

Grade 9 English Curriculum	Semester 2 – Quarter 3	Unit Title: Taking on the World (Middle East, Greece, & Rome)
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Enduring Understanding(s): Language and literature enable us to recognize and resolve our conflicts with others as we make choices that impact our lives.		Essential Questions: <ul style="list-style-type: none"> • How do our choices affect outcomes for ourselves and for others? • What is the role of heroism in different cultures and generations? • How does oral, written, and visual language help us recognize and develop empathy? • What role does conflict play in relationships? • In what ways does literature reflect and shape culture? 		
Pacing	Knowledge/Performance Standards	Performance Task Assessment Remember, assessments are a great place to differentiate for English language learners and students who need more challenge. How many different ways can students show what they've learned?	Literary and Grammar Terms	Resources Differentiate instructional approaches and triangulate resources. Select one or more of the core texts and support with another choice of genre to provide interest, challenge and accessibility for all students.
<i>Estimated:</i>	Reading Focus: Multi-genre, with an emphasis on drama	Formative: ("...assessments that provide information to be used as feedback to modify instruction and learning activities." Marzano, 2006) e.g. <ul style="list-style-type: none"> • Partner share with two minute conversation • Fast write (timed) • 3-5 question quiz • Introductory paragraph including a well-written thesis statement • Dramatic reading of text emphasizing a particular theme • Class and small group discussion or Socratic seminar of theme 	Literary and Grammar Terms <ul style="list-style-type: none"> • Dialogue • Simile • Metaphor • Personification • Foreshadowing • Time sequence • Imagery • Repetition • Allusion • Symbolism • Point of view • Characterization • Audience • Author's Purpose • Irony • Independent clause • Subordinate clause • Relative pronoun • Subordinating conjunction 	Core Readings: One of the following core readings must be chosen as an essential text for 3rd quarter Middle East Satrapi, Marjane. <i>Persepolis</i> Greece/Rome Homer, <i>The Odyssey</i> (complete text for honors) (c) Homer, <i>The Odyssey</i> (excerpted) (a) Sophocles. <i>Antigone</i> Supplementary Materials: Middle East Fiction/Non-Fiction: Cohen, Barbara & Bahija Lovejoy. <i>Seven Daughters and Seven Sons</i> (a) Fletcher, Susan. <i>Shadow Spinner</i> . X Dokey, Cameron. <i>The Storyteller's Daughter</i> . X Coehlo, Paolo. <i>The Alchemist</i> . Plutarch, <i>Plutarch's Lives</i> (c) Anita Diamant, <i>The Red Tent</i> (c) Alexander Heidel, <i>Epic of Gilgamesh</i> Hosseomi, Khaled. <i>The Kite Runner</i> (c) Excerpts from <i>Koran, Torah, and Bible</i> Al-Windowi, Thura. <i>Thura's Diary</i> (ELL)
Actual:	Writing Focus: Persuasive essay Grammar Focus: Independent clauses, subordinate clauses, semicolon usage The student will do the following: Identify the elements of drama Discuss theme, using supporting evidence from the text Perform a dramatic reading of text Respond to literature through art or another non-text format Use nonfiction to deepen understanding of another text Determine the effectiveness of persuasive texts. (MY Access!) Identify audience and purpose in texts. Evaluate texts for bias and reliability, including online texts.	Summative: ("...assessments that come at the end of a process or	Elements of Drama <ul style="list-style-type: none"> • Dialogue • Plot 	

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<p>Write a persuasive letter and essay with clear audience and purpose (MY Access!)</p> <p>Deliver a persuasive speech</p> <p>Use dictionaries and other resources to develop vocabulary</p> <p>Use traits-based rubrics to evaluate and revise one’s own writing (MY Access!)</p> <p>Identify and revise common sentence errors, including comma splices, fragments, and run-ons (MY Access!)</p> <p>Identify and classify independent and subordinate clauses (MY Access!)</p> <p>Use semicolons correctly (MY Access!)</p> <p>Grade Level Expectations (Standards:)</p> <p>Reading: <i>An (*) indicates a College Board standard for increased rigor and an assumption of a variety of texts with increasing complexity</i></p> <p>[9] 4.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)</p> <p>[9] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L)</p> <p>[9] 4.5.2 Analyzing the use of literary devices appropriate to genre (i.e. dialogue, simile, metaphor, personification foreshadowing, time sequence, imagery, repetition, allusion or symbolism) to analyze literary works</p> <p>[9] 4.5.3 Evaluating the intended effects of the author’s use of conventions and techniques of genres on the reader (e.g., making inferences and judgments about ironic or hyperbolic statements, identifying impact of rich imagery, identifying multiple levels of meaning)</p> <p>[9] 4.3.7 The student uses knowledge of the characteristics of quality writing, which includes ideas, organization, voice, word choice, sentence fluency, and conventions to analyze the writing