

ENGLISH INSTRUCTIONAL PLAN GRADE: 9

MONTH	TOPIC
SEPTEMBER	SHORT STORIES *VOCAB BOOK/UNITS SHOULD BE DONE WEEKLY THROUGHOUT THE SCHOOL YEAR
OCTOBER	FINISH SHORT STORIES INTRO TO NOVEL BACKGROUND INFO ON AUTHOR THE OUTSIDERS BOOK REPORTS DUE
NOVEMBER	THAT WAS THEN, THIS IS NOW
DECEMBER	THE PIGMAN AND/OR THE CONTENDER *DEPENDING ON THE YEAR/STUDENTS, NOVELS MAY BE OMITTED OR SUBSTITUTED
JANUARY	INTRO TO RENAISSANCE NOTES ON SHAKESPEARE ROMEO AND JULIET RESEARCH PROJECT BOOK REPORTS DUE
FEBRUARY	ROMEO AND JULIET CONTINUED
MARCH	INTRO TO EPIC THE ODYSSEY BOOK REPORTS DUE
APRIL	INTRO TO MYTHS AND LEGENDS GREEK MYTHOLOGY ARTHURIAN LEGENDS
MAY	MEMORY BOOKS POETRY
JUNE	REVIEW FOR FINAL BOOK REPORTS DUE

Topic: Listening

Essential Questions:

- What skills are needed for a person to listen critically?
- Why are listening skills so important?
- How does note taking focus your listening?
- How does the presentation style affect the emotional response to the listener?
- What makes you want to be a good listener?
- How can you differentiate between relevant and not relevant information?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<p>Standard 1: Information and understanding</p> <ul style="list-style-type: none"> • Read and follow written multistep directions or procedures to accomplish a task or complete an assignment • Use outlines and graphic organizers, such as semantic webs, to plan reports • Contribute to group discussions by offering comments to clarify and interpret ideas and information • Ask and respond to questions to clarify information <p>Standard 2: Literary Response and Expression</p> <ul style="list-style-type: none"> • Read silently and aloud from a variety of genres, authors, and themes • Interpret characters, plot, setting, theme, and dialogue, using evidence from the text • Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, personification, flashback, and foreshadowing, convey the author’s message or intent • Compare motives of characters, 	<ul style="list-style-type: none"> • How do you critically analyze a text when it’s being read to you? • Why is it important to evaluate a speaker’s purpose, voice and tone? • What are the various ways to take notes? • What is the difference between listening to a fiction piece and a non-fiction piece? • Can you tell the difference between various author’s different voices? • What skills are necessary in order for you to be a successful listener? • How do you determine what you take notes on? • How does listening to a literary text change your interpretation? • Why is it important to listen to and acknowledge the opinion 	<ul style="list-style-type: none"> • Following directions • Write while listening • Abbreviate • Focus • Understand the importance of listening • They should know it’s important to take notes while listening • Guided Notes • Paraphrasing • Find meaning in speeches or presentations 	<ul style="list-style-type: none"> • Giving directions and having students repeat the directions not only to the teacher, but to one another • Mini-lesson(s)—various ways to take notes • Mini-lesson(s)—how to distinguish what is important and what is not when listening to a specific piece of writing and taking notes • Mini-lesson—how to identify the voice of an author by listening to a piece of writing • Summarizing what you listened to using your notes • Proper behavior when someone is speaking in front of the class • Identifying fiction versus non-fiction when listening to a piece of writing • Appropriate listening strategies • How to investigate informal in order to understand a speech • Read a speech and analyze the key points: 	<ul style="list-style-type: none"> • Reviewing the notes that were taken • Behavior during presentations • Discussions based on what was read • Writing assignments based on what was read to the students • Questions answered based on what was read to the students • Summaries of what was read to the students. • Listening to speeches and interpreting what is heard • Journal entries recording content and delivery • Review of films or presentations

<p>causes of events, and importance of setting in literature to people, events, and places in own lives</p> <ul style="list-style-type: none"> • Compare a film, video, or stage version of a literary work with the written version • Write original literary texts • Write interpretive and responsive essays • Listen to class lectures, and small group and classroom discussions, to comprehend, interpret, and critique literary text • Express interpretations and support them through specific references to the text <p>Standard 3: Critical Analysis and evaluation</p> <ul style="list-style-type: none"> • Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts • Present clear analyses, using examples, details, and reasons from text • Maintain a writing portfolio that includes writing for critical analysis and evaluation • Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups • Share the process of writing with peers and adults • Write personal reactions to experiences, events, and observations, using a form of social communication 	<p>of others?</p> <ul style="list-style-type: none"> • How does understanding the conventions of good speaking help you to critique a presentation? • How can point of view and bias be determined? 		<p>situation, purpose, audience, and method</p>	
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<ul style="list-style-type: none"> • Participate as a listener in social conversation with one or more people who are friends or acquaintances • Provide feedback by asking questions designed to encourage further conversation 				
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Connections to Text (Resources)
Time: The Contender, "Romeo and Juliet," The Outsiders, That Was Then This is Now,
Connections to Technology: Powerpoint presentations, utilizing internet, computer use, blogs, book reviews, documentaries, speeches, films
Key Vocabulary: Voice, tone, paraphrasing, conventions, point of view, critique, bias, authority, analyze, judgment, persuasion

