

UNIT PLAN

COURSE: English 9

LESSON TITLE: Short Story & Memoir Unit

Objectives:

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on the author's explicit assumptions and beliefs on the subject.
- Students will analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot to develop a theme.
- Students will develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aid comprehension.
- Students will analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
- Students will Analyze how words and phrases shape meaning and tone in texts.
- Students will 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 certain details; provide an objective summary of the text.
- Students will Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on the author's explicit assumptions and beliefs on the subject.

Essential Questions:

- How do strategic readers create meaning from informational and literary text?
- What is this text really about?
- How do readers' know what to believe in what they read, hear, and view?
- How does interaction with text provoke thinking and response?
- Why learn new words?
- What strategies and resources do I use to figure out unknown vocabulary?

Related Academic Standards:

- CC.1.2.9-10.A
- CC.1.2.9-10.B
- CC.1.2.9-10.C
- CC.1.2.9-10.K
- CC1.3.9-10.D
- CC1.3.9-10.E
- CC1.3.9-10.F
- CC.1.3.9-10.A
- CC.1.3.9-10.B

Related Materials and Resources:

- **“The Gift of the Magi”** by O. Henry
- **“After Twenty Years”** by O. Henry
- **“The LandLady”** by Robert Dahl
- **“All Summer in a Day”** by Ray Bradbury
- **“Tuesdays with Morrie”** by Mitch Albom
- CommonLit
- Sadlier Connect

UNIT PLAN

COURSE: English 9

LESSON TITLE: The Book Thief Unit

Objectives:

- Students will analyze how words and phrases shape meaning and tone in texts.
- Students will determine an author's particular point of view and analyze how rhetoric advances the point of view.
- Students will analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work
- Students will analyze how literary elements, like symbols, develop over the course of the text, interact with other characters, and advance the plot to develop a theme.
- Students will demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.

Essential Questions:

- Why learn new words?
- What strategies and resources do I use to figure out unknown vocabulary?
- How do learners develop and refine their vocabulary?
- How do readers know what to believe in what they read, hear, and view?
- How does interaction with text provoke thinking and response?
- How do strategic readers create meaning from informational and literary text?
- What is this text really about?

Related Academic Standards:

- CC1.3.9-10.F
- CC1.3.9-10.D
- CC.1.3.9-10.H
- CC1.3.9-10.J
- CC.1.3.9-10.C

Formative Assessment:

- Unit Assessment
- Vocabulary Quizzes

- RACER Prompt
- Plot Quizzes

Related Unit and Lesson Plans:

- Brief World War 2 introduction
- 1940 Culture & History of Germany

Related Materials and Resources:

- *The Book Thief* by Markus Zusak
- *Sadlier Vocabulary* text
- Auschwitz - CommonLit
- Death Marches in the Concentration Camps - CommonLit

UNIT PLAN

COURSE: English 9

LESSON TITLE: Shakespeare Unit

Objectives:

- Students will determine a theme or central idea of a Shakespearean

literature text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by certain details; provide an objective summary of the text.

- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on the author's explicit assumptions and beliefs on the subject.
- Students will analyze how complex characters in Shakespearean literature develop over the course of the text, interact with other characters, and advance the plot to develop a theme.
- Students will analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- Students will demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.

Essential Questions:

- How do strategic readers create meaning from informational and literary text?
- What is this text really about?
- How does interaction with text provoke thinking and response?
- How does what readers read influence how they should read?
- Why learn new words?
- What strategies and resources do learners use to figure out unknown vocabulary?

Related Academic Standards:

- CC.1.3.9-10.A
- CC.1.3.9-10.B
- CC.1.3.9-10.E
- CC.1.3.9-10.G
- CC.1.3.9-10.K

- CC1.3.9-10.I
- CC1.3.9-10.J
- CC.1.5.9-10.F

Related Unit and Lesson Plans:

- Iambic Pentameter
- Shakespeare introduction
- Shakespearean legacy
- 16th Century Culture & History

Formative Assessment:

- Unit Assessment
- Vocabulary Quizzes
- Reading Quizzes
- Study Guides
- Writing Assignment

Related Materials and Resources:

- William Shakespeare's *Romeo and Juliet*
- Shakespearean sonnets
- Romeo and Juliet film
- *Sadlier Vocabulary* text