



Laying the Foundation: A Pre-AP Initiative
Grade Nine Curriculum Guide

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May 2005

Grade 9 PreAP English Curriculum Reserved Texts 2005-2006

*Any full-text plays or novels in the grade-level literature anthology are reserved for use as a full text at that grade level.

*Teachers may use excerpts (up to 10%) of a reserved text for a higher grade level.

Reserved Texts

Novels

To Kill a Mockingbird—Lee

Ethan Frome—Wharton

Of Mice and Men—Steinbeck

A Tale of Two Cities—Dickens (excerpts or whole piece)

Fahrenheit 451—Bradbury

Cold Mountain—Frazier

Drama

The Glass Menagerie—Williams

Romeo and Juliet—Shakespeare

Film

To Kill a Mockingbird (1962)

O Brother, Where Art Thou?

A Midsummer's Night Dream

Texts Used But Not Reserved

Short Stories

"The Scarlet Ibis"—Hurst

Poetry

"The Man He Killed"—Hardy

"Hunchback Girl..."—Brooks

Poetry (continued)

"The Man He Killed"—Hardy

"Hunchback Girl..."—Brooks

"Southern Cop"—Sterling Brown

"somewhere I have never traveled"—cummings

"Ballad of Birmingham"—Randall

"To a Mouse"—Burns

"The Convergence of the Twain"—Hardy

Selections from the Bible

"Titanic"—Slavitt

"The Eagle"—Tennyson

"Sonnets 30 and 73"—Shakespeare

"Hope is the Thing with Feathers"—E. Dickinson

"Three Haiku"—Basho / Chiyojo

"Dream Deferred" and *"Dreams"*—Hughes

"Women"—Walker

"The Raven" and *"The Bells"*—Poe

Odyssey—Homer epic

"There Will Come Soft Rains"—Teasdale

"An Ancient Gesture"—Millay

"Siren Song"—Atwood

"Ithaca"—Cavafy

Non-Fiction

Presidential and political speeches of Lincoln, Kennedy, Roosevelt, Patrick Henry, and Bush (2001)

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1st Six Weeks

Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Annotation	Annotation <i>Laying the Foundation (LTF)</i> pp. 84-86 Foundation Lesson Read and annotate Chapters 1-11 (outside of class)	<i>To Kill a Mockingbird</i> Lee	This core text is read for three weeks. Students will annotate in the book. There are suggested topics for annotation on <i>LTF</i> p. 573. Initially it might be best to focus on only two or three elements for annotation.	Annotated text Dialectical journal Tripod/Y charts Class discussion	
Composition Dialectical Journals	Dialectical Journals <i>LTF</i> pp. 390-395 Foundation Lesson Keep a dialectical journal Chapters 1-11 (outside of class)	“The Scarlet Ibis,” EOL, pp. 315-321 Alternate choice: “The Sniper” EOL	The Foundation Lesson introduces five different focuses for journals. Students should be introduced to one journal type at a time and allowed to practice it with a variety of works.	Journal entries A four-sentence paragraph based on Jane Schaffer’s four-sentence chunk <i>LTF</i> p. 393	
Grammar Parts of Speech Sentence Structure	Sentence Structure Basics <i>LTF</i> pp. 270-275 Foundation Lesson	<i>To Kill a Mockingbird</i>	There is no student activity page for this lesson. Grammar taught / reviewed with sentence strips according to directions on pp. 270-275.	Students work in small groups to find different types of sentences in the novel they are reading Students write sentences using subject matter from their novel	

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Week 1 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Grammar Sentence Variety Syntax Techniques	Learning Advanced Syntax Techniques <i>LTF</i> pp. 334-337 Foundation Lesson	<i>To Kill a Mockingbird</i>	This lesson provides three interesting activities which involve finding ads in magazines, writing ads, and describing classmates using advanced syntax techniques.	One of the suggested activities on <i>LTF</i> pp. 336-337 could be used as an assessment. There is another assignment on <i>LTF</i> p. 573 under Week One which involves a style analysis of a passage from <i>To Kill a Mockingbird</i> .	
Close Reading Grammar Composition	Putting It All Together—"The Scarlet Ibis" Skill Focus <i>LTF</i> pp. 60-69	"The Scarlet Ibis," EOL, pp. 315-321	This PAT lesson is thorough and difficult.	The Putting It All Together Lesson is the assessment.	

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Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Annotation	Continue reading and annotating Chapters 12-23 (outside of class)	<i>To Kill a Mockingbird</i>	There are four suggestions for annotation/journal topics using <i>To Kill a Mockingbird</i> in <i>LTF</i> on p. 573 under Week Two.	Annotated text Dialectical journal Tripod/Y chart Class discussion	
Composition Dialectical Journal	Continue reading and writing dialectical journal Chapters 12 – 23 (outside of class)	<i>To Kill a Mockingbird</i>		Annotated text Dialectical journal Tripod/Y chart Class discussion	
Close Reading Interpreting Poetry	Strategies for Interpreting Poetry <i>LTF</i> pp. 144-147 Foundation Lesson	any poem	Students often benefit from doing this activity with a partner or in a group.	Student Notes activity in <i>LTF</i> p. 147	
Close Reading Interpreting Poetry Composition (optional) Expository Mode (analytical)	Study poem “The Man He Killed” Compare the poem’s theme with the theme of the novel: “climb” [ing] into someone else’s “skin” <i>LTF</i> p. 573	<i>To Kill a Mockingbird</i> “The Man He Killed”	This poem does not appear in <i>LTF</i>	This can be done as a class discussion or students can write a paragraph	

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Week 2 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition	Review Tips for Timed Writing Composition <i>LTF</i> pp. 444-446 Foundation Lesson		These are tips for the timed writing which can be “talked through” at first and later used as a resource for the students while they are completing their timed writings in class.		
Grammar Sentence Combining	A Syntax Lesson Based upon Killgallon’s Sentence Composing for High School <i>LTF</i> pp. 362-368 Foundation Lesson	<i>To Kill a Mockingbird</i>	This grammar lesson uses sentences from <i>To Kill a Mockingbird</i> and focuses on the dependent clause, the appositive phrase, the participial phrase, and the prepositional phrase.	The Student Activity in <i>LTF</i> pp. 366-368	
Composition Expository	Timed Writing Prompt <i>LTF</i> p. 574	<i>To Kill a Mockingbird</i>	The timed writing prompt is in <i>LTF</i> p. 574	Timed Writing	
Composition	Open Book Quiz <i>LTF</i> p. 574		Open Book questions from Chapters 10-11	Open Book Quiz	

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Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Annotation	Continue reading and annotating Chapters 24-31 (outside of class)	<i>To Kill a Mockingbird</i>	There are three suggestions for annotation/journal topics in <i>LTF</i> p. 574 under Week Three.	Annotated text Dialectical journal Tripod/Y chart Class discussion	
Composition Timed Writing	<i>LTF</i> p. 574	<i>To Kill a Mockingbird</i>	Refer to Tips for Timed Writing Foundation Lesson <i>LTF</i> p. 444	Suggested topics: hypocrisy in the novel; unity of the Finch family	
Close Reading Literary Techniques Figurative Language	<i>LTF</i> p. 574	Glossary of Terms, <i>LTF</i> pp. 685-704	<i>LTF</i> suggests reviewing the following: symbolism, synecdoche, metonymy, personification, overstatement (hyperbole), understatement, oxymoron, paradox, pun, irony, apostrophe, allusion, and metaphor. Use Glossary to help teach terms. Teach in context of reading text rather than memorizing list of terms.		
Composition Expository Mode (analytical)	<i>LTF</i> p. 574	<i>To Kill a Mockingbird</i>		Annotate examples of figurative language in selected passages and write 2-3 paragraphs (each on a different figure of speech), connecting that device to meaning in novel.	

