li>• onomatopoeia</li> <li>• mood</li> <li>• tone</li> </ul>	<p>SWBAT analyze a variety of poetic forms.</p> <p>SWBAT recognize a variety of literary features.</p> <p>SWBAT write arguable thematic claims and elaborate on their ideas with specific textual evidence.</p> <p>SWBAT evaluate how the poetic form influences thematic ideas and meaning.</p> <p>SWBAT define elements of poetry and analyze their impact on author's purpose and theme.</p> <p>SWBAT define types of poems and examine how this type reveals author's purpose.</p> <p>SWBAT analyze how figurative language illuminates themes in poetry.</p> <p>SWBAT employ annotation skills in order to analyze meaning in poetry.</p> <p>SWBAT accurately utilize MLA</p>	<p><b>Poems:</b>        -"Tonight I Can Write the Saddest Lines" by Pablo Neruda        -"One Hundred Love Sonnets-XVII" by Pablo Neruda        -"My Ugly Love" by Pablo Neruda        -"Birches" by Robert Frost        -"The Road Not Taken" by Robert Frost        -"Stopping by Woods" by Robert Frost        "Nothing Gold Can Stay" by Robert Frost        -"Theme for English B" by Langston Hughes        -"Mother to Son" by Langston Hughes        -"Harlem (Dream Deferred)" by Langston Hughes        -"Dreams" by Langston Hughes        -"Let America Be America Again" by Langston Hughes        -"Naming Myself" by Barbara Kingsolver        -"Those Winter Sundays" by Robert Hayden        -"Barbie Doll" by Marge Percy        -"For Women Who Are Difficult to Love" by Warsan Shire</p>	<p><b>Pre- AP World History:</b>        During this unit, students will write a cross-curricular research paper on a history topic of their choice. I will focus on the writing and language skills needed to complete this assignment.</p>

<p>and shape its meaning.</p> <p><b>RL.9-10.5</b> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><b>W.9-10.1</b> Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.9-10.9</b> Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.</p>	<p>through annotation.</p> <p>SWBAT in writing, summarize and evaluate the usefulness and credibility of primary and secondary sources.</p>		<p>formatting in their writing of a research paper.</p>	<p><b>Traditions and Encounters: A Global perspective on the Past by Gerry Bentley.</b></p>	
--	---	--	---	---	--

**Abbott Lawrence Academy 2018-2019 Curriculum Map:**  
**Subject: Adv. Honors English I                      Grade: 9**  
**Unit 4 “The Odyssey” (6) Weeks**

<b>Essential Questions</b>		<p>What does it mean to be a hero?          How does conflict help you become self-aware?          In what ways could a hero be imperfect?          Define pride. In what ways could pride be both positive and negative?          What are the elements of poetry/epic poetry and mythology?          What are the essential characteristics of an epic hero and how has mythology influenced literary text?</p>			
<b>Learning Objectives for Unit</b>		<p>SWBAT analyze elements of characterization in evaluating how character’s deal with conflict.          SWBAT write arguable thematic claims and elaborate on their ideas with specific textual evidence.          SWBAT evaluate how the poetic form influences thematic ideas.          SWBAT analyze how figurative language illuminates the theme of poetry.          SWBAT employ annotation skills in order to analyze meaning in poetry.</p>			
<b>Performance tasks: Formative and Summative</b>		<ul style="list-style-type: none"> <li>•Hero’s journey project</li> <li>•Reading quizzes</li> <li>•Socratic Discussions</li> <li>•Binder quizzes</li> </ul>			
<b>CC Standards/ Lawrence Standards</b>	<b>Language Objectives</b>	<b>Academic Language</b>	<b>Content Objectives</b>	<b>Texts and Supplemental Learnings</b>	<b>Cross-Content Connections</b>