Topic: Reading

Essential Questions:

- How are reading and writing connected?
- Why is it important to read from a variety of genres?
- How can we analyze/summarize text?
- How are various texts organized?
- How do experience and personality influence your interpretation of the text?
- How do diction and tone convey attitude?
- How do you determine historical significance in a text?
- What are the different levels of meaning in the text?
- How is the theme supported within the text?
- How do we draw meaning and understanding from a given text?
- How can reading affect our lives?
- How does reading reveal the human condition, express universal themes, and communicate to us across the ages?
- How can we create meaning while reading?
- How is reading connected to writing?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<p>Standard 1: Information and understanding</p> <ul style="list-style-type: none"> • Read and follow written multistep directions or procedures to accomplish a task or complete an assignment • Use outlines and graphic organizers, such as semantic webs, to plan reports • Contribute to group discussions by offering comments to clarify and interpret ideas and information • Ask and respond to questions to clarify information <p>Standard 2: Literary Response and Expression</p> <ul style="list-style-type: none"> • Read silently and aloud from a variety of genres, authors, and themes • Interpret characters, plot, setting, theme, and dialogue, using evidence from the text • Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, personification, flashback, and foreshadowing, convey the author’s message or intent 	<ul style="list-style-type: none"> • What is the relationship between decisions and consequences? • How can a person’s decisions and actions change him/her? • How do the decisions and actions of characters reveal their person? • How does style and structure reflect theme and meaning of a story? • How does an author create suspense? Develop characters? • How does figurative language enhance the meaning of piece? • How does an author create setting/atmosphere? • Why is it important to read informational texts? • What do we know about Shakespeare’s world? • How do stories we read relate to 	<ul style="list-style-type: none"> • Use of the writing process to express ideas from the text • Support ideas with examples from the text • Analyze, interpret, and explain the meaning of a short story • Recognize, understand, and apply literary terms • Identify how the author’s use of literary terms affects the reader. • Identify tone, mood, and voice in the text • Identify the author’s purpose • Identify the theme of the text • Analyze and interpret specific quotations from the text to further understanding. • Using appropriate reading strategies before, during, and after 	<ul style="list-style-type: none"> • Short story unit—reading short stories with comprehension questions • Read <u>The Outsiders</u> and answer comprehension questions, contribute to discussion questions, take reading quizzes • Read <u>That was Then this is Now</u> and answer comprehension questions, contribute to discussion questions, take reading quizzes • Do a vocabulary unit each week—test at end of each week • Read “Romeo and Juliet” as a class. Act out every scene and discuss the piece in modern day language. • Read <u>The Contender</u> and answer comprehension questions, contribute to discussion questions, take reading quizzes • Use of graphic organizers to understand: key concepts and quotes • How to analyze a film that connects to a text • Using background information to understand 	<ul style="list-style-type: none"> • Journal writing based on reading comprehension • Vocabulary workbook • Vocabulary quizzes • Short story writing assignment using literary terms • Research paper • Writing power point presentation • Literary essays • Personal responses to various texts • Creative writing assignments • Discussions based on reading comprehension and analysis

<ul style="list-style-type: none"> • Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in own lives • Compare a film, video, or stage version of a literary work with the written version • Write original literary texts • Write interpretive and responsive essays • Listen to class lectures, and small group and classroom discussions, to comprehend, interpret, and critique literary text • Express interpretations and support them through specific references to the text <p>Standard 3: Critical Analysis and evaluation</p> <ul style="list-style-type: none"> • Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts • Present clear analyses, using examples, details, and reasons from text • Maintain a writing portfolio that includes writing for critical analysis and evaluation • Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups • Share the process of writing with peers and adults • Write personal reactions to experiences, events, and observations, using a form of social communication • Participate as a listener in social conversation with one or more people who are friends or acquaintances • Provide feedback by asking questions designed to encourage further conversation 	<p>our lives?</p> <ul style="list-style-type: none"> • What is an epic poem? • How does an epic hero relate to a modern day hero? • How can I learn vocabulary in text? • What are different elements of non-fiction writing? • How do authors employ facts and opinions to convey ideas or persuade an audience? • What connections can you identify between different texts? • How are historical characteristics reflected in literature? • How do authors use structure to create meaning? • How does the period in which a piece was written influence the ideas and form? • How does the historical setting of a text reflect its theme? • How does a written version of a work differ from a film version? • How do different authors treat the same theme? 	<p>reading.</p> <ul style="list-style-type: none"> • Identifying types of poetry • Analyze and interpret film versus piece of literature 	<p>the historical events that take place in the text.</p> <ul style="list-style-type: none"> • Modeling correct reading behavior • Film versus Literature 	<ul style="list-style-type: none"> • Expository Essay • Portfolio • Compare/Contrast Assignments • Read aloud poetry assignments and interpretations • Reading Conferences
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Connections to Text (Resources): The Outsiders, That was Then This is Now, Romeo and Juliet, The Contender, Short Stories (“The Necklace,” “The Gift of the Magi,” “The Possibility of Evil,” “The Lady or the Tiger,” “The Censors,” “The Most Dangerous Game,” “Charles,” “The Lottery,” “The Cask of Amontillado,” “The Masque of the Red Death,” “Annabel Lee,”