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Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Grammar	Style Analysis of <i>To Kill a Mockingbird</i> <i>LTF</i> pp. 240-246 Foundation Lesson	<i>To Kill a Mockingbird</i>	This analysis covers point of view, character development, diction, syntax, figurative language, allusions, and vocabulary.	Student Activity <i>LTF</i> pp. 244-246	
Composition	Review lesson on incorporating quotations into compositions Composition <i>LTF</i> pp. 408-412 Foundation Lesson	Use a text of your choice		Student Activity <i>LTF</i> p. 412	
Composition	Review lesson on writing thesis statements Composition <i>LTF</i> pp. 396-401 Foundation Lesson	Any novel, poem, play, short story, or nonfiction selection		Student Activity <i>LTF</i> pp. 400-401	
Composition	Discuss the timed writing quotations and practice writing thesis statements to respond to each prompt <i>LTF</i> p. 574		Two prompts are listed under Week Four Prompt for Timed Writings pp. 574-575	Thesis statements	

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Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Composition	Uncovering Layers of Meaning—Poetry <i>LTF</i> pp. 98-105 Foundation Lesson	<i>LTF</i>	Combine with grammar lesson suggested on p. 98 if possible. Suggestion: let students work in pairs or small groups for parts on pp. 104-105 to encourage deeper conversations about poem. Avoid handing out the 4 pages at worksheets.	Student activity <i>LTF</i> pp. 102-105	
Close Reading Composition	“Southern Cop” <i>LTF</i> p. 575	This poem is not in the <i>LTF</i> book.	<i>LTF</i> suggests that students work in pairs and write collaboratively.	In “Southern Cop,” what assumptions is the white policeman making about the Negro in the alley? What assumptions do most of the white people in the novel make about black people?	
Close Reading Composition	“The Ballad of Birmingham” <i>LTF</i> p. 575	This poem is not in the <i>LTF</i> book.		Write a one-page response to this prompt: How does the point of view in this poem compare and contrast to the point of view of the novel?	

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Week 5 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Grammar Composition	Filling in the Blanks— “Using Modifiers to Provide Detail” <i>LTF</i> pp. 420-422 Foundation Lesson	<i>LTF</i> pp. 420-422 and pp. 270-275	Use these lessons to teach revision of the preceding lesson’s one-page response. Use all or parts of these lessons as needed.	Student Activity <i>LTF</i> pp. 421-422 and pp. 270-275	

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Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Expository analytical	Write a fully developed essay on the topic of any 3 “mockingbirds” in the novel <i>LTF</i> p. 575	<i>To Kill a Mockingbird</i>	Students should choose among Boo, Tom, Jem, or Atticus and determine these characters without teacher input. Take the essay through the entire process of composition from brainstorming through drafting to revision and proofreading.	Evaluate the essay using the rubric in <i>LTF</i> pp. 576-577	
Composition Expository analytical	Revise the essay using one or more of the following <i>LTF</i> : Revision, pp. 448-451 Style and Voice, pp. 456-460 Writing Workshop pp. 452-454 Foundation Lesson		<i>LTF</i> suggests that the students peer judge each other's essays using a rubric, and then the teacher will grade the essay using the standards of the rubric. A rubric appears on pp. 576-577.	Revision lessons and application to essay Writing process	
Composition Expository analytical	Student Self-Evaluation PAMDISS <i>LTF</i> pp. 462-463 Foundation Lesson		This guide helps students critique their own writing	PAMDISS evaluation	

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Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Literary Elements	Annotating Literary Elements in Short Passages from a Novel or Alternate Text— diction, figures of speech, point of view Laying the Foundation (LTF) pp. 578-579 2 days with Grammar Lesson; readings done at home	<i>Ethan Frome LTF</i> alternate texts EOL : “ <i>The Gift of the Magi</i> ” (diction) p. 202 “ <i>A Sound of Thunder</i> ” (figures of speech) p. 35 “ <i>Snow</i> ” (point of view) p. 215	By annotating short passages from the reading, students will better identify literary elements. Continuation of the LTF Foundation Lesson “Annotation” from the 1 st Six Weeks will be helpful. Students should work in groups to analyze the use of each element or passage with specific quotes included. Follow suggestion LTF p. 578.	Each group presents its assigned analysis to the class with specific quotations included	
Grammar Parallelism Sentence Structure	Annotation of Short Passages of a Novel or Alternate Text for connections between sentence structure and meaning LTF p. 578 2 days with Close Reading Lesson	<i>Ethan Frome LTF</i> alternate texts EOL : “ <i>The Gift of the Magi</i> ” (diction) p. 202 “ <i>A Sound of Thunder</i> ” (figures of speech) p. 35 “ <i>Snow</i> ” (point of view) p. 215	While annotating passages, discussion of connection between sentence structure/ parallelism and text meaning will help students understand how sentence structure affects literature.	This is continuation of the above assessment and each group should include commentary about sentence structure in their analysis	

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Week 1 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Thesis Inclusion of Quotes Use of commentary	<i>LTF</i> p. 578 1 day	<i>Ethan Frome LTF</i> alternate texts <i>EOL</i> : “ <i>The Gift of the Magi</i> ” (diction) p. 202 “ <i>A Sound of Thunder</i> ” (figures of speech) p. 35 “ <i>Snow</i> ” (point of view) p. 215	Following the annotation of the selections, and the groups presentations, writing a short analytical paragraph of the assigned passage, with relevant quotes/commentary included and a strong thesis, will allow students to practice written reinforcement of the oral skills used earlier.	Students will write a well-organized paragraph	
Composition/Literary Elements Dialectical Journal, Theme	Using a Dialectical Journal to Explore a Theme <i>LTF</i> pp. 579-580 1 day readings done at home	<i>Ethan Frome LTF</i> alternate texts <i>EOL</i> : “ <i>A Sound of Thunder</i> ” p. 34 “ <i>Poison</i> ” p. 80 “ <i>Thank You Ma’am</i> ” p. 120 “ <i>The Necklace</i> ” p. 220	By using the suggested chart on <i>LTF</i> p. 580, the students can trace the moral development of characters in selected readings. Background on Kohlberg’s Levels of Moral Development, with examples and some guided practice, will be necessary before beginning the journals; see <i>LTF</i> p. 579 or website: www.nd.edu/~rbarger/kohlberg.html	Assessment done in week 2	

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Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition/Literary Elements Dialectical Journal/Theme	Using a Dialectical Journal to Explore a Theme <i>LTF</i> p. 579 ½-1 day readings done at home	<i>Ethan Frome LTF</i> alternate texts from Week 1, <i>EOL</i>	By continuing to write dialectical journals, students will trace moral development of characters; discussion of the characters changes will help clarify character development.	Students might present oral argument for moral development in one character as compared with another.	
Close Reading/Literary Techniques Irony	Irony <i>LTF</i> pp. 132-136 Foundation Lesson 1-2 days for lesson and presentations 1-2 days out of class for gathering information	<i>Ethan Frome LTF</i> alternate texts <i>EOL</i> : “ <i>The Interlopers</i> ” p. 95 “ <i>The Road Not Taken</i> ” p. 601 “ <i>The Gift of the Magi</i> ” p. 202 “ <i>The Necklace</i> ” p. 221	Introduction and review of three types of irony will prepare students for upcoming writing assignment from novel or alternative texts. Use of Power Point as a group presentation method for scavenger hunt results will strengthen technology skills.	Groups will use Power Point to share its scavenger hunt results to the class; scavenger hunt may be divided for individual assessment as well as group.	

*Note: These activities may require more than 5 class days, depending on the time necessary for Power Point presentations and time for discussion of Point of View writings.

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Week 2 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition The Writing Process	Writing a Collaborative Essay Concerning Irony; Individual Revision <i>LTF</i> p. 580 1 day, plus time to revise and complete at home	<i>LTF</i> novel or alternate texts	Writing a collaborative essay concerning ironies in the selected texts will help students better understand how irony influences literature.	Students will write a group essay, and an individually-revised essay, inserting personal information they wish to emphasize	
Composition/Literary Elements Point of View Style/Voice	Examining and Changing Point of View in a Selection <i>LTF</i> p.580 1 day for paragraph, discussion, sharing; time at home to complete essay	<i>LTF</i> novel or alternate texts	Rewriting a paragraph from a character's point of view, rather than the narrator's, will cause students to read selections more closely and analytically. Rewriting an ending of a selection	Individual rewrite of selected text ending from a character's point of view rather than the narrator's	

**Note:* These activities may require more than 5 class days, depending on the time necessary for Power Point presentations and time for discussion of Point of View writings.