<p><b>RL 9-10. 2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text</p> <p><b>RL 9-10.3</b> Analyze how complex 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.</p> <p><b>RL. 9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>RL 9-10. 5</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as</p>	<p>SWBAT use textual evidence to support arguments regarding theme, characterization, and author's purpose.</p> <p>SWBAT write clear, arguable thematic claims.</p> <p>SWBAT verbally engage in discussions using textual evidence to support their ideas.</p>	<p>Epic poem Tragic hero/ flaw Hero's journey</p> <p><b>Textual Vocabulary Words:</b></p> <ol style="list-style-type: none"> <li>1. Valor</li> <li>2. Blithe</li> <li>3. Scour</li> <li>4. Mutinous</li> <li>5. Unscathed</li> <li>6. Mete</li> <li>7. Cower</li> <li>8. Pyre</li> <li>9. Sinews</li> <li>10. Gird</li> <li>11. Vagabonds</li> <li>12. Vex</li> <li>13. Ignoble</li> <li>14. Squalid</li> <li>15. Codger</li> <li>16. Paltry</li> <li>17. Pensive</li> </ol>	<p>SWBAT analyze elements of characterization in evaluating how character's deal with conflict.</p> <p>SWBAT recognize a variety of literary features.</p> <p>SWBAT write arguable thematic claims and elaborate on their ideas with specific textual evidence.</p> <p>SWBAT compare the heroic journey in The Odyssey to themselves or a significance figure in their life.</p> <p>SWBAT evaluate how the poetic form influences thematic ideas and meaning.</p> <p>SWBAT employ annotation skills in order to analyze meaning in poetry.</p> <p>SWBAT use elevated academic language in their writing and speaking.</p> <p>SWBAT summarize the meaning of words/phrases through annotation.</p>	<p><b>The Odyssey - Homer</b> -Sailing from Troy -Calypso (Books 5-6) -The Lotus Eaters (Book 9) -The Cyclops (Book 9) -Circe's Island (Books 10-11) -The Sirens (Books 12-14) -Scylla and Charybdis (Books 12-14)</p> <p>Excerpts from <b>Mythology</b> by Edith Hamilton</p> <p>"Siren Song" Margaret Atwood</p> <p>Song: "Lotus Eater" by Mura Masa</p>	
--	--	--	---	--	--

<p>mystery, tension, or surprise.</p> <p><b>W 9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W 9-10. 5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 67.)</p> <p><b>SL 9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>L 9-10.1</b> Demonstrate command of the conventions of standard English grammar and usage when</p>					
--	--	--	--	--	--

<p>writing or speaking.</p> <p><b>L 9-10.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>					
--	--	--	--	--	--

**Abbott Lawrence Academy 2018-2019 Curriculum Map:**  
**Subject: Adv. Honors English I                      Grade: 9**  
**Unit 5 “The House of the Spirits” (10) Weeks**

<b>Essential Questions</b>	<p>Do we have an obligation to be loyal to family?</p> <p>How is our identity shaped by those around us?</p> <p>How does gender influence our identity?</p> <p>Is revenge ever justified?</p> <p>How does the past influence the future?</p>
<b>Learning Objectives for Unit</b>	<p>SWBAT analyze how character interactions shape the characters and plot of the novel.</p> <p>SWBAT analyze how figurative language reflects larger thematic ideas within the novel.</p>



		<p>SWBAT analyze the significance of supernatural elements on the plot, characters, and thematic ideas.</p> <p>SWBAT analyze the significance of the historical context of the novel, identifying how it shapes characterization and theme.</p> <p>SWBAT write arguable thematic claims and elaborate on their ideas with specific textual evidence.</p> <p>SWBAT analyze how gender expectations reveal characterization and larger thematic ideas.</p> <p>SWBAT analyze how point of view shapes characterization and tone within the novel.</p> <p>SWBAT analyze the effect of rhetorical devices used among the characters in the novel.</p> <p>SWBAT analyze the significance of symbolism in the novel.</p> <p>SWBAT analyze the development and significance of character archetypes across the curriculum.</p>			
		<p>Socratic discussions (thematic and skill-based questions)</p> <p>AP-style writing assignments</p> <p>Reading Quizzes (open responses)</p> <p>Binder checks</p> <p>Archetype project</p>			
<b>Performance tasks: Formative and Summative</b>					
<b>CC Standards/ Lawrence Standards</b>	<b>Language Objectives</b>	<b>Academic Language</b>	<b>Content Objectives</b>	<b>Texts and Supplemental Learnings</b>	<b>Cross-Content Connections</b>

