

Thomaston Public Schools - Curriculum Overview and Pacing Guide

Course Title: English 9	
School: Thomaston High School	Grade: 9
Unit One: The Short Story: Awakening the Knowledge of the Human Condition	Unit Two: The American Experience - How the Other Half Lives
Unit Pacing: 9 weeks	Unit Pacing: 9 weeks
<p>Unit Overview:In this unit, students will, through the close study of character development, choices, and the world around them, explore how war, violence, and hatred shape and deeply affect the human condition. Students will work to recognize the factors that directly and indirectly affect an individual and analyze to what extent a character's actions are or are not a direct reflection of those outside forces beyond his/her control. Students will generate and support their own ideas through research and exploration of issues facing specified characters in order to examine texts whose authors subtly or overtly make related claims regarding the essence of the human condition.</p>	<p>Unit Overview: In this unit, Students will explore and analyze, through close character and time period studies, how racism, social prejudices, environmental disasters (i.e. The Dust Bowl), economic crisis (The Great Depression), hinder an individual's attainment of the American Dream. Students will, through research, make claims with thorough support that prove the American Dream in the 1930's and 1940's is only reserved for a specific segment of the population by tracing policies and practices that intentionally exclude individuals based on race, social position, and physical and mental impairments</p>
<p>Compelling Questions</p> <ol style="list-style-type: none"> 1. Why read short stories? 2. What is meant by the "human condition" and why is it relevant to my life? 	<p>Compelling Questions</p> <ol style="list-style-type: none"> 1. Literature can help readers better understand the past and the present.. 2. As drastic as our nation's societal changes have been,, there remain foundational similarities between America today and America of the past.

<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can analyze how a complex character advances the plot or develops the theme of a story. (CCSS.ELA-Literacy.RL.9-10.3) 2. I can find the strongest support based on what the text says and what I can infer about it. (CCSS.ELA-Literacy.RL.9-10.1; RI.9-10.1) 3. I can exchange ideas and evidence with others in a discussion to enhance my position and/or strengthen my understanding of a topic. (CCSS.ELA-Literacy.SL.9-10.1.d) 4. I can carefully select and strategically organize evidence within my writing. (CCSS.ELA-Literacy.W.9-10.2) 5. I can accurately and purposefully apply MLA formatting to my writing. (CCSS.ELA-Literacy.L.9-10.3; 3a) 6. I can develop and strengthen my writing by planning, revising, editing, and rewriting. (CCSS.ELA-Literacy.W.9-10.5) 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can draw and support conclusions between a text's structure and the author's intended meaning. (CCSS.ELA-Literacy.RL.9-10.5) 2. I can analyze the influence of an author's use of language on a text's meaning and style. (CCSS.ELA-Literacy.L.9-10.3) 3. I can use specific facts, examples, or details from literary or informational texts to support my analysis of a topic or idea. (CCSS.ELA-Literacy.W.9-10.9) 4. I can apply themes and concepts in historical documents to other works of literature. (CCSS.ELA-Literacy.RI.9-10.9) 5. I can provide evidence that supports both the claim(s) and counterclaim(s) of an argument, and point out the pros and cons of each position. (CCSS.ELA-Literacy.W.9-10.1.b) 6. I can use digital media to make clear and engaging presentations to an audience. (CCSS.ELA-Literacy.SL.9-10.5)
<p>Unit Three: Conflicting Forces: Fate, Free Will, and Social Code</p>	<p>Unit 4: Social and Political Uses of Literature</p>
<p>Unit Pacing: 9 weeks</p>	<p>Unit Pacing: 9 weeks</p>
<p>Unit Overview: Students will evaluate the relevancy of dominant themes, analyze Shakespeare's craft of poetry, figurative language, ancient Greek and Roman allusions, and the tragic figure as a staple of many dramatic works. Students will also experience the art of performance and the impact of characters on the audience of a dramatic work. Students will generate and support their own ideas based on texts where authors examine varied societal structures and experiences. In addition, students will examine how authors utilize dialogue, setting, figurative language imagery, as well as basic conventions of grammar to effectively deliver their views on the individual and society.</p>	<p>Unit Overview: In this unit, students will explore how authors use literature as a means of critiquing society, advancing political or social motives, and/or challenging the status quo. Students will read and analyze examples of literature and literary forms (satire, allegory, fables, propaganda) through which authors write for these specific purposes. Students will explore concepts associated with the specific political systems and social conditions to which such authors are directing their work and evaluate the effectiveness and accuracy of each author's commentary/critique/argument. Additionally, students will research what it means to be an informed consumer of information and apply their learning to make reasoned judgments about unit-relevant research they undertake.</p>

<p>Compelling Questions</p> <ol style="list-style-type: none"> 1. How does individual identity conflict with social code? 2. In what ways do relationships shape actions and lives? 3. How is Shakespeare still relevant today? 	<p>Compelling Questions</p> <ol style="list-style-type: none"> 1. How does literature function as social commentary and/or a political tool? 2. Why is it important for me to be a discerning consumer of information?
<p>Compelling Questions</p> <ol style="list-style-type: none"> 1. I can evaluate the extent to which an author effectively introduces and develops ideas. (CCSS.ELA-Literacy.RI.9-10.3) 2. I can purposely and strategically use various types of phrases, clauses, and punctuation. (CCSS.ELA-Literacy.L.9-10.1b; 2a; 2b.) 3. I can analyze an author's treatment of and purpose for using source material and/or allusion in a work. (CCSS.ELA-Literacy.RL.9-10.9) 4. I can analyze examples where figures of speech such as euphemism and oxymoron create important effects for the reader. (CCSS.ELA-Literacy.SL.9-10.1.a; L.9-10.5) 5. I can thoughtfully incorporate specific words to effectively convey my message. (CCSS.ELA-Literacy.W.9-10.2.d) 6. I can write an effective concluding statement that reinforces and furthers my argument. (CCSS.ELA-Literacy.W.9-10.1.e) 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can evaluate the extent to which an author effectively combines subject and medium to convey an idea(s). (CCSS.ELA-Literacy.RI.9-10.7) 2. I can analyze works from multiple and varied cultures in order to expand on my knowledge of human experience. (CCSS.ELA-Literacy.RL.9-10.6) 3. I can deliver presentations in which I share researched findings and evidence to support my position. (CCSS.ELA-Literacy.SL.9-10.4) 4. I can use reference materials to find the pronunciation, the meaning, and the origin of unfamiliar words. (CCSS.ELA-Literacy.L.9-10.4.c) 5. I can synthesize information from multiple sources to demonstrate my understanding of a subject. (CCSS.ELA-Literacy.W.9-10.7) 6. I can select or create appropriate images that aid the reader's comprehension of my topic. (CCSS.ELA-Literacy.W.9-10.2)