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Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Narrative Techniques	Examining Narrative Techniques for Manipulation of Time as a Part of Plot <i>LTF</i> p. 580 1-2 days readings done outside of class	<i>Ethan Frome LTF</i> , gr. 9, p. 580; alternate texts <i>EOL</i> : “ <i>Marigolds</i> ” p. 279 “ <i>Riding is an Exercise of the Mind</i> ” p. 401	Discussion of the author’s techniques for manipulating the time in a selection will help students better understand literary structure. Constructing plot timelines will clarify events in the selections. A Freytag Pyramid (plot diagram) may be found at http://web.cn.edu/kwheeler/freytag.html as well as other sites; search “Freytag’s Pyramid.” Using illustrations to construct a Freytag Pyramid of selections will increase student understanding of plot.	Students may create their own illustrated Pyramid from specified selections	
Close Reading Theme	Examining Author’s Use of Themes in a Selection <i>LTF</i> p. 580 ½-1 day	<i>Ethan Frome LTF</i> p. 580 any alternate texts from this six weeks	Discussion, in groups or as a class, of themes of passivity, desire of fulfillment, illicit love (<i>Ethan Frome</i>); love, fear, friendship, selfishness, life’s unfairness, and others from alternate texts.	Students might write a short reaction to any of the themes discussed	
Grammar Sentence Structure Patterns	Sentence Structure, Patterns, Variety, Parallelism <i>LTF</i> pp. 580, 370 1 day; time at home to complete exercise	<i>LTF</i> p. 580 <i>The Lives of a Cell</i> p. 187 “ <i>Writing from a Model</i> ” p. 370	Reviewing sentence patterns and modeling them will strengthen students’ composition skills. Having the handout “Phrase Toolbox” and a review of sentence patterns may be helpful.	Students may complete the writing exercise from <i>LTF</i> p. 371	

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Week 3 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Reading Strategies Literary Elements Figures of Speech Literary Techniques	“Peeling Back the Layers—Prose” <i>LTF</i> pp. 580, 182 2 days; time to complete exercise at home	<i>LTF</i> pp. 580, 182-190 includes excerpt <i>The Lives of a Cell</i>	Practicing Close Reading skills—Paraphrasing, Diction, Figures of Speech, Points of View, Grammar/Syntax Patterns, and Structure—will help students practice those skills and apply them to other works. A review of those skills may be helpful, using the teacher’s annotated version pp. 183-186 with class discussion and/or group work.	Students may complete the student exercise from <i>LTF</i> p. 189-190; students may also be tested by using the multiple choice quiz pp. 192-196.	

*Note: These activities may require more than 5 class days, depending on the depth of study on the Close Reading exercise, and the review necessary.

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2nd Six Weeks

Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Literary Elements	Annotating Literary Elements in Short Passages from a Novel—Diction, Figures of Speech, Sound Devices, Sentence Structure, Point of View, Parallelism, Symbols <i>LTF</i> p. 580 2 days; time to complete at home if necessary; readings done outside of class	<i>Of Mice and Men</i> <i>LTF</i> p. 580	By annotating short passages from the reading, students will better identify literary elements. Continuing to use the Foundation Lesson “Annotation” will be helpful. Students should work in groups to analyze the use of each element or passage with specific quotes included. Follow suggestion, <i>LTF</i> p. 578; reference to previous annotation exercise may be helpful; however, students will move directly to writing an individual paragraph with relevant citations, rather than doing a group exercise first.	Students will write a well-organized paragraph	
Composition/Literary Elements Dialectical Journal	Using a Dialectical Journal to Explore a Theme <i>LTF</i> p. 580 1 day	<i>Of Mice and Men</i> <i>LTF</i> p. 580	Using dialectical journals to identify examples of characters’ moral development; discussion of journal entries in groups or as a class may be helpful.		
Close Reading Symbolism	Analyzing Symbolism in a Novel <i>LTF</i> p. 580 2 days	<i>Of Mice and Men</i> <i>LTF</i> p. 580	Working in groups to analyze the significance of Steinbeck’s association of characters with specific animals will help students recognize symbolism in a novel. Students may enjoy doing both the paragraph and the poster.	Original paragraph and/or a poster	

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Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Literary Elements	Reviewing Elements of Setting and Character Archetypes <i>LTF</i> p. 581 ½ day; readings completed at home	<i>Of Mice and Men</i> <i>LTF</i> p. 581	Reviewing the elements of setting and character archetypes will help students analyze readings.		
Close Reading Literary Elements Techniques	Characteristics of the Epic Journey <i>LTF</i> p. 581 ½ day for discussion; 1 day for essay	<i>Of Mice and Men</i> <i>LTF</i> p. 581 Selections from <i>The Bible</i> : Deuteronomy 1-3 (the story of Moses); Exodus 12:37-17:16 (the Exodus); Genesis 3 (the Garden of Eden)	This is moved from Week 4. Reading these selections and noting the similarities and differences between the Biblical stories as well as the allusions to these stories in the novel will help the students clarify connections between the novel and other selections. Writing a short, timed essay will help students practice expressing literary connections in written form.	Short original essay	

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Week 5 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Close Reading Literary Elements</p>	<p>Recognizing Personal and Literary Archetypes <i>LTF</i> p. 581 3 days to 2 weeks; see Note in Comments</p>	<p><i>Of Mice and Men</i>; <i>LTF</i> p. 581 “Personal Archetypes” pp. 464-468</p>	<p>The Personal Archetype Project will help students better understand various archetypes in the novel. Color pictures and explanations for “mandala” (a pictorial representation of a character archetype) may be found at http://ccat.sas.upenn.edu/george/mandala.html</p> <p>Note: <i>LTF</i> suggests 3 days to 2 weeks for this activity, particularly if both the personal and literary mandala projects are completed. This activity may require explanation and examples for clarity.</p>	<p>Original personal and/or literary mandala</p>	

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Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Grammar Sentences	Reviewing and Modeling Elements of Sentence Structure <i>LTF</i> p. 581 Foundation Lesson approx. ½ day for poem reference; 1½-2 days for sentence/paragraph modeling, plus time at home to complete	Poem, Robert Burns “ <i>To A Mouse, Of Mice and Men</i> ” <i>LTF</i> p. 581	The poem may be found at: http://www.electricscotland.com/burns/mouse.html or www.robertburns.org . The language of the poem may require some explanation for clarity and understanding when identifying connections between the poem and novel. Using sentences from novel as models will help students improve their own sentence structure. Foundation Lesson pp. 280-285 might be a helpful review for sentence patterns; teacher models may also be needed.	Original paragraph(s) modeled from paragraphs in the novel	
Composition Types The Process	“Defend, Challenge, Qualify” <i>LTF</i> pp. 581, 428-431 3 days to 1 week	<i>Of Mice and Men</i> <i>LTF</i> pp. 581, 428-431	Working in pairs or groups when writing the practice prompt p. 428 and comparing group efforts might be helpful for students. Having students write all three types of persuasion will help them closely examine an issue completely. Depending on how extensively the Foundation Lesson is used, combined with a complete essay from the novel prompts, p. 581, this lesson could take up to one week.	Original essay from prompts on pp. 430-431 Original essay from novel using this format could be used as a final assessment for the novel	

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3rd Six Weeks

Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Reading Strategies Listening and Speaking	Read a play in class with different students taking a character role <i>Laying the Foundation (LTF)</i> p. 583	<i>The Glass Menagerie</i>	Having students read the play aloud in class taking different character roles stimulates student interest in the play		
Composition Types (Modes) Expository Analytical Multiple Mode Imaginative Close Reading Literary Elements Conflict Characterization Theme Setting Literary Techniques Symbolism	Dialectical Journal <i>LTF</i> p. 583 Dialectical Journal entry focusing on one of the following literary elements each day: conflict, characterization, theme, setting, symbolism	<i>The Glass Menagerie</i>	Model how to create a Dialectical Journal entry for specific purpose Review literary elements before students begin Lessons for skills reference: Dialectical Journals <i>LTF</i> p. 390 Foundation Lesson	Assess the Dialectical Journals for quality of analysis/insight	
Close Reading Literary Forms Verse Reading Strategies Reading Poetry to select a poet of interest	Poet Focus Research Project <i>LTF</i> p. 516 Students choose a poet to study and research	Generate a list of poets from <i>Elements of Literature (EOL)</i> and any additional poets of interest to 9 th graders	Since this is a research project which will require many assignments and extended time, it is important to students to read several poems by several different poets in order to get a sense of which poetry appeals to them the most		

