

# **English 9**

## **Course Outline/Curriculum Guide**

1. English 9
2. 5 credits
3. Revised May 1, 2012
4. Course Descriptions:

**Honors English 9** emphasizes an in-depth analysis of World Literature. Students will become critical readers and analyze literature beyond simple comprehension and literal interpretation. Students will have writing assignments and projects and participate in Socratic Seminars that relate to the literature studied. The course provides diversified writing experiences, including general and specific themes, timed essays, and critical analysis. Homework is typically given on a long-term basis. Therefore, time management skills will be developed as the course progresses. Summer work is a requirement. Prerequisite: Passing score on Honors Screening test.

**English 9 CP-A** is a full year course in World Literature. As members of the entry level high school English course, students who are in this level course should be proficient, skilled writers; therefore, the focus throughout will be on the insightful development of topics, the creative use of language, and the ability to present thorough and comprehensive discussions through a variety of structures. The central purpose of the course is to explore the representative literature of major cultures. Additionally, the course will emphasize the origins of major world masterpieces.

**English 9CP-B** is a full year course in World Literature. Students will learn about and become familiar with the major works, authors, ideas, and trends from world cultures. Major genres, a glossary of literary terms, and a variety of literary devices will be studied in depth. Critical reading, writing, and thinking skills will be enhanced through the study of literature.

**English 9CP-C** examines the topics of individual and group relationships, with specific emphasis on family, through the study of World Literature (both contemporary and classic). This program, recently updated to incorporate rigorous college prep standards, is for those students who have not met the minimum competency levels in reading and/or writing on the NJ ASK 8 or who have been recommended for this level by their eighth grade teacher. Instruction is designed to provide individualized student focus based on an Individual Student Improvement Plan (ISIP) that identifies and addresses the specific needs of students in order to strengthen their reading and writing skills.

5. Common Core State Standards:

### **Reading: Literature » Grade 9**

#### Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. 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.

3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

#### Integration of Knowledge and Ideas

7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).
8. (Not applicable to literature)
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

#### Range of Reading and Level of Text Complexity

10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Sample notation: RL.9. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

### **Reading: Informational Text » Grade 9**

#### Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. 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.

3. Analyze how the 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.

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### Integration of Knowledge and Ideas

7. 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.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

#### Range of Reading and Level of Text Complexity

10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Sample notations: RI.9. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

### **Writing » Grade 9**

#### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims 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.

- c. 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.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. 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.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

### Research to Build and Present Knowledge

7. 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.
8. 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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
  - b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

### Range of Writing

10. 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 tasks, purposes, and audiences.

Sample notation: W.9. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

## **Speaking & Listening » Grade 9**

### Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades

9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
  3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Sample notation: SL.9.1, 2, 3, 4, 5, 6

### **Language » Grade 9**

#### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use parallel structure.
  - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun,

- relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
    - b. Use a colon to introduce a list or quotation.
    - c. Spell correctly.

#### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

#### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
  - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - b. Analyze nuances in the meaning of words with similar denotations.
6. 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.

Sample notation: L. 9. 1, 2, 3, 4, 5, 6

High Point Regional High School's curriculum and instruction are aligned to the Common Core State Standards for English Language Arts and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs, and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomical status.

6. Course Goals and Objectives: The student will...

- 1.) recognize that reading has many purposes and demonstrate an ability to choose an appropriate approach to fit text and purpose;
- 2.) respond to a broad range of literature;
- 3.) compose a variety of written responses for different purposes and audiences;
- 4.) use research skills to access, interpret, and apply information from a variety of sources;
- 5.) organize, prepare, and present a formal spoken presentation clearly and expressively;
- 6.) collaborate by sharing ideas, examples, and insights productively and respectfully in informal conversations/discussions;
- 7.) use a variety of analytical operations in the listening process;
- 8.) experience and respond to non-print media by interpreting and evaluating their effective uses;
- 9.) work within the classroom guidelines, policies and procedures set forth by the instructor; and
- 10.) take an active role in the classroom in ways that make a positive contribution to the activities and atmosphere of the class.

7. Implementation of Technology: Teachers will use PowerPoint presentations, DVD/VHS clips related to the literature, Elmo for writing instruction, Noodletools, blogs, and other appropriate technology as units demand.

8. Materials: Individual paperback novels; selections from *Prentice Hall Literature: World Masterpieces* and *World Literature: An Anthology of Great Short Stories, Dramas, and Poetry*.

