

**Trinity Area School District**

<b>Course: English 9 Honors Grade: 9</b>	<p><b>Overview of Course:</b></p> <p>This area of study is for the highly motivated, college-bound student interested in a very demanding challenge. Students will analyze, evaluate, and synthesize multi-cultural novels, poetry, short stories, and essays. Different modes of writing including literary-response, informational, and persuasive will be emphasized in addition to weekly vocabulary. MLA research methods will be used to complete a mandatory World Literature Research Project. Every student will be expected to be an active, participating member of the class. Efficient time management skills, rapid reading, and comprehension are recommended for success in this course.</p>
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**Overarching Big Ideas, Enduring Understandings, and Essential Questions**  
(These “spiral” throughout the entire curriculum.)

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
<b>Culture</b>	CC.1.3.9-10.A 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.	<b>The themes and morals exemplified in classic literature reflect the social, political, and cultural influences of the time.</b>	<b>How have values and beliefs changed over time? How does culture contribute to the literature of the time?</b>
<b>Fate</b>	CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<b>Many early cultures believed their lives were predetermined by fate, but these fatalistic beliefs changed over time as people took control of their own actions.</b>	<b>What role does fate play in different selections of classic literature from various time periods?</b>
<b>Justice</b>	CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.	<b>A person who has been wronged may attempt to seek justice. The limits and/or ideals justice are unclear.</b>	<b>How far should an individual go to right an injustice? Are there different types of justice? What are the ideals of justice that should always be honored?</b>
<b>Use and Abuse of Power</b>	CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.	<b>Certain powerful individuals or groups can take command of a vulnerable group of people. Unlimited power can corrupt an individual in a position of power.</b>	<b>What is the nature of power and how do people get it, take it and use or abuse it?</b>
<b>Written Expression</b>	CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<b>Proper grammar in written expression promotes the fluency of communication.</b>	<b>Why are spelling, usage, mechanics, style, and sentence structure important aspects of written expression?</b>

**Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study**

<b>Month of Instruction</b> (In what month(s) will you teach this unit?)	<b>Title of Unit</b>	<b>Big Idea(s)</b> (A Big Idea is typically a noun and always transferable within and among content areas.)	<b>Standard(s) Addressed</b> (What Common Core Standard(s) and/or PA Standard(s) addresses this Big Idea?)	<b>Enduring Understanding(s)</b> (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	<b>Essential Question(s)</b> (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)	<b>Common Assessment(s)*</b> (What assessments will all teachers of this unit use to determine if students have answered the Essential Questions?)	<b>Common Resource(s)* Used</b> (What resources will all teachers of this unit use to help students understand the Big Ideas?)
August - September	Writing Workshop - Comma Rules and Parts of Speech	<b>Written Expression</b>	<p><b>CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition.</b></p> <p><b>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b></p> <p>C C.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p>	<p><b>Proper grammar in written expression promotes the fluency of communication.</b></p> <p>All reading, writing, and speaking centers around audience and the desired effect on that audience.</p> <p>Preparing for the Writing section of the SAT or other standardized test is an opportunity to self-reflect and improve one’s individual writing weaknesses.</p>	<p><b>Why are spelling, usage, mechanics, style, and sentence structure important aspects of written expression?</b></p> <p>How is grammar important to successful communication with other people?</p> <p>How can knowledge of test-taking strategies increase one’s confidence when approaching a timed standardized test?</p> <p>How do writing strategies enhance one’s ability to increase SAT scores?</p>	Comma Quiz  Parts of Speech Test	Comma Packet  Parts of Speech Packet  SAT Prep Packet