<p><b>RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RL.9-10.3</b> Analyze how complex 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.</p> <p><b>RL.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>RL.9-10.5</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>SWBAT write arguable, well-developed thesis statements.</p> <p>SWBAT find textual evidence that is relevant to their claims.</p> <p>SWBAT verbally articulate their arguments using academic language.</p> <p>SWBAT write with a variety of sentence structure and academic vocabulary.</p> <p>SWBAT provide relevant, precise background information when writing an introductory paragraph.</p> <p>SWBAT use peer editing in revising their writing.</p>	<p><b>Academic Vocabulary Words:</b></p> <ol style="list-style-type: none"> <li>1. Author's purpose</li> <li>2. Tone</li> <li>3. Characterization</li> <li>4. Rhetorical devices</li> <li>5. Symbolism</li> <li>6. Point of view</li> <li>7. Thematic claims</li> </ol> <p><b>Textual Vocabulary Words:</b></p> <ol style="list-style-type: none"> <li>1. Retinue</li> <li>2. Penitence</li> <li>3. Incriminate</li> <li>4. Indolent</li> <li>5. Aberration</li> <li>6. Translucent</li> <li>7. Cataclysm</li> <li>8. Apparition</li> <li>9. Provocation</li> <li>10. Formidable</li> <li>11. Resolute</li> <li>12. Exuberant</li> <li>13. Irrefutable</li> <li>14. Beneficent</li> <li>15. Ruminant</li> <li>16. Incorrigible</li> <li>17. Harangue</li> <li>18. Languor</li> <li>19. Taciturn</li> <li>20. Vehement</li> <li>21. Assiduous</li> <li>22. Parsimonious</li> <li>23. Emaciated</li> <li>24. Fortitude</li> <li>25. Intransigent</li> <li>26. Excoriate</li> </ol>	<p>SWBAT analyze how character interactions shape the characters and plot of the novel.</p> <p>SWBAT analyze how figurative language reflects larger thematic ideas within the novel.</p> <p>SWBAT analyze the significance of supernatural elements on the plot, characters and thematic ideas.</p> <p>SWBAT analyze the significance of the historical context of the novel, identifying how it shapes characterization and theme.</p> <p>SWBAT write arguable thematic claims and elaborate on their ideas with specific textual evidence.</p> <p>SWBAT analyze how gender expectations reveal characterization and larger thematic ideas.</p> <p>SWBAT analyze how point of view shapes characterization and tone within the novel.</p> <p>SWBAT analyze the effect of rhetorical devices used among the characters in the novel.</p> <p>SWBAT analyze the significance of symbolism in the novel.</p> <p>SWBAT analyze the development and significance of character archetypes across the curriculum.</p> <p>SWBAT use literary criticism in support of their arguable claims.</p>	<p><i>The House of the Spirits</i> by Isabel Allende</p> <p><b>Short Story:</b> "The Very Old Man With Enormous Wings" by Gabriel Garcia-Marquez</p> <p><b>Interviews:</b> -Isabel Allende interviews (Stanford)</p> <p><b>Articles:</b> -Political news articles about Chilean revolution</p> <p>-"Isabel Allende Defends <i>House of the Spirits</i> to North Carolina School Board" by Katheryn Peterson</p> <p>-<i>Narrative Magic in the Fiction of Isabel Allende</i> by Patricia Hart</p> <p><b>Film:</b> -Excerpts from <i>The House of the Spirits</i> film</p>	<p><b>Novel and Pre-AP world History:</b> -Students will write a comparison paragraph at the conclusion of the unit, comparing how political conflicts influenced the characters and ONE group of people from history.</p> <p><b>Physics:</b> -Writing structures/skills are similar across content. Making claims and supporting them with evidence are also writing skills reinforced in the physics classroom, which students will do in their class writing and archetype project.</p>
---	---	--	--	--	--

<p><b>RL.9-10.6</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>RI.9-10.6</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>SL9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>					
---	--	--	--	--	--