of others by</p> <ul style="list-style-type: none"> • Identifying themes, main ideas, and organizational structures • Recognizing and evaluating the use of voice 	<p>activity.” Marzano, 2006)</p> <p>Contemporary Retelling of Greek Folktales</p> <p>Persuasive letter</p> <p style="text-align: center;">AND/OR</p> <p>Persuasive speech</p> <p style="text-align: center;">AND/OR</p> <p>Persuasive essay</p> <p>Sample Prompt for Persuasive Essay: “In both <u>Seven Daughters and Seven Sons</u> and “Antigone,” strong characters rise up against a law or custom that they believe is unjust in order to provoke change. This continues to happen every day, all over the world. Think of a law/rule/custom in your world—in your home, in your school, in your community, or in the country—that you feel is unjust. Write a persuasive letter to the editor of your local newspaper as a call to action. Your intent is to provoke change, just like Antigone and Buran did.”</p> <p>MY Access! Prompts: Informative Character Traits Perceptions of Prejudice Converting to a New Religion Crossing the Rubicon Favorite Villain Features of a World</p>	<ul style="list-style-type: none"> • Characterization • Stagecraft • Blocking • Set • Costume • Tragedy • Comedy • Dramatic Irony 	<p>(X Same story, different levels)</p> <p>Poetry: Nye, Naomi Shihab. <i>19 Varieties of Gazelle</i> Rumi. Poetry</p> <p>Short Stories: Marson, Elsta. <i>Figs and Fate</i></p> <p>Connection Collections: Middle East Author Studies Barbara Cohen (700129) Middle East Mutli-Genre Studies (700128) (700125) (700126) (700124) (700127)</p> <p>Greece and Rome</p> <p>Fiction/Non-Fiction: Homer. <i>The Odyssey</i>. Sophocles. <i>Oedipus Rex</i>. Shakespeare, William. <i>Julius Caesar</i> Homer. <i>The Iliad</i> Aristotle. “The Trial of Socrates”</p> <p>Short Stories: Peabody, Josephine Preston. <i>Old Greek Folk Stories Told Anew</i> (E-Book on Google Books)</p> <p>Audio Books: <i>The Odyssey</i> (AB-266)</p> <p>Textbooks: Multicultural Reader Anthology (ELL) Edge (Hampton Brown) (ELL)</p> <p>Essays:</p> <p>Podcasts:</p> <p>Movies: The Children of Heaven (ELL)</p> <p>Web Sites: http://www.ancientcivilizations.co.uk/home_set.html British museum site with multiple themes for the ancient world to include religion, writing, trade, technology. Visuals with information.</p> <p>http://carlos.emory.edu Michael C. Carlos Museum at Emory University. Lots of art from multiple sections of the ancient world. Good resource for pictures, images, etc.</p> <p>http://www.putumayo.com/</p>
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<p>in a variety of texts</p> <ul style="list-style-type: none"> • Recognizing the effect of word choice • Analyzing and evaluating sentence fluency and conventions in others' writing, both professional and peer (ASD) <p>[9] 4.5.1 Analyzing the characteristics and the effect on the reader of non-fiction and the four major structural genres: poetry, drama, novel, short story*</p> <p>Writing: <i>An (*) indicates a College Board standard for increased rigor and an assumption of an increasing level of writing skill application</i></p> <p>[9] 4.2.2 Writing in a variety of nonfiction forms (e.g., letter, report, autobiography, and/or essay) to inform, describe or persuade</p> <p>[9] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) * (L)</p> <p>[9] 4.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing *</p> <p>[9] 4.2.6 The student speaks clearly and fluently by</p> <ul style="list-style-type: none"> • Discussing literature in small and whole class groups • Preparing and delivering a speech of introduction • Preparing and delivering a persuasive speech • Performing a dramatic reading of literature • Responding orally to a text • Reading a piece of writing aloud to the class • Speaking extempore in group discussion (ASD) <p>[9] 4.4.1 Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details,</p>	<p>Religion Growing Towards Maturity Healthy Relationships Importance of Family Plato's View of Knowledge Taking Advantage of an Opportunity Literary Epic Hero The Speeches of Julius Caesar Personal Responses to Literature Theme in Literature <i>The Odyssey</i>, an Epic The Use of Periphery in Homer's <i>The Iliad</i> Writing Through a Critical Lens: Insight Writing Through a Critical Lens: Survival Narrative A Lesson Learned An Important Choice Facing Your Fears Positive Influence Real Courage Create your Own Fable Jumping to Conclusions The Value of Sacrifice Trusting your Instincts Write a Creation Myth Persuasive Recommending Literature What is Wisdom? Youth and Violence Text-Based Effects of Emotion on Behavior</p>	<p>Site containing world music with a kid's section. Some can be downloaded using Real Media Player.</p> <p>http://www.pantheon.org/mythica.html Site on myths of the world. Good resource for unusual myths.</p>
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	<p>examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)</p> <p>[9] 4.4.2 Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics)* (L)</p> <p>[9] 4.4.3 Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing*</p>			
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