September - October	Greek Mythology	<p>Nature</p> <p><b>Culture</b></p> <p>Mythology</p> <p><b>Fate</b></p> <p>Heroes</p>	<p><b>CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</b></p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters</p> <p>CC.1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>A myth is a story created to explain an unknown concept in nature.</p> <p><b>The themes and morals taught throughout mythology reflect the culture of the time.</b></p> <p>Mythology is the study of multiple disciplines, including science, religion, literature, and history.</p> <p><b>The Greeks believed their lives were predetermined by fate as decided by the gods.</b></p> <p>The characteristics of a hero are timeless. Heroes, however, often tend to display an overabundance of a specific trait, known as a tragic flaw.</p>	<p>How do we make sense of our world?</p> <p><b>How have values and beliefs changed over time? What lessons did the Greeks learn from mythology?</b></p> <p>How are different schools of thought reflected in the study of mythology?</p> <p><b>What role did fate play in the lives of the early Greeks?</b></p> <p>Do the attributes of a hero remain the same over time? Can a positive personality trait become a tragic flaw?</p>	<p>Mythology Study Guides</p> <p>Mythology Quiz</p> <p>Mythology Test</p> <p>Participation Points</p> <p>Mythology Reduced or Write Your Own Myth Project</p>	<p>Selections from <i>Mythology</i> by Edith Hamilton</p> <p>Selections from <i>The Iliad</i> by Homer</p> <p>Historical Context: Greek history, timeline, literature, culture, and drama article(s) – Nonfiction</p>
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November – December	British Literature - Shakespeare and Elizabethan Theater	<p><b>Culture</b></p> <p>Love and Hate</p> <p>Tragedy and Romance</p> <p><b>Fate</b></p> <p>Mythology</p> <p><b>Written Expression</b></p>	<p>CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>CC.1.3.9-10.J Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.</p> <p>CC.1.5.9-10.B Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p><b>Elizabethan drama reflects the social, political, and cultural influences of the time.</b></p> <p><b>Shakespeare has an enduring influence on language and classical and popular cultural. His understanding of human nature transcends time.</b></p> <p>Love and hate are very intense emotions that can cause people to act in ways they ordinarily would not.</p> <p>Shakespeare wrote comedies, histories, and tragedies. While Romeo and Juliet's intense love results in tragedy and death, their families reconcile because of their shared loss.</p> <p><b>Shakespeare's characters believed in fate as a determining force and allude to mythological gods throughout the play.</b></p>	<p><b>How did the culture of Elizabethan England contribute to Shakespeare's writing and the performance of his plays?</b></p> <p><b>Are Shakespeare's themes still relevant? What makes <i>Romeo and Juliet</i> a classic story?</b></p> <p>Is love stronger than hate? Can a person's life be permanently changed by a relationship?</p> <p><i>Is Romeo and Juliet</i> really a love story or is it a tragedy? Can a story be both? What wisdom and knowledge can be gained from a "tragic" experience?</p> <p><b>What role did mythology and fate play in the lives of the people during the Elizabethan Era?</b></p>	<p><i>Romeo and Juliet</i> Study Guides</p> <p>Talking to the Text – Tracking Quotes (optional)</p> <p><i>Romeo and Juliet</i> Quiz</p> <p><i>Romeo and Juliet</i> Test</p> <p>Participation Points</p> <p>Shakespeare Projects and Presentations</p>	<p><i>Romeo and Juliet</i> by William Shakespeare</p> <p>Historical Context: Shakespeare biography resources – Nonfiction</p> <p>Historical Context: Elizabethan England resources for culture, literature, art, music, history, etc... - Nonfiction</p>
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	British Literature - Shakespeare and Elizabethan Theater (continued)		CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.	<b>Language creates the mood, illustrates class distinctions, draws connections between characters, and engages the reader through stylistic techniques.</b>	<b>What poetic conventions does Shakespeare employ to engage his readers? Why did Shakespeare choose to write in both prose and verse?</b>		
December	TASD Writing Prompt – Persuasive	<b>Written Expression</b>  Connections	<p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>C C.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> <li>• Introduce the precise claim.</li> </ul> <p>CC.1.4.9-10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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.</p> <p>CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses 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; provide a concluding</p>	<p>Writers use a variety of stylistic techniques to engage their readers.</p> <p><b>Proper grammar in written expression promotes the fluency of communication.</b></p> <p>You should develop your point of view on an issue based on reasoning or examples taken from your reading, studies, experience, or observations.</p> <p>Persuasive writing is used to convince the reader using certain techniques.</p>	<p>What will you do in your own writing to hook and hold your readers?</p> <p><b>Why are spelling, usage, mechanics, style, and sentence structure important aspects of written expression?</b></p> <p>How can you connect what you have learned, both on your own and in school, to real-world issues?</p> <p>How does persuasive writing differ from informational writing?</p>	TASD Prompt Rubric	Fall Prompt