9. Evaluation Tools

- a. Measures of student progress: Class participation in various discussions and activities, completion of homework and in-class assignments, students' grades on quizzes and tests
- b. How will you measure the effectiveness of this course? Effectiveness of course will be measured through teacher reflection and student performance on final assessments.
- c. When was the last mid-term exam written/ or revised? December 2012
- d. When was the last final exam written/ or revised? May 2011

10. District Policy: **ACADEMIC INTEGRITY**

Pupils are expected to be honest in all of their academic work. This means that they will not engage in any of the following acts:

- Cheating on examinations or other school assignments, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other students' papers, exchanging information with other students orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities. Cheating through the use of technology to

exchange information on any school assignment, examination, etc. is prohibited. Technology is defined as, but not limited to, computers, telephones, text messaging, palm pilots, calculators, cameras or any other hand held device.

- Plagiarism is not permitted in term papers, themes, essays, reports, images, take-home examinations, and other academic work. Plagiarism is defined as stealing or use without acknowledgment of the ideas, words, formulas, textual materials, on-line services, computer programs, etc. of another person, or in any way presenting the work of another person as one's own.
- Falsifications, including forging signatures, altering answers after they have been graded, inserting answers after the fact, erasing of grader's markings, and other acts that allow for falsely taking credit.

A pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to reprimand and loss of credit for all of the work that is plagiarized. Disciplinary action may also be a consequence of such behavior. Additional consequences may apply as defined in specific department policies and guidelines.

A teacher who believes that a pupil has been academically dishonest in his/her class should resolve the matter in the following manner:

- Reprimand the student orally and/or in writing. The teacher is also authorized to withhold credit in the work due to academic dishonesty.
- If warranted, the teacher shall file a written complaint against the student with the Administration, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Administration.
- The Administration will determine if further discipline of the pupil is appropriate, and will determine the nature of the discipline on a case-by-case basis.
- If the pupil is not in agreement with the disciplinary action of the Administration, he/she may appeal the action first to the Principal and secondly to the Superintendent. If the pupil is dissatisfied with the Superintendent's disposition of the case, he/she may grieve the action in accordance with Policy No. 5710, Pupil Grievance.

11. Course Policy: All students in English 9 must complete a research project. Students will not receive credit for the course if a research project is not completed. Also, all students in Honors level courses must complete summer homework.

12. Websites: Individual teachers' websites can be accessed via [www.hpregonal.org](http://www.hpregonal.org).

13. Approved Readings/Materials: The lists that follow contain all possible works that may be used with ninth grade students. Selections may be rotated from year to year and teachers will select works appropriate to his or her students and thematic focus. The order of units will vary based on availability of books. Supplemental readings/viewings from current periodicals and media, including timely and relevant video clips, will be used in this course. \*All levels will be required to study the core works, *The Odyssey* and *Romeo and Juliet*, and learn the research process.

### **Unit 1: Introduction to World Mythology (2 Weeks)**

- Creation Myths:
- The Creation of the Titans and Gods (Greece)
  - The Creation Cycle (Mexico)
  - Pyramus and Thisbe (Rome)
  - The Ages of Man (Greece)
  - The Creation of the Universe and Human Beings (China)
  - The Creation, Death, and Rebirth of the Universe (India)
  - The Creation Cycle (New Zealand—Polynesia/Maori)
  - The Creation, Death, and Rebirth of the Universe (Northern Europe)
  - The Creation of the Universe and Ife (Nigeria—Yoruba)
- Origin Myths:
- Demeter and Persephone (Greece)
  - The Story of Echo and Narcissus (Greece)
  - The Story of Icarus and Daedalus (Greece)
  - The Myth of Arachne (Greece)
  - The Origin of Life and Fire (Zaire—Boshongo/Bakuba)
  - Various stories from *And It Is Still This Way* (Native American)
- Hero Myths:
- The Traditional Hero*
    - The Labors and Death of Heracles (Greece)
    - Chi Li Slays the Serpent (China)
  - The Culture Hero*
    - Questzalcoatl (Mexico)
  - The Epic Hero*
    - Jason and the Golden Fleece (Greece)
    - The Ramayana (India)

Gilgamesh (Sumer/Babylonia)

Theseus and the Minotaur

Epic Poem: *The Odyssey*, Homer \*

Other: King Midas (Greek)

Pandora (Greek)

The Trojan Horse (Greek)

Graphic Novels: *The Trojan Horse*

*Theseus and the Minotaur*

*Hercules*

*Demeter and Persephone*

Film: Powerful Gods of Mount Olympus (A & E Video Quiz Series)

*The Mythology of Star Wars*

*Mythology in Literary Culture*

*The Greek Gods* (Documentary)