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3rd Six Weeks

Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Literary Elements Detail Diction Connotation Denotation Imagery Plot Conflict Theme Tone Point of View Figures of Speech Sound Devices Literary Techniques Verse	Read “ <i>Hunchback Girl: She Thinks of Heaven</i> ” <i>LTF</i> p. 583 Use TP-CASTT (Method of Poetry Analysis)— <i>The AP Vertical Teams Guide for English</i>	“ <i>Hunchback Girl: She Thinks of Heaven</i> ” by Gwendolyn Brooks	In poetry analysis, it is a good idea to read a variety of different types of poetry to understand differences in how authors use poetic devices to create meaning Lessons for skills reference: Strategies for Interpreting Poetry <i>LTF</i> p. 144 Foundation Lesson	After analyzing poems in class discussion, give students a poem they haven’t read to analyze on their own to determine their ability to analyze poetry	
Composition Types Expository Analytical Compare/Contrast The Process of Composition Prewriting Consideration of Audience Determination of Purpose (continued)	Composition (short) on the parallels in point of view in a poem and a play <i>LTF</i> p. 583	Laura in <i>The Glass Menagerie</i> The speaker in “ <i>Hunchback Girl: She Thinks of Heaven</i> ”	The paper should be taken through all steps in the writing process even though it is a short paper. On drafts, students should give peer revision comments and the teacher should provide analytical comments for revision. The students should revise based on their understanding of revision comments. (continued)	Final evaluation should consider all steps in the writing process as well as revision	

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Week 2 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p><i>(continued)</i></p> <ul style="list-style-type: none"> Generation of Ideas Organization of Ideas Selection of Topic Drafting Extended Time Revision of Multiple Drafts Concision Content Organization Precise Diction Sentence Variety Unity Editing Mechanics Sentence structure Usage Structural Elements Introduction Thesis Body Incorporation of Quotes Topic Sentence Use of Commentary Use of Evidence Conclusion 			<p><i>(continued)</i></p> <p>Lessons for skills reference:</p> <p>Point of View—The Person or the Persona? <i>LTF</i> p. 118</p> <p>Foundation Lesson</p> <p>Creating Effective Thesis Statements <i>LTF</i> p. 396</p> <p>Foundation Lesson</p> <p>Creating Effective Topic Sentences <i>LTF</i> p. 402</p> <p>Foundation Lesson</p> <p>Using Quotations Effectively <i>LTF</i> p. 408</p> <p>Foundation Lesson</p> <p>Introductions and Conclusions <i>LTF</i> p. 414</p> <p>Foundation Lesson</p>		

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Week 2 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Grammar Phrases Appositive Gerund Infinitive Participial Prepositional Composition Multiple Mode Expressive Imaginative Personal</p>	<p>Creating phrases for poetic purpose “Poetry of Phrases” <i>LTF</i> pp. 296, 300 “Phrase Toolbox” p. 302 Foundation Lesson</p>	<p>Student models in the lesson on p. 296</p>	<p>Construction of phrases are reviewed in the lesson on p. 296 and creation of phrases in poetry is taught in the lesson on p. 302</p>	<p>Students can be evaluated on the grammatical correctness of the phrases as well as the creativity of the poetry</p>	
<p>Close Reading Literary Techniques Symbolism Grammar Syntax Techniques Parallelism Composition Structural Elements Topic Sentence Use of Commentary Use of Evidence Style and Voice Conscious Manipulation of Sentence Patterns Coordination/ Subordination</p>	<p>Symbol Analysis: Students write paragraphs analyzing the symbols in <i>The Glass Menagerie</i> using participles, gerunds, and parallelism in the writing. They then discuss the symbols in open discussion <i>LTF</i> p. 583</p>	<p>“<i>The Glass Menagerie</i>”</p>	<p>Review with students parallel structure in writing and its rhetorical purpose Lessons for skills reference: “Phrase Toolbox” <i>LTF</i> p. 302 Foundation Lesson</p>	<p>Evaluation of students’ paragraphs should be based on the effective use of phrases and parallel structures for rhetorical purpose as well as the quality of the symbol analysis</p>	

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Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Reading Strategies Seminar/Discussion Literary Elements Literary Forms Drama Verse	Explain several elements of the poem “ <i>somewhere i have traveled</i> ” as they relate to <i>The Glass Menagerie</i> LTF p. 584	<i>“somewhere i have traveled”</i> <i>The Glass Menagerie</i>	In comparing elements of drama and verse, students are able to see common elements in different genres		
Close Reading Literary Elements Diction Imagery Figures of Speech Sound Devices Grammar Syntax Techniques Mechanics Punctuation Composition Structural Elements Topic Sentence Use of Commentary Use of Evidence	Group Paragraphs on Poetry Analysis—one poetry device per paragraph LTF p. 584 Discussion strategies: “fishbowl” or “jigsaw” from <i>The AP Vertical Teams Guide for English</i>	<i>“somewhere i have traveled”</i> <i>The Glass Menagerie</i>	In analyzing the poem, students must connect the use of the specific device to author’s purpose and explain this in the commentary in the analysis of the poem Lessons for skill reference: Strategies for Interpreting Poetry LTF p. 144 Foundation Lesson	Evaluation should be based on how well the students connect the use of the specific poetic device to the author’s intended meaning	

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Week 3 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Listening and Speaking Tone	Tone/attitude as conveyed through gesture and intonation Read aloud scenes from the play in which different attitudes are revealed Students create the characters' tone in different scenes of the play through gesture and intonation <i>LTF</i> p. 584	<i>The Glass Menagerie</i>	A good way to introduce students to tone in style analysis is through their listening to a speaker's tone of voice and how it imparts meaning	Class members determine the tone the actors convey, and students are evaluated on how well they convey that tone	
Composition Multiple Mode Imaginative Style/Voice Manipulation of Point View for Purpose	Rewrite the end of the play from another point of view <i>LTF</i> p. 584	<i>The Glass Menagerie</i>	Re-writing the end of a play allows for students to manipulate another character's point of view for specific purpose. This allows them to engage in imaginative writing and gain a greater understanding of an author's use of point of view for specific purpose. Lessons for skill reference: The Person or the Persona <i>LTF</i> p.116 Foundation Lesson Point of View <i>LTF</i> p. 122 Foundation Lesson	The evaluation of rewriting the end of a play from another character's point of view should consider how well the student created new plot and point of view based on the known character traits of the new person. The character's persona (the person's character traits) must be preserved and evidence of this should be reflected in the student's rewrite.	

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Week 3 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Close Reading: Reading Strategies Determining Main Idea Generalization Inference Paraphrase Summary Literary Elements Literary Techniques Sound Devices Figures of Speech Elements of Research Ethics of Research Evaluation of Sources Reading of Introductory Level Literary Criticism Use of Print Sources Use of the Internet</p> <p><i>(continued)</i></p>	<p>Research Project: Oral Presentation and Written Presentation Poet Focus Research Project <i>LTF</i> p. 516</p>	<p>Student chooses poet and poems (see Week 1)</p>	<p>This is a comprehensive research project which allows students to research biographical data about the poet and then present this data in a first person account, analyze his poems, read literary criticism on the poet, make up literary analysis multiple-choice questions about one of the poems, and write an original poem emulating the style of the poet. The student presents all of this data in both oral presentation and a written product.</p>	<p>Each step of the research process should be evaluated and then the final oral and written products will be evaluated for required elements</p>	

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Week 3 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p><i>(continued)</i></p> <p>Composition</p> <ul style="list-style-type: none"> Types (Modes) <ul style="list-style-type: none"> Expository Research-based Documentation Multiple Modes <ul style="list-style-type: none"> Expressive Imaginative The Process of Composition <ul style="list-style-type: none"> Prewriting <ul style="list-style-type: none"> Generation of Ideas Organization of Ideas Selection of Topic Drafting <ul style="list-style-type: none"> Extended Time Revision Editing Style/Voice <ul style="list-style-type: none"> Imitation of Stylistic Models Use of Technology 					

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Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Types (Modes) Expository Analytical The Process of Composition Drafting Timed Structural Elements Introduction Thesis Body Incorporation of Quotes Topic Sentence Use of Commentary Use of Evidence Conclusion	Timed Writing (1-2 pages) Characterization <i>LTF</i> p. 584	<i>The Glass Menagerie</i>	In this timed writing, the student is expected to determine which character in the play is like an animal in a menagerie Lessons for skills reference: Tips for Timed Writing <i>LTF</i> p. 444	Evaluation should be based on the quality of the student's argument in supporting his thesis with evidence from the text. Evaluation should also be based on structure, unity, and coherence in the paper.	

