# Spring 2021

## Grade 9

### Description / Big Ideas

**Unit 1: Identity**

**Service Learning Project:** The service learning project should be completed in unit 1 or unit 2. It does not replace the end of unit assessment.

**Description:** In this unit students read a variety of texts to explore the unit’s theme and to determine how this theme is shaped through an author’s use of literary elements. Students will analyze the interaction of complex characters, as well as explore how authors use specific details over the course of a text to advance plot and to develop universal themes. 

**Big Idea:** Close reading strategies and critical approaches assist analysis of literature, including exploration of the interdependence of narrative elements to advance theme development.

**Suggested Novel Options:**
- *Autobiography of Malcolm X*
- *Go Tell It on the Mountain* by James Baldwin (also an option for unit 2)
- *Kindred* by Octavia Butler
- *March* by John Lewis
- *The Joy Club* by Amy Tan
- *Their Eyes Were Watching God* by Zora Neale Hurston
- *To Kill a Mockingbird* by Harper Lee

**Essential Questions:**
- How does an author use specific details to reveal and develop the theme of identity over the course of a text?
- How do complex characters develop over the course of a text, interact with other characters, and advance the plot and/or develop the theme of identity over the course of a text?
- How is identity shaped and formed?
- What elements of culture are part of identity?

**End of Unit Assessment:**
- Literary Analysis of Character Development –
  Select one character and compose an essay that analyzes their development, their interactions with others, and the role of that character in advancing the theme.

### Unit 2: Storytelling and the Hero’s Journey

**Service Learning Project:** The service learning project should be completed in unit 1 or unit 2. It does not replace the end of unit assessment.

**Description:** In this unit students read episodes from the *Odyssey*. Other shorter literary works, as well as informational texts, will be examined to provide students with opportunities to expand their understanding of the “hero’s journey” and to continue to work with critical approaches, focusing on the archetypal approach. After analyzing Homer’s style and choices, students use the *Odyssey* as a mentor text to compose another journey stop for Odysseus. The story will use the structure and language of an epic to create tension or surprise and to illustrate a theme.

**Big Idea:** The author’s structural and stylistic choices affect meaning for the reader, including the interpretation of the point of view or cultural experience reflected in the work, human and literary relevance of the selection, and universal themes.

**Suggested Novel Options (in addition to *Odyssey*):**
- *A Lesson before Dying* by Ernest J. Gaines
- *Go Tell It on the Mountain* by James Baldwin (also an option for unit 1)
- *Iliad* by Homer
- *Life of Pi* by Yann Martel

**Essential Questions:**
- How can an individual change through taking heroic action?
- Why are quest narratives told? What purpose do they serve in different societies?
- How do an author’s choices concerning the structure of a work create effects such as mystery, tension, or surprise?
- How is point of view or cultural experience reflected in a work and what is its impact on the reader?

**End of Unit Assessment:**
- Examining and Imitating the Text Structure of an Epic Poem –
  Using the *Odyssey* as a mentor text, students will compose a new episode creating another stop for Odysseus. The new episode should use the structure and language of an epic to create tension or surprise and convey a theme. Additionally, the new episode should demonstrate students’ understanding of elements of Greek culture. Students will incorporate effective technique, well-chosen details, and well-structured event sequences.
# Grade 9 GT English Language Arts Year at a Glance 2021-2022

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<th>Grade 9</th>
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<td>Old Man and the Sea by Ernest Hemingway</td>
<td>How does an author use specific details to reveal and develop themes in a work?</td>
<td>AP-Style Argument Essay – Compose an AP-style argumentative essay that responds to the following prompt: Using your knowledge, experiences, and readings, write a carefully reasoned essay in which you defend, challenge or qualify an assertion made about human nature. Your essay should include an evaluation of the author’s arguments and specific claims, and an assessment of the reasoning. Be sure to support your claim using relevant and sufficient evidence.</td>
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<td>Unit 3: Alienation and Belonging</td>
<td><strong>RI.9.5 RI.9.6 RI.9.7 W.9.1</strong></td>
<td><strong>Description:</strong> In this unit students will continue working with the critical approaches to analyzing literature, focusing on the sociological and archetypal approaches. In addition, students explore symbols, character relationships, biblical allusions and literary archetypes and other texts studied throughout the year. Students will also read shorter literary pieces, as well as informational texts, to provide students with opportunities to expand their understanding of the unit’s themes. Students will use fictional and informational texts to identify and analyze central idea and theme and how central ideas are shaped by specific details.</td>
<td><strong>Big Idea:</strong> Critical approaches foster literary analysis, including exploration of the author’s use of symbols, allusions, and archetypes.</td>
<td><strong>Suggested Novel Options:</strong></td>
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<td>Lord of the Flies by William Golding</td>
<td><strong>What factors determine a person’s place in society?</strong></td>
<td><strong>Part 1:</strong> After researching “Pyramus and Thisbe” and studying <em>Romeo and Juliet</em>, you will analyze the appeal of those stories over time.</td>
<td><strong>Part 2:</strong> Compose an essay examining the literary evolution of <em>Romeo and Juliet</em>. Analyze the timelessness and appeal of the play’s universal characters and themes and how they are depicted in changing time periods. Use evidence from “Pyramus and Thisbe” and <em>Romeo and Juliet</em>, as well as other texts to support your analysis.</td>
<td><strong>How does an author draw on and transform source material in a specific way to convey the theme topics of experience and loss of innocence?</strong></td>
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<td>Dear Martin by Nic Stone (also an option for unit 4)</td>
<td><strong>How do individuals shape the groups to which they belong and how do groups shape their members?</strong></td>
<td><strong>Suggested Novel Options (in addition to Romeo and Juliet and Othello):</strong></td>
<td><strong>Capstone</strong></td>
<td><strong>The Search for Meaning Analysis Essay</strong></td>
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<td>Their Eyes Were Watching God by Zora Neale Hurston (also an option for unit 1)</td>
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<td>• Aristotle and Dante Discover the Secrets of the Universe by Benjamin Alire Sáenz</td>
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<td>Choose two texts (poetry, short stories, plays, novels, etc.) studied this year that share a similar theme related to the search for meaning. How does each author use complex characters to develop that theme?</td>
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