“Bells,” “The Sniper,” “The Odyssey”)

Time: Continued throughout the semester

Connections to Technology: Online research data bases, Microsoft word, Microsoft publisher, Power point presentations, electronic data bases, library media

Key Vocabulary: simile, metaphor, onomatopoeia, diction, figurative language, imagery, lyric poem, limerick, ballad, narrative poetry, epic poetry, repetition, rhyme, rhyme scheme, alliteration, assonance, stanza, free verse., primary and secondary sources, validity, citation, genre, plagiarism, cultural perspective, contemporary, relevance.

Topic: Speaking

Essential Questions:

- What are the qualities of an effective speaker?
- How does delivery affect reception and response?
- How do you effectively convey your message through oral presentation?
- What role does grammar play in conveying your intended message?
- How can you constructively criticize your peers effectively?
- How does delivery affect reception and response?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
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<ul style="list-style-type: none"> • Write original literary texts • Write interpretive and responsive essays • Listen to class lectures, and small group and classroom discussions, to comprehend, interpret, and critique literary text • Express interpretations and support them through specific references to the text <p>Standard 3: Critical Analysis and evaluation</p> <ul style="list-style-type: none"> • Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts • Present clear analyses, using examples, details, and reasons from text • Maintain a writing portfolio that includes writing for critical analysis and evaluation • Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups • Share the process of writing with peers and adults • Write personal reactions to experiences, events, and observations, using a form of social communication • Participate as a listener in social conversation with one or more people who are friends or acquaintances • Provide feedback by asking questions designed to encourage further conversation 			audience, method	<p>questions</p> <ul style="list-style-type: none"> • Create a visual aid to present information
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<p>Time: Continued throughout the semester</p>
<p>Connections to Technology: Online research data bases, Microsoft word, Microsoft publisher, Power point presentations, documentaries, films, speeches</p>
<p>Key Vocabulary: Audience, diction, professionalism, presentation, language, mannerism, debate, discussion, opinion, self-expression, appropriateness, body language, voice volume, voice quality, eye contact, point of view, bias, tone</p>

Topic: Writing

Essential Questions:

- In what ways can you organize your writing?
- How can visuals or graphic organizers aid in organization?
- How do we create a personal voice?
- What can we learn by editing our own and our peers writing?
- How does writing help to establish connections?
- What are the steps to following the writing process?
- Who is your audience when writing?
- What role does grammar play in conveying your intended message?
- How do you differentiate between academic writing and personal writing?
- What are the tools of effective writing?
- How does writing make evident connections between texts, experiences and/or knowledge?
- Why do writers choose different genres to achieve a specific purpose?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
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<p>causes of events, and importance of setting in literature to people, events, and places in own lives</p> <ul style="list-style-type: none"> • Compare a film, video, or stage version of a literary work with the written version • Write original literary texts • Write interpretive and responsive essays • Listen to class lectures, and small group and classroom discussions, to comprehend, interpret, and critique literary text • Express interpretations and support them through specific references to the text <p>Standard 3: Critical Analysis and evaluation</p> <ul style="list-style-type: none"> • Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts • Present clear analyses, using examples, details, and reasons from text • Maintain a writing portfolio that includes writing for critical analysis and evaluation • Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences <p>Standard 4: Social Interaction</p> <ul style="list-style-type: none"> • Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups • Share the process of writing with peers and adults • Write personal reactions to experiences, events, and observations, using a form of social communication • Participate as a listener in social conversation with one or more people who are friends or acquaintances • Provide feedback by asking questions designed to encourage further conversation 	<p>writing?</p> <ul style="list-style-type: none"> • Who is my audience? • How can I publish my writing? • What is the difference between a primary and secondary source? • How do you cite your sources? • How can an effective thesis statements and sound support help you to persuade an audience? 		<p>pieces of writing that are being read.</p> <ul style="list-style-type: none"> • Review of Plot elements • Review literary elements • Identifying the different genres of literature • MLA format for citations • Note Taking Strategies • Appropriate writing strategies • Blogging • Emailing • 	<ul style="list-style-type: none"> • Formal piece of writing versus informal piece of writing
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Time: Continued throughout the semester

Connections to Technology: Online research data bases, Microsoft word, Microsoft publisher, Power point presentations, MLA handbook, www.easybib.com

Key Vocabulary: simile, metaphor, onomatopoeia, diction, figurative language, imagery, lyric poem, limerick, ballad, narrative poetry, epic poetry, repetition, rhyme, rhyme scheme, alliteration, assonance, stanza, free verse, citation, MLA format, documentation, paraphrase, bibliography, genre, writing process, plagiarism, direct quotations, narrative, expository, persuasive,