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Week 4 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Close Reading Reading Strategies Annotation Determining Audience Determining Author's Purpose</p> <p>Grammar Sentences Loose/Cumulative Periodic Syntax Techniques Antithesis Juxtaposition Parallelism Anaphora Analysis of a Text Meaning and Effect Related to Syntax</p> <p>Composition Types (Modes) Expository Rhetorical Analysis Structural Elements Introduction Thesis Body Incorporation of Quotes Topic Sentence Use of Commentary Use of Evidence Conclusion</p>	<p>Rhetorical Analysis: <ul style="list-style-type: none"> • Annotation • Rhetorical analysis essay Analysis of Nancy Mairs "cripple" passage from AP Lang. Exam <i>LTF</i> p. 584 Annotation of passage for these elements: repetition, loose/periodic sentences, antithetical structure, parallelism, anaphora, and juxtaposition Rhetorical analysis essay</p>	<p>AP Lang. Exam—Nancy Mairs passage "<i>On Being a Cripple</i>"</p>	<p>Students analyze the Mairs passage for the rhetorical use of syntactical structures to create purpose. They then write a rhetorical analysis essay analyzing how these syntactical structures create her tone and purpose. Students must connect the devices to tone and purpose—not just write an essay in which they identify these elements.</p> <p>Students should review the rhetorical devices required in the annotation and the rhetorical analysis essay.</p> <p>Lessons for skills reference: Annotation <i>LTF</i> p. 84 Foundation Lesson Parallelism, Antithesis, Triad/Tricolon—Rhetorical Patterns and Their Connection to Meaning <i>LTF</i> p. 344 Identifying and Writing Loose and Periodic Sentences <i>LTF</i> p. 304</p>	<p>Evaluation can be based on the quality of the student's annotation of the passage for rhetorical syntactical structures. The major evaluation should be the student's essay in which he makes an assertion of how these syntactical structures create tone and purpose. The quality of his own argument and support thereof should be the focus of the evaluation.</p>	

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Week 4 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Grammar Sentence Variety Sentence Beginnings Syntax Techniques(all)</p> <p>Composition Types Persuasion Challenge Defend Persuasive Appeals Emotional Ethical Logical Qualify Style/Voice Active/Passive Voice Conscious Manipulation of Sentence Patterns Experimentation with Sentence Variety Tone Shifts Use of Literary Elements Use of Literary Techniques Use of Sound Devices</p>	<p>“Writing an Argument: High School” <i>LTF</i> pp. 440-443 Foundation Lesson</p>		<p>The two lessons in this Foundation Lesson provide students with information about the critical attributes of arguments and examples of rhetorical devices which can be used for persuasive purposes.</p> <p>The lesson which begins on <i>LTF</i> p. 442 can be used as a checklist of required elements in an argumentative essay.</p>		

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Week 4 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Types Persuasive Challenge Defend	“Using Concession and Counterargument” <i>LTF</i> pp. 432-434 Foundation Lesson	Editorial from a daily newspaper or magazine	Students write a letter to the editor of an editorial disagreeing with the editor’s opinion. It would help students to know the elements of argument before they do this lesson.	Evaluation of these letters should be based on how well student concedes and presents the counterargument and quality of the evidence he uses to support his position	
Close Reading Reading Strategies Annotation Literary Elements Detail Style Theme Tone Literary Techniques Allusion Historical Literary Antithesis Grammar Syntax Techniques Antithesis Parallelism Repetition Anaphora	“Analysis of Rhetoric in Martin Luther King” <i>LTF</i> pp. 170-174 Foundation Lesson	Martin Luther King’s “ <i>I Have a Dream</i> ” speech	This lesson has the rhetorical devices of repetition, allusion, and parallelism/antithesis which MLK uses to create his appeals. Before the devices are identified, it would be a good idea to determine the elements of his argument first—his position, his evidence, concession to the opposition, and refutation of opposing arguments. Then, once the elements of the argument are determined, the student can then look at how he persuades through the use of the devices to create his appeals to logos, ethos, and pathos.	Evaluation in this lesson should focus on how well the student can connect the use of the rhetorical devices to MLK’s purpose in persuasion	
	Poet Focus Research Project <i>LTF</i> p. 516		Work on projects outside of class		

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Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Figures of Speech Sound Devices	Review figures of speech and sound devices <i>LTF</i> p. 585	Any poems which are rich in figurative language and sound devices Use <i>EOL</i> as a resource	Review figures of speech and sound devices. It may be a good idea to give students a comprehensive list of each with definitions for reference purposes throughout the year. Lessons for skill reference: Sound Devices <i>LTF</i> pp. 110-115	Evaluation should focus on how figurative language and sound devices are used to create meaning in a poem—not just to identify these elements. Focus on student analysis of the devices to create meaning.	
Composition Multiple Mode Expressive Imaginative Personal Style and Voice Use of Figures of Speech Use of Sound Devices	Discuss figurative language and sound devices in selected poems Write original poetry containing several figures of speech and sound devices <i>LTF</i> p. 585	Poetry rich in sound devices and figurative language. Use <i>EOL</i> as a resource.	Students may imitate patterns in some of the poems they analyzed	Evaluation should focus on students' use of figurative language and sound devices to create imaginative poetry	
Listening and Speaking Oral and Written Presentation	Presentation of Poet Focus Research Projects			The final oral and written products should be evaluated for the required elements of each and the quality of the products and their presentation	

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Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Close Reading Reading Strategies Annotation Literary Elements Tone</p> <p>Grammar Phrases Infinitive Clauses Sentences Structure Periodic</p> <p>Syntax Techniques Antithesis Juxtaposition Parallelism Repetition</p> <p>Analysis of a Text Meaning and Effect Related to Parts of Speech, Phrases, Clauses, Sentences, and Syntax Rhetorical Analysis Focused on Syntax</p>	<p>Annotate patterns and contrasts in presidential and political speeches. Link these devices to rhetorical effect of the passage <i>LTF</i> p. 585</p>	<p><i>Speech to the Virginia Convention</i>—Patrick Henry Presidential and political speeches</p>	<p>This lesson focuses on syntactical patterns and contrasts and their rhetorical effect in the passage</p> <p>All of the devices and techniques in the skills column should be reviewed before the lesson begins</p> <p>Lessons for skill reference: Finding Patterns and Contrasts <i>LTF</i> pp. 138-142 Foundation Lesson</p>	<p>Evaluation should focus on how well students analyze how the patterns and contrasts create the rhetorical effect</p>	

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Week 6 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Close Reading Reading Strategies Annotation Determining Author's Purpose</p> <p>Grammar Syntax Techniques Antithesis Parallelism Analysis of a Text Meaning and Effect Related to Syntax Rhetorical Analysis Focused on Syntax</p> <p>Composition Types (Modes) Expository Analytical</p>	<p>Parallelism, Antithesis, Triad/Tricolon— Rhetorical Patterns and Their Connection to Meaning <i>LTF</i> p. 344</p>	<p>Excerpts from presidential and political speeches: George Bush F.D.R. J.F. Kennedy Lincoln Patrick Henry</p>	<p>This lesson leads students to find syntactical patterns and determine how they create rhetorical effect</p>	<p>Evaluation should focus on students finding the patterns and how well they determine the use of them for rhetorical effect</p>	