	TASD Writing Prompt – Persuasive (continued)		<p>statement or section that follows from and supports the argument presented.</p> <p><b>CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition.</b></p> <p><b>CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</b></p>				
December	Writing Workshop – Common Prompt Errors	<b>Written Expression</b>	<p><b>C C.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing.</b></p> <ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Use various types of phrases and clauses to convey meaning and add variety and interest.</li> </ul> <p><b>C C.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b></p>	<b>Proper grammar in written expression promotes the fluency of communication.</b>	<b>Why are spelling, usage, mechanics, style, and sentence structure important aspects of written expression?</b>	Fall Prompt Revision	Fall Prompt Google Doc Track Changes Option

<p>January – February</p> <p>Or March – depending on library availability may switch with research</p>	<p>French Literature - <i>The Count of Monte Cristo</i></p>	<p>Truth</p> <p>Revenge</p> <p><b>Justice</b></p> <p>The Pursuit of Happiness vs. Despair</p> <p>Identity</p> <p><b>Fate</b></p>	<p><b>CC.1.3.9-10.A 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.</b></p> <p><b>CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</b></p> <p>CC.1.3.9-10.E Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create an effect.</p>	<p>Certain truths, morals, and/or messages are explored repeatedly through fictional works because they are indicative of human nature.</p> <p>Sometimes emotional anguish is more agonizing than physical pain.</p> <p><b>A person who has been wronged may attempt to seek vengeance and a sense of personal justice, but the limits of rightful justice are unclear.</b></p> <p>Some people believe the degree of happiness a person is capable of feeling is defined by comparing the difference between sadness and bliss.</p> <p>People and possessions can be taken away, but one person cannot take another person’s hope.</p> <p>No matter how rich a person may be, he/she cannot buy happiness.</p>	<p>Can certain truths best be rendered fictionally?</p> <p>Is death or murder the ultimate form of revenge? Does revenge right an injustice?</p> <p><b>How far should an individual go to right what he/she believes to be an injustice? What is the difference between personal justice, political justice, and divine justice?</b></p> <p>Is it necessary to feel ultimate loss or devastation in order to fully appreciate the feeling of ultimate happiness?</p> <p>In times of utter despair, is hope the only thing a person can hold on to?</p> <p>Can money buy happiness?</p>	<p><i>The Count of Monte Cristo</i> Study Guides</p> <p><i>The Count of Monte Cristo</i> Quizzes</p> <p><i>The Count of Monte Cristo</i> Test</p> <p>Participation Points</p> <p>Big Idea Quote Tracking</p> <p>“Fakebook” Character Websites</p>	<p><i>The Count of Monte Cristo</i> by Alexandre Dumas</p> <p>Historical Context: Romanticism, Napoleon Bonaparte, and French Revolution history and timeline resources– Nonfiction</p>
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	French Literature - <i>The Count of Monte Cristo</i> (continued)			A person can have very different personalities or identities depending on the situation.  <b>Actions and consequences can determine the future as much if not more than fate.</b>	Can a there be several "persons" in one?  <b>Can one person control another person's fate?</b>		
February – March  Or January–depending on library availability may switch with <i>The Count of Monte Cristo</i>	Research	Research  Documentation of sources  <b>Written Expression</b>	CC.1.3.9-10.A 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.  CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.  C C.1.4.9-10.T 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.  CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage	The general internet is public and does not always contain reliable information. Published books and databases are credible sources.  The research process allows a writer to organize his/her information to produce a quality final product.  It is important to give proper credit to the original source of information.  Writers use a variety of stylistic techniques to engage their readers.  <b>Proper grammar in written expression promotes the fluency of communication.</b>	Where can students find credible information to research a new topic?  What are the steps of the research process and why are they important?  Why is it important to always cite sources?  What will you do in your own writing to hook and hold your readers?  <b>Why are spelling, usage, mechanics, style, and sentence structure important aspects of written expression?</b>	MLA Research Methods and Citations	<i>World Literature</i> textbook selections  Facts on File database  World Geography and Culture online database  Grolier and World Book Encyclopedia databases