*Greek Fire*

**Unit 2: Fate vs. Free-will (9 Weeks)**

Play: *Oedipus or Antigone*, Sophocles

Novels: *The Alchemist*, Paulo Coehlo

*The Stranger*, Albert Camus

*Whirligig*, Paul Fleischman

*The Adventures of Ulysses*, Bernard Evslin

*Wrestling Sturbridge*, Rich Wallace

*Notes from a Midnight Driver*, Jordan Sonnenblick

*Walkabout*, James Vance Marshall

*No Right Turn*, Terry Trueman

Short Stories:

"The Minority Report," Philip K. Dick

"The Trojan War," Sally Benson

"The Wooden Horse," William Russell

"The Guest," Albert Camus

"The Appointment in Samarra," W. Somerset Maugham

"How Much Land Does a Man Need," Leo Tolstoy

"A Piece of String," Guy DeMaupassant

"Field Trip" (nonfiction), Naomi Shihab Nye

Poems:

Passages from "Ulysses," Alfred, Lord Tennyson

"Penelope," Dorothy Parker

"To an Army Wife, in Sardis," Sappho

"The Sacred," Stephen Dunn

"The Mother Writes to the Murderer: A Letter," Naomi Shihab Nye

Films:

*The Odyssey* (Television Mini-Series)

*O Brother, Where Art Thou?* (PG-13)

*Minority Report* (PG-13)

*Pay It Forward* (PG-13)

*Oedipus the King*

*Women and Classical Greek Drama*

*The Odyssey: Great Books*

*The Odyssey* (Documentary)

*The Five People You Meet in Heaven* (NR)

*Akeelah and the Bee* (PG)

*Walkabout* (NR)

**Unit 3: Family Relationships and the Role of Family Members in Different Cultures (9 Weeks)**

Plays: *A Doll's House* or *Hedda Gabler*, Henrik Ibsen

*A Midsummer Night's Dream*, William Shakespeare

*Romeo and Juliet*, William Shakespeare\*

Novels: *The House on Mango Street*, Sandra Cisneros

*The Good Earth*, Pearl S. Buck

*Nectar in a Sieve*, Kamala Markandaya

*The Metamorphosis*, Franz Kafka

*Speak*, Laurie Halse Anderson

*The Outsiders*, S.E. Hinton

*The Namesake*, Jhumpa Lahiri

*Seedfolks*, Paul Fleischman

*Forged by Fire*, Sharon M. Draper

*Catalyst*, Laurie Halse Anderson

*Stuck in Neutral*, Terry Trueman

*Tears of a Tiger*, Sharon M. Draper

*Darkness Before Dawn*, Sharon M. Draper

*The Sounds of the River*, Da Chen

*The Light in the Forest*, Conrad Richter

*The Face on the Milk Carton*, Caroline B. Cooney

*Staying Fat for Sarah Byrnes*, Chris Crutcher

*The Effect of Gamma Rays on Man-in-the-Moon Marigolds*, Paul Zindel

*Things Fall Apart*, Chinua Achebe

*The Chosen*, Chiam Potok

*Bone by Bone by Bone*, Tony Johnston

Short Stories: "Marriage is a Private Affair," Chinua Achebe

"The Third Bank of the River," Joao Guimaraes Rosa

"Two Kinds," Amy Tan

"The Open Window," Saki

"The Scarlett Ibis," James Hurst

"Forty-Five a Month," R.K. Narayan

"Sibi" from *Mahabharata*, adapted by R.K. Narayan

The Lovers," Bessie Head

"The Fat of the Land," Anzia Yeziarska

"The Handsomest Drowned Man in the World," Gabriel Garcia Marquez

Selections from *Interpreter of Maladies*, Jhumpa Lahiri

Poems: Shakespeare's Sonnets

Petrarch's Sonnets

"Love," Takasaki Masakaze

"The Man Has No Useful Work," Rabindranath Tagore

"Chess," Rosario Castellanos

Films: Franco Zeffirelli's *Romeo and Juliet* (PG-13)

Baz Luhrmann's *Romeo and Juliet* (PG-13)

*Shakespeare: Life of Drama* (NR)  
*The Reduced Shakespeare Company* (NR)  
*West Side Story* (PG)  
*Whale Rider* (PG-13)  
*Speak* (Not Rated)  
*The Namesake* (PG-13)  
*The Joy Luck Club* (Teacher Edited Version)  
*Rabbit-Proof Fence* (PG)  
*Slumdog Millionaire* (R)  
*The Good Earth* (NR)  
Excerpts from *The Outsiders* (PG-13)  
*Nightjohn* (PG-13)  
*The Great Santini* (PG)  
*Kafka's Metamorphosis: Great Books*  
*Losing Isaiah* (R)  
The Simpsons "There's No Disgrace like Home" (episode)