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Week 6 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Close Reading Reading Strategies Determining Author's Purpose Generalization Inference Summary Literary Elements Argumentation Emotional Appeals Figurative Language Metaphor Sound Devices Alliteration</p> <p>Grammar Syntax Techniques Antithesis Repetition</p> <p>Composition Types Expository Analytical</p>	<p>“Interpreting Emotional Appeals: High School” <i>LTF</i> p. 160 Foundation Lesson</p>	<p><i>Letter from Birmingham Jail</i> (excerpt) Any excerpt from a persuasive essay which argues through emotional appeal</p>	<p>In this lesson, students analyze the rhetorical devices in the excerpt which create King's emotional appeal in his argument and then write 1-2 page essay explaining how King uses emotional appeal to influence his audience.</p> <p>Review of devices: anaphora, alliteration, antithesis, and imagery.</p>	<p>Evaluation should be based on how well the student explains how the rhetorical devices King uses create his emotional appeal in his argument</p>	

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Week 6 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
Close Reading Reading Strategies Determining Author’s Purpose Determining Main Idea Generalization Inference Paraphrase Literary Techniques Argumentation Classification Deductive/Inductive Reasoning Logical Appeals Elements of Research Ethics of Research Use of Print Sources Use of the Internet	“Interpreting Logical Appeals: High School” <i>LTF</i> p. 154 Foundation Lesson	<i>Letter from Birmingham Jail</i> (excerpt) Any excerpt from a persuasive essay which argues through logical appeal	In this lesson, students find the elements of MLK’s argument—position and evidence presented through deductive and inductive logic, and counterargument including concession and refutation	Evaluation should be based on how well the students can find and explain MLK’s logic in presenting his argument	

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Week 6 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Close Reading Reading Strategies Determining Author's Purpose Generalization Inference Seminar Discussion Summary Literary Elements Detail Diction Connotation Tone Literary Techniques Allusion Argumentation Ethical Appeals Grammar Parts of Speech Composition Types Expository Analytical</p>	<p>“Interpreting Ethical Appeals: High School” <i>LTF</i> p. 166 Foundation Lesson</p>	<p><i>Letter from Birmingham Jail</i> (excerpt) Any excerpt from a persuasive essay which argues through ethical appeal</p>	<p>In this lesson, students determine how MLK appeals to his audience through ethical appeal and then write 1-2 page essay analyzing the ways in which King uses ethical appeals</p>	<p>Evaluation of the essay should be based on how well students can analyze how MLK's ethical appeals persuade his audience to accept his argument</p>	

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Week 6 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Grammar Syntax Techniques Sentence Variety Sentence Beginnings</p> <p>Composition Types (Modes) Persuasive (Argument) Challenge Defend Persuasive Appeals Emotional Ethical Logical Qualify</p> <p>The Process of Composition Prewriting Consideration of Audience Determination of Purpose Generalization of Ideas Organization of Ideas Selection of Topic Drafting Extended Time</p> <p><i>(continued)</i></p>	<p>“Using Emotional, Ethical, and Logical Appeals” <i>LTF</i> p. 436 Foundation Lesson</p> <p>Writing the Argumentative Essay <i>LTF</i> pp. 440-443 Foundation Lesson</p>	<p>Assertions in speeches by President Bush, Patrick Henry, and J.F. Kennedy</p>	<p>This lesson asks students to defend, qualify, or challenge an assertion</p>	<p>The evaluation of the argumentative essay should be based on the criteria set forth in guide which indicates the required elements of each paragraph <i>LTF</i> pp. 438-439, 442-443</p> <p><i>Note about the AP Lang. and Composition Exam:</i> The argument question no longer asks the student to defend, refute, or qualify an assertion. The student is now asked to look at both the pros and cons of an argument and then write his own argument based on which side he sees as the most persuasive. This format does still apply to the SAT composition.</p>	

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Week 6 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Revision of Multiple Drafts Concision Content Organization Precise Diction Sentence Variety Unity Editing Mechanics Sentence Structure Usage Structural Elements Introduction Body Use of Commentary Use of Evidence Conclusion Style/Voice Selection of Detail Selection of Vocabulary Use of Figures of Speech Use of Literary Elements Use of Literary Techniques Use of Sound Devices Active/Passive Voice Conscious Manipulation Sentence Patterns Sentence Variety	<i>(continued)</i>				

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4th Six Weeks

Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading	<i>Laying the Foundation (LTF)</i> p. 587	<i>Romeo and Juliet</i>	In-class reading Annotate text with a focus on oxymorons and paradoxes.	Teacher evaluates annotations	
Introductions Conclusions	“Introductions and Conclusions” <i>LTF</i> pp. 414-419 Foundation Lesson	A variety of texts from a variety of genres	This is a series of lessons that have the students compare the introductions and conclusions from several genres. You need a variety of texts from a variety of genres.	Students can present their discoveries to the class Share their list of strategies with a small group	
Inference Main Idea Fact and Opinion Generalization Thesis	“Creating Effective Thesis Statements” <i>LTF</i> pp. 396-401 Foundation Lesson	Any text that the student is reading or has read	This takes the student through a step-by-step process for writing a thesis statement. You may want to begin in pairs and move to independent work.	Share a thesis with the class on overhead; evaluate Have partner groups share and discuss Teacher read and evaluate	
Topic Sentence and the Effect of an Audience	“Creating Effective Topic Sentences” <i>LTF</i> pp. 402-407 Foundation Lesson	Share articles that are written with strong topic sentences as models for the students	Offer several articles that have good examples for the students to follow. Practice with a partner before working independently.	Share topic sentence on overhead for whole-class evaluation Teacher evaluate the final topic sentence	

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4th Six Weeks

Week 1 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Writing Process Figures of Speech Oxymoron Paradox	Literary analysis of Shakespeare's use of the oxymoron and paradox in <i>Romeo and Juliet LTF</i> p. 586	<i>Romeo and Juliet</i>	Models of well-written literary analyses would help the students understand what they need to do. If this is the first literary analysis, you could walk them through it. You might write the paper in front of the class so that they truly see the process. Give the rubric when you make the assignment.	Create a rubric to use to evaluate the essay	

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4th Six Weeks

Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Grammar Punctuation Marks Semicolon Colon Dash Parentheses	Understanding the use, purpose, and effect of semicolons, colons, dashes, and parentheses <i>LTF</i> pp. 338-343 Grade 9 Lesson 1 day	<i>LTF</i> and quotes from lesson or other texts studied previously	This lesson will help students understand syntax, author's purpose, effect of punctuation on meaning and use these marks in their own writing. Suggestion: Create 4-5 different sheets of quotes exemplifying the 4 marks of punctuation; let students work in groups to apply a-e from Directions. Do not do as a worksheet.	Each group becomes "expert" in one mark of punctuation and teaches its properties to class Each group presents 1 or 2 favorite quotes and group's analysis of each to the class	
Close Reading Literary Forms Aubade Sonnet	Analysis of Aubade and Sonnet in <i>Romeo and Juliet</i> <i>LTF</i> p. 587 part of 1 day	<i>Romeo and Juliet</i> , III: v (aubade); I: v (sonnet) <i>Elements of Literature (EOL)</i>	Students will encounter two forms of lyric poetry within the context of the play read and learn their differentiating characteristics.	Have students respond in writing about the effect each poem has on the drama's dramatic structure and overall meaning	
Close Reading Literary Forms Analysis of a Sonnet	Understanding Shakespeare, "Sonnet 73" <i>LTF</i> pp. 254-259 Grade 9 Lesson part or entire period	"Sonnet 73" <i>LTF</i> p. 255	Students will learn the form of the English sonnet and how that form supports the poem's overall meaning. Diction, imagery, metaphors, argumentation, and characterization are emphasized.	Students may write an original sonnet	