	<p>Research (continued)</p>		<p>of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>CC.1.4.9-10.V 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>CC.1.4.9-10.W 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>CC.1.4.9-10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>C C.1.5.9-10.C Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or</p>	<p>Studying multi-cultural literature creates a global understanding of the universal connections in language and literature amongst different countries, despite varied cultures.</p>	<p>How does the literature of different countries reveal aspects of their culture? Are there writing techniques or universal themes that are of interest to all societies?</p>		
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	<p>Research (continued)</p>		<p>exaggerated or distorted evidence.</p> <p>CC.1.2.9-10.A Determine a central idea of a text and analyze 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>CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition.</b></p> <p><b>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b></p>				
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<p>March – April</p>	<p>African Literature – <i>Things Fall Apart</i></p>	<p><b>Culture</b></p> <p><b>Use and Abuse of Power</b></p> <p>Civilizations</p> <p>Mythology</p>	<p>CC.1.3.9-10.I 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.</p>	<p><b>Different areas each have their own unique geography, history, culture, language, or other characteristics.</b></p> <p>Struggle is inevitable when the values and beliefs of different cultures are conflicting.</p> <p><b>Certain powerful individuals or groups can take command of a vulnerable group of people.</b></p> <p>Technology, scientific knowledge, and religious beliefs often determine the difference between primitive and advanced civilizations.</p> <p>Like Greek mythology, science, religion, literature, and politics are intertwined in the Ibo belief system.</p>	<p><b>To what extent do belief systems shape and/or reflect culture and society?</b></p> <p>Is it appropriate to challenge the beliefs or values of another culture if their beliefs differ from your own?</p> <p><b>What is the nature of power and how do people get it, take it and use or abuse it?</b></p> <p>What is “civilized,” what is “primitive” and who decides the difference?</p> <p>How does the Ibo belief system compare and contrast with the central concepts of Greek mythology?</p>	<p><i>Things Fall Apart</i> Study Guides</p> <p><i>Things Fall Apart</i> Quiz</p> <p><i>Things Fall Apart</i> Test</p> <p>Participation Points</p> <p>Literature Circle Roles</p>	<p><i>Things Fall Apart</i> by Chinua Achebe</p> <p>Selections from <i>Literature in Context Series Understanding Things Fall Apart: A Student Casebook to Issues, Sources, and Historical Documents</i> - Nonfiction (optional)</p> <p>Related Readings: “Prayer to Masks” (poem) and “Shooting an Elephant” (Nonfiction essay)</p>
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April	TASD Writing Prompt – Informational	<p><b>Written Expression</b></p> <p>Connections</p>	<p>CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>C C.1.4.9-10.C 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 aiding comprehension.</p> <p>CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p> <p><b>CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition.</b></p> <p><b>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b></p>	<p>Writers use a variety of stylistic techniques to engage their readers.</p> <p><b>Proper grammar in written expression promotes the fluency of communication.</b></p> <p>You should develop your point of view on an issue based on reasoning or examples taken from your reading, studies, experience, or observations.</p>	<p>What will you do in your own writing to hook and hold your readers?</p> <p><b>Why are spelling, usage, mechanics, style, and sentence structure important aspects of written expression?</b></p> <p>How can you connect what you have learned, both on your own and in school, to real-world issues?</p>	TASD Prompt Rubric	Spring Prompt
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April	Satire of the Russian Revolution – <i>Animal Farm</i>	<p>Truth</p> <p>Leadership</p> <p><b>Use and abuse of power</b></p> <p>Freedom and Responsibility</p> <p><b>Justice</b></p>	<p>CC.1.3.9-10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>C C.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>C C.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p> <p>CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>Certain truths are explored through fictional works because it is easy as a reader to identify faults of characters in a fable.</p> <p>Persuasive and powerful individuals can overthrow previous political leaders and take command of a group of people.</p> <p><b>Unlimited power can corrupt an individual in a position of power.</b></p> <p>In society individuals are not treated equally.</p> <p>Freedom is not license, but responsibility; the injustice of denying certain freedoms can stir political rebellion.