**Unit 4: The Effects of War on Culture and Society (9 Weeks)**

Play: *Julius Caesar*, William Shakespeare

Novels: *All Quiet on the Western Front*, Erich Maria Remarque  
*Johnny Got His Gun*, Dalton Trumbo  
*Night*, Elie Wiesel  
*Animal Farm*, George Orwell  
*Real Time*, Pnina Moed Kass

*The Swallows of Kabul*, Yasmina Khadra

*The Attack*, Yasmina Khadra

*The Sirens of Baghdad*, Yasmina Khadra

*Purple Hibiscus*, Chimamanda Ngozi Adichie

*Born Under a Million Shadows*, Andrea Busfield

Non-fiction: *Three Cups of Tea*, Greg Mortensen

Short Stories: "The Rebellion of the Magical Rabbits," Ariel Dorfman

"War," Luigi Pirandello

"The Birds," Daphne duMaurier

Selected Sections of "The Art of War," Sun Tzu

"Christmas, 1914" from *Old Soldiers Never Die*, Frank Richards

Excerpts from *The Sunflower*, Simon Wiesenthal

"A Certain Night," Ting Ling

Poems: "Everything Is Plundered," Anna Akhmatova

"I Am Not One of Those Who Left the Land," Anna Akhmatova

"Requiem," Anna Akhmatova

"Dulce Et Decorum Est," Wilfred Owen

"Crow Song," Margaret Atwood

"The Soldier," Rupert Brooke

"One Soldier," Katai Tayama

"To the Little Polish Boy," Peter Fischl

"First They Came," Pastor Martin Niemoller

"Refugee Blues," W.H. Auden

“Fighting South of the Ramparts,” LiPo

“Wage Peace,” Judyth Hill

Fables: Aesop's Fables ("The Fox and the Grapes," etc.)

Films: *Paper Clips* (Documentary)

*Animal Farm* (Animated)

*George Orwell Biography*

*A Midnight Clear* (R)

*MTV: True Life "I Have PTSD"* (NR)

*Life is Beautiful* (PG-13)

*Children Remember the Holocaust* (NR)

*Osama* (PG-13)

*Osama: Life under the Taliban*

*War Letters*

*The Great War: Parts 1-8*

*Last Letters Home: Voices of American Troops* (NR)

*Dear Home: Letters from World War I* (NR)

*In Memory of Millions: Voices of the Holocaust* (NR)

*Alive Day Memories: Home from Iraq* (NR)

*Afghan Stories* (NR)

*Interview with Elie Wiesel at Auschwitz* (NR)

*Elie Wiesel: Goes Home* (NR)

*Elie Wiesel: First Person Singular* (NR)

*Voices of the Holocaust* (NR)

Excerpts from *The Ku Klux Klan: A Secret History*

*War Horse* (PG-13)

*Source Code* (PG – 13)

*The Boy in the Striped Pajamas* (PG – 13)

Music: “Blowin’ in the Wind,” Bob Dylan

“Letters from War,” Mark Schultz

“Goodnight Saigon,” Billy Joel

“No Man’s Land,” Eric Bogle

14. Assignments: The objectives and assignments listed below are representative of the types of objectives and assignments students will complete throughout the year. Additional readings and writings, class activities and projects, quizzes and vocabulary study will also be completed.

### ***The Odyssey* (approximately 4 weeks)**

Unit Goal: The students will read *The Odyssey* to appreciate Greek epics, to analyze how characters develop through adversity, and to become acquainted with archetypes in literature.

Unit Objectives:

The students will...

- Research Greek myths and *The Iliad* to build background knowledge for *The Odyssey* and cooperate in small groups to prepare a lesson on a particular myth or legend.
- Discuss particular characteristics of an epic and make predictions about the work.
- Identify Odysseus as an epic hero and establish a standard by which to measure Odysseus’s heroism outside the genre, that standard being the “Hero’s Journey” as per Joseph Campbell.
- Build their vocabulary and interpret the underlying motivations of some of the principal characters.
- Make predictions about Telemachus’s relationship with his father and generate their own essential questions for a deeper understanding of the book.
- Infer Odysseus’s attitude about leaving Ogygia and returning home.
- Create a dialectical journal to reflect on and analyze particular quotes and passages.
- Discuss how fate is manifest in *The Odyssey* and determine to what degree free will is operative.
- Interpret “The Hero’s Journey” as per Joseph Campbell, then compile and organize examples of heroic stages from *The Odyssey*.
- After reading Book XI, “The Book of the Dead,” the students will discuss the significance of this as a “rite of passage.”
- Write an essay that explains how Odysseus’s journey is like the archetypal Hero’s Journey and, perhaps, how it is not.