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4th Six Weeks

Week 2 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading: Literary Forms Verse	Study other forms of poetry—haiku, narrative, lyric <i>LTF</i> p. 587 1 period plus complete poem at home	Students bring favorite song lyrics and poems <i>EOL</i> haiku, pp. 498-501; lyric, pp. 972, 873; narrative, p. 262; “Sonnet 73”	Students will produce a poem following the format of one of the five forms studied. It will contain 3 types of figures of speech and 2 types of sound devices.	Original poem	
Close Reading: Figures of Speech Apostrophe Metaphor Oxymoron Paradox Personification Simile Sound Devices Alliteration, etc. Literary Techniques Irony	Label types of figurative language in Juliet’s speech, III, ii. <i>LTF</i> p. 587 part of class period	<i>EOL</i> p. 796	Lessons in Week 2 can be done separately or as students encounter them while reading the play. Students may work in small groups to identify figurative language and discuss what each contributes to overall meaning.		
Close Reading Literary Techniques Argumentation Figures of Speech Grammar Syntax Techniques Analysis of a Text	Analysis of Friar Lawrence’s argument delivered to Romeo, III, iii <i>LTF</i> p. 587 part of class period	<i>EOL</i> p. 800	Lessons in Week 2 can be done separately or as students encounter them while reading the play. Students may work in small groups to identify figurative language and 8 arguments; discuss what each contributes to overall meaning.	Share things found with class in discussion format	

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4th Six Weeks

Week 2 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Read Strategy Inference Figures of Speech Metaphor Personification Simile Sound Device Alliteration Literary Techniques Antithesis Argumentation Emotional Appeals Ethical Appeal Logical Appeal Literary Forms Drama Verse Grammar Composition	Analyzing an Argument <i>LTF</i> Grade 9 Lesson	<i>LTF</i> pp. 260-263	Excellent passage analysis lesson for effect of rhetorical devices, syntax techniques, figurative language, etc., on overall meaning. Xerox passage for students to use to mark devices, etc.	Marked passage / discussion	

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4th Six Weeks

Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Literary Forms Drama	View <i>A Midsummer Night's Dream</i> ; keep a dialectical journal on the 4 plots <i>LTF</i> p. 588	Film Review Foundation Lesson "Dialectical Journals" <i>LTF</i> pp. 390-395 if needed	Good application of skills practiced in <i>Romeo and Juliet</i>	Dialectical Journal	
Close Reading Literary Elements Setting	Compare and Contrast the Settings <i>LTF</i> p. 588	<i>LTF</i> p. 588	Discuss contribution of the two settings to structure of play and its overall meaning.		
Composition: Use of Technology	Internet research on genres of tragedy and comedy <i>LTF</i> p. 588	<i>LTF</i> p. 588	Prewriting preparation for essay	Research; essay	
Composition: Types (Modes) Process Structural Elements	Out-of-class essay <i>LTF</i> p. 588	<i>LTF</i> p. 588	A review of Composition Foundation Lesson pp. 396-419 may be helpful.	Writing process Final draft of essay	

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4th Six Weeks

Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Reading Strategies Annotation Inference Figures of Speech Literary Techniques Symbolism	Read (outside of class) and discuss (in class) Book One of <i>A Tale of Two Cities</i> or excerpts from the book LTF p. 588 Annotate for figurative language and symbolism	<i>A Tale of Two Cities</i> , Dickens LTF pp. 84-86	Depending on available time, students may read all of the novel or excerpts from it to practice the skills specified. If needed, review Annotation Lesson LTF pp. 84-86. List of items to annotate on p. 86 is helpful guide for students.	Annotated text or excerpt	
Close Reading Reading Strategies Annotation Figures of Speech Metaphor Personification Sound Devices Alliteration Rhyme Rhythm Literary Forms Verse	LTF p. 588 TP-CASTT of two poems: “ <i>Convergence of the Twain</i> ” and “ <i>Titanic</i> .” Write original poetry modeled after structure of both poems.	LTF pp. 528-529, 531 for texts / poems	TP-CASTT format / explanation can be found in <i>AP English Vertical Teams</i> book, p. 21. This strategy helps students analyze poem and the connection of its parts to its overall meaning. These two poems were recently on the AP Lit. and Comp. Test as a paired passage essay.	TP-CASTT and original poems	
Close Reading Grammar Composition (specifics on LTF p. 526)	“Writing from Models—Two Poems on the <i>Titanic</i> ” LTF pp. 526-533 Grade 9 Lesson	LTF pp. 526-533	These 3 lessons on these poems and the student-composed poems form one continuing lesson. If all of <i>A Tale of Two Cities</i> is being taught, students should be reading at home while poems are studied in class.	Original poems	

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4th Six Weeks

Week 4 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Close Reading Reading Strategies Literary Elements Sound Devices (specifics on <i>LTF</i> p. 110)</p>	<p>Apply strategies and skills to two Titanic poems <i>LTF</i> pp. 110-115 Foundation Lesson</p>	<p><i>LTF</i> pp. 110-115, 528-529, 531</p>	<p>Students who have previously completed the Sound Devices Foundation Lesson may need only a review of the strategies and skills therein. Application of those skills and strategies to two Titanic poems and contribution of those sound devices to poems' overall meanings is important. Students should then use these sound devices in their original poems.</p>	<p>Original poems</p>	

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Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Grammar Composition	<i>LTF</i> p. 588	<i>A Tale of Two Cities</i> , <i>Dickens</i> ; <i>LTF</i> p. 588	Students may continue to read Book 3 of novel, or teacher may use excerpts from it to teach the specific skills.	Class discussion; reader response activities	
Close Reading Reading Strategies (p. 236) Literary Elements Diction Tone Literary Techniques Irony Verbal Sarcasm	“Irony in <i>A Tale of Two Cities</i> ” <i>LTF</i> pp. 236-239 Grade 9 Lesson	<i>LTF</i> pp. 236-239	Excerpt from novel is on <i>LTF</i> p. 238. Make individual copies for students to annotate. Review Composition Foundation Lesson “Creating Effective Thesis Sentences,” pp. 396-401 and Close Reading Foundation Lesson “Irony,” pp. 132-136 as needed in conjunction with this lesson. Connect irony lesson to irony in <i>Romeo and Juliet</i> , too.	Annotated passage	
Close Reading Reading Strategies Annotation Inference Figures of Speech Metaphor Paradox Literary Techniques Argumentation Compare / Contrast <i>(continued)</i>	“Analyzing and Imitating an Argument— <i>A Tale of Two Cities</i> ” <i>LTF</i> pp. 534-536 Grade 9 Lesson	<i>LTF</i> pp. 534-536	Students create own essay based on Dickens’s first paragraph. Instructing students to write exactly 9 paragraphs in their essays seems a little formulaic.	Argument / Essay	

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4th Six Weeks

Week 5 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p><i>(continued)</i></p> <p>Grammar Syntax Parallelism Repetition</p> <p>Composition (as listed on p. 534)</p>					
<p>Close Reading Literary Elements Character</p> <p>Grammar Parts of Speech Phrases Syntax Techniques Analysis of a Text</p>	<p>“Determining Character through Syntax in <i>A Tale of Two Cities</i>” <i>LTF</i> pp. 350-353</p> <p>Grade 9 Grammar Lesson</p>	<p><i>LTF</i> and <i>A Tale of Two Cities</i></p>	<p>Lesson can be linked to reading passages and questions on released TAKS tests that involve these skills.</p>		
<p>Close Reading Persuasive Appeals Point of View Sensory Appeals Three Levels of Reading Uncovering Layers of Meaning The Person or the Persona?</p>	<p>Persuasive Appeals <i>LTF</i> pp. 168-169</p> <p>Point of View <i>LTF</i> pp. 122-130</p> <p>Sensory Appeals <i>LTF</i> pp. 108-109</p> <p>Three Levels <i>LTF</i> pp. 88-92</p> <p>Uncovering Layers <i>LTF</i> pp. 98-105</p> <p>Person or Persona <i>LTF</i> pp. 116-120</p>	<p><i>LTF</i> and <i>A Tale of Two Cities</i></p>	<p>Apply skills in these Foundation Lessons to <i>A Tale of Two Cities</i>. If entire novel is not being read, teacher should select passages from novel for each lesson. Since this is the six weeks for TAKS, these lessons may be omitted or modified if time is limited.</p>		