</p> <p><b>There may not be one definition of a fair and just utopian society.</b></p>	<p>Can certain truths best be rendered fictionally? How are the animals each an allegory for a historical figure or aspects of a government in general?</p> <p>What factors determine which individuals are placed in a leadership position?</p> <p><b>What is the nature of power and how do people get it, take it and use or abuse it?</b></p> <p>What happens when people allow themselves to be ruled by a tyrant?</p> <p>What prevailing conditions and/or injustices cause people to rise up and rebel against government?</p> <p><b>What are the ideals of justice that should be honored in a utopian society? Is there such a thing as a utopian society?</b></p>	<p><i>Animal Farm</i> Study Guides</p> <p><i>Animal Farm</i> Test</p> <p>Participation Points</p> <p>Group Teaching Project</p>	<p><i>Animal Farm</i> by George Orwell</p> <p>Historical Context: Russian Revolution background, history, timeline, and political figures – Nonfiction article</p> <p>Related Readings: “Esteemed Beasts” – magazine article from <i>The Economist</i> – Nonfiction (optional)</p>
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<p>May</p>	<p>British Literature – <i>Lord of the Flies</i></p>	<p>Good and Evil in the World</p> <p><b>Use and Abuse of Power</b></p> <p>The Human Condition/Spirit</p> <p>Leadership</p> <p>Symbolism</p> <p><b>Written Expression</b></p>	<p><b>CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</b></p> <p><b>CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</b></p> <p>CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>C C.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p>	<p>Conflict between good and evil is a common literary theme.</p> <p><b>Unlimited power can corrupt an individual in a position of power.</b></p> <p>A person will show his/her “true colors” when leaders, rules, and consequences are not enforceable.</p> <p>The lack of authority, rules, and consequences can cause a loss of basic morality.</p> <p><b>There may not be one definition of a fair and just utopian society.</b></p> <p>The boys on the island each symbolize an aspect of human nature in the larger world.</p> <p><b>Various archetypes and symbols are used in combination with figurative language and imagery to engage the reader.</b></p>	<p>Is humankind inherently good or evil?</p> <p><b>What is the nature of power and how do people get it, take it and use or abuse it?</b></p> <p>What happens in a situation of mass chaos when rules and authority figures are removed?</p> <p>What is the definition of civilization and what factors support or destroy its fabric?</p> <p><b>What are the ideals of justice that should be honored in a utopian society? Is there such a thing as a utopian society?</b></p> <p>In what way is the island a microcosm for the rest of society? How are the characters allegorical in nature?</p> <p><b>How does the author use literary devices and stylistic techniques to hook the reader?</b></p>	<p><i>Lord of the Flies</i> Study Guides</p> <p><i>Lord of the Flies</i> Quiz</p> <p><i>Lord of the Flies</i> Test</p> <p>Socratic Seminar Participation Points and Notes</p> <p>Mock Trial project (if time permits)</p>	<p><i>Lord of the Flies</i> by William Golding</p> <p>Selections from <i>Literature in Context Series Understanding Lord of the Flies: A Student Casebook to Issues, Sources, and Historical Documents</i> – Nonfiction (optional)</p>
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September-May	Vocabulary Study and SAT Practice	Communication <b>Written Expression</b>	<p>CC.1.2.9-10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.K 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.</p> <p>CC.1.4.9-10.E <b>Write with an awareness of the stylistic aspects of composition.</b></p> <p>CC.1.4.9-10.F <b>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b></p>	<p>A rich vocabulary enables people to comprehend texts and communicate more effectively.</p> <p>Using the context clues in a sentence can help us determine the meaning of unfamiliar words.</p> <p>Many different words are formed from similar roots. Knowledge of roots, prefixes, and suffixes can help us determine the meaning of unfamiliar words.</p> <p>Preparing for the Reading and Writing section of the SAT or other standardized test is an opportunity to self-reflect and improve one's individual reading comprehension and writing weaknesses.</p>	<p>How does the depth of one's vocabulary contribute to the ability to read, write, listen, and speak more effectively?</p> <p>How does context help us understand meaning?</p> <p>How does knowing the root of a word help us to define it?</p> <p>How can knowledge of test-taking strategies increase one's confidence when approaching a timed standardized test? How do writing and reading strategies enhance one's ability to increase SAT scores?</p>	<i>Vocabulary PowerPlus</i> quizzes	<i>Vocabulary Power Plus for the New SAT</i> text
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