- Judge whether the movie makers accurately portrayed Odysseus as a hero.
- Create and deliver an original story that includes a monster of symbolic importance.

Implementation of Technology:

- Internet research for the Mythology Project
- Power Point presentation on “The Epic”
- Power Point Presentation on “The Heroic Journey”
- PowerPoint Presentation on “The Book of the Dead”
- *The Odyssey* DVD

Sample Assignments:

- Analysis of Greek gods and goddesses
- Creation of own myth
- Dialectical journal/Log responses to the reading
- Hero’s Journey essay

***Romeo and Juliet* (approximately 4 weeks)**

Unit Goals: Students will understand how culture influences the role that one has within a family and how relationships with other family members affect one's behavior.

Unit Objectives:

The students will...

- Complete a style guide for *Romeo and Juliet*, which provides students with an understanding of figurative language, poetic devices, sensory imagery, allusions and symbols, and literary analysis.
- Use the internet to complete a computer scavenger hunt on Shakespeare, the Elizabethan times and theater, and *Romeo and Juliet*.
- Learn literary terms and vocabulary in connection to Shakespeare, *Romeo and Juliet*, and *Julius Caesar*.
- Actively listen to and take notes on *How William Became Shakespeare*.
- Write a formal log entry or essay using the MLA format for *Romeo and Juliet*.
- Actively read and/or view all of *Romeo and Juliet* and analyze the events and characters found in the play.
- Learn and recall information about the Elizabethan Society (i.e. behavior of women, men, rules of dueling, importance of friars, treatment of parents toward children and vice versa, banishment from a city-state, marriage traditions, death and burial traditions, etc.).
- Understand the importance of an author/playwright choosing a name for particular characters.
- Research and connect *Romeo and Juliet* to modern day Romeo and Juliet stories/articles and some stories/plays/poems from the past which share similar themes.
- Create an alternate ending to *Romeo and Juliet* in which students must brainstorm ideas of how the death of Romeo and Juliet could have been prevented.
- Perform the alternate ending of *Romeo and Juliet* to the rest of the class.

Implementation of Technology:

- Web Quest
- Informational lecture on CD
- Historical documentary
- *Romeo and Juliet* films
- *West Side Story* film

#### Sample Assignments:

- Make connections between the play and a modern film version directed by Baz Luhrmann and the classic film version directed by Franco Zeffirelli.
- Make connections between the classic play and a modern adaptation, *West Side Story*.
- Reading logs, such as the following: Should Juliet have followed the Friar's advice? Why or why not? What else could she have done? What would you have done in her situation? Tell about a time when you asked someone to do something for you and they didn't. What happened as a result? Connect to the events of the play.

### **Research Process (approximately 3 weeks)**

#### Unit Goal:

Students will learn the necessary process and skills to be successful in writing research papers and formal thesis papers.

#### Unit Objectives:

Students will...

- Employ appropriate listening skills while receiving informational material on pieces of the research paper process.
- Complete an online plagiarism quiz.
- View a database presentation in the library.
- Conduct research using the library, the Internet, and databases, in order to locate at least five sources of information.
- Develop a thesis statement, compose an introductory paragraph, and apply the appropriate MLA heading to the page.
- Appraise sources and information for credibility.
- Organize and prepare notes, then compose a detailed outline using both paraphrased information and direct quotes, all cited correctly in MLA format.
- Collect all bibliographic information and create a Works Cited page in MLA format, using Noodle Tools.
- Learn proper MLA format for all aspects of writing a research/thesis paper (i.e. heading, margin settings, font style and size, documentation).

#### Implementation of Technology:

- Online Plagiarism Quiz
- Use of library databases and internet websites to find source information
- Use of Purdue University Online Writing Lab (OWL) to reinforce various research skills and MLA Format
- Use of Word Processing tools to create final product

- Use of overhead project/SmartBoard to present the necessary research skills to class
- Use of Noodletools to create notes, outlines, and Works Cited pages

Sample Assignments:

Teacher generated handouts and assignments for the research process will include the following:

- Using the media center and Internet to find sources relevant to the topic
- Taking effective notes
- Paraphrasing to avoid plagiarism
- Using internal documentation for support
- Creating a Works Cited page from a variety of sources
- Making an outline for a research/thesis paper
- Creating a thesis statement