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4th Six Weeks

Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Literary Elements Diction Tone Shift Grammar Mechanics Phrases Clauses Syntax Techniques Analysis of Text Composition Organization Patterns Transitions Style / Voice Sentence Variation Stylistic Models	<i>LTF</i> pp. 354-361 Grade 9 Grammar Lesson	<i>LTF</i> / <i>A Tale of Two Cities</i> Passages for lesson are in <i>LTF</i> for students who are not reading entire book.	Great lesson for teaching grammar within context of reading and writing. Students may work alone or with a partner and discuss their “decisions” with larger group. Lesson should help students see the various grammatical choices an author considers and the impact of the choices on overall meaning. It also reviews specifics of grammar within context of reading rather than in isolation.	Quality of responses for activity	
Close Reading Reading Strategies Inference Paraphrase Literary Elements Detail Figures of Speech Metaphor Composition Types (Modes) Persuasive (Argumentative)	“Pre-19 th Century Nonfiction” <i>LTF</i> pp. 522-524 Grade 9 Composition Lesson 1 class period; complete paragraph at home if needed	<i>LTF</i> pp. 522-524	Helps students interpret 19 th century literature. See “Note” on p. 522. Have students work in pairs or small groups to respond to questions 1-4. Have students write individual responses to question 5 to check for understanding of overall meaning.	Responses to 1-4 plus individual paragraphs for question 5	

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Week 6 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Composition Process of Composition	<i>LTF</i> p. 588	Texts studied this Six Weeks NJWPT or other prewriting strategies Multiple-draft approach with revision taught	If time allows, have students compose this essay as culminating activity for texts studied this Six Weeks. Use writing process. Can be tied to TAKS preparation by emphasizing the thematic connection to two or more pieces of text.	Writing process Final draft of essay graded with rubric	

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5th Six Weeks

Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Literary Elements Detail Diction Imagery Conflict Annotation	Read and analyze a major work of fiction 1 week	<i>Fahrenheit 451</i>	Read first 1/3 of the novel Annotate the novel for the following elements: diction, imagery, details, syntax, and figurative language. Partners could work together initially so that they can see what others have annotated. Share initial annotations with class. In dialectical journal chart the conflict: society vs. individual, law vs. personal morality	Share with a partner Class discussion in reference to journal Teacher read portions of the journal	
Syntax Meaning and Effect Rhetorical Analysis Writing Process Revise and Edit	“Active and Passive Voice” <i>Laying the Foundation (LTF)</i> pp. 314-319 1 day	<i>The Declaration of Independence LTF</i> JFK’s Inaugural Address <i>LTF</i>	You will want to photocopy the sentences needed for this lesson. Students will need to go back to their own writing (from portfolio) to work on this.	Class discussion of sentence changes Teacher/student evaluation of student writing	

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5th Six Weeks

Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Literary Elements Detail Diction Imagery Conflict Annotation	Continue to read and analyze a major work of fiction	<i>Fahrenheit 451</i> middle 1/3	Read second 1/3 of the novel Annotate the novel for the following elements: diction, imagery, details, syntax, and figurative language. In dialectical journal chart the conflict: society vs. individual, law vs. personal morality	Share with a partner Class discussion in reference to journal Teacher read portions of the journal	
Sentence Structure Loose Periodic Syntax Meaning and Effect	“Identifying and Writing Loose and Periodic Sentences” <i>LTF</i> pp. 304-307 2 days	No text	Copy the worksheet for this assignment. For additional practice, you may want to find them in the literature you have read.	Share with a partner Class discussion Teacher reads original writing	
Clauses Phrases Sentence Structure	“Parts of Speech, Phrases, Clauses, Sentences” <i>LTF</i> pp. 308-312 2 days	Excerpt from <i>Night LTF</i>	Should refer to the following Foundation Lessons : “Sentence Structure Basics” and “Writer’s Workshop Using <i>Night</i> ” If students lack the personal writing, you could work this as an entire class. This lesson is quite complicated. You may want to do this one piece at a time.	Group discussion over set sections Peer editing of original writing Teacher/student reading of original writing	

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5th Six Weeks

Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<i>Same as previous week</i>	Finish novel and journal	<i>Fahrenheit 451</i>	Continue with class discussion	Teacher will evaluate the annotation of the novel	
Analysis of Text How parts of speech, clauses, phrases, etc. affect meaning Writing Process Voice	“The Long and the Short of It—Revising Syntax Effectively” <i>LTF</i> pp. 328-333 2 days	Excerpt <i>Where the Red Fern Grows</i> and “Nightwatch” <i>LTF</i>	This is a close reading of sentence structure. You need to have copies of the chart for each student. You could use <i>Fahrenheit 451</i> to find additional examples or allow students to go to something they are reading independently. Don’t forget the possibility of using a short story from your text book.	Share with a peer. Discussion of additional examples. Presentations of additional examples. Editing in their own writing	
Literary Analysis Diction Style Theme Irony	“Introduction of Literary Criticism” <i>LTF</i> pp. 176-181 2 days	<i>Masterplots II for Short Stories LTF</i>	I would have students work in pairs when they begin this. Two pairs can share their findings before bringing it to whole-class discussion You might want to begin with a simple text (picture storybook) that you have analyzed.	Three teams together to share their ideas with the teacher moving among the teams. Share through whole-class discussion. Read a student-created criticism	

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5th Six Weeks

Week 3 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Literary Elements Character Imagery Setting Literary Techniques Antithesis Symbolism	“Origami House” <i>LTF</i> pp. 474-485 3 days	<i>Fahrenheit 451</i> <i>Bless Me, Ultima</i>	This lesson is done at other levels, so you need to find specific areas in this novel where it fits. You will want to refer to other genres. It might be better to not use those mentioned in <i>LTF</i> because of previous exposure to this lesson.	Rubric included in <i>LTF</i> You may want to evaluate at separate steps so that students are not overwhelmed by the number of pieces required for this assignment.	

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5th Six Weeks

Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Writing Process Research Techniques	“Writing an Argument and Debating Based on <i>Fahrenheit 451</i> ” <i>LTF</i> pp. 538-544 12-15 days	<i>Fahrenheit 451</i> ; Barbara Jordan’s keynote address to the Democratic National Convention 1976; Preamble to the “Universal Declaration of Human Rights,” The Declaration of Independence	This is multifaceted. You may want to develop a class calendar to help students plan to finish. You will need library time for this. Give the grading rubrics when you are making the assignment.	Evaluate note cards Evaluate cases Evaluate the debate	
Writing Process Structural Elements of an Essay	Timed Writing <i>LTF</i> pp. 444-446 Prompt <i>LTF</i> p. 590 1 day	Writing from a prompt about <i>Fahrenheit 451</i>	Students should have had considerable practice with this before a formal grade is given. You might begin with simple topics covering fairy tales or picture story books.	Rubric created in the format of the AP exam	

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Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
	Read a variety of poetry	You should collect a variety of poetry that is appropriate for analysis.	Remember that music is a great path into this. Children’s poetry can also be a great way to begin.		
Literary Elements depends on poem chosen Parts of Speech	“Literary Analysis through Grammar” <i>LTF</i> pp. 286-294 2 days	Poetry appropriate for analysis	Review the Close Reading lesson “Uncovering Layers of Meaning” This would be a good lesson to work in teams.	Review the student’s chart Class discussion Observing work in groups of 4 Chart created independently with self-selected poem	
Author’s Purpose Paraphrase Literary Elements Diction Imagery Theme Extended Metaphor Syntax Parallelism Repetition	“Understanding Shakespeare: Sonnet 73” <i>LTF</i> pp. 254-259 2 days	“Sonnet 73” <i>LTF</i> p. 255	Can more readily be done in pairs. May want to break this apart and discuss it after specific questions. May want to work with another sonnet as a guided exercise before you have the students work in pairs.	Discussion of work sheet Teacher evaluation of work sheet Share with class portions of sheet	

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5th Six Weeks

Week 5 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Diction Denotation Connotation Author's Purpose	"Best Word for the Job" <i>LTF</i> pp. 80-82 1day	Dictionaries Oxford English Dictionary	This is a Foundation Lesson ; therefore, you may want to change some of the word choices offered. Apply the concepts to a poem you have studied. If you have access to an Oxford English Dictionary, you can see how the words have changed in denotative and connotative meaning over time. Look at a poem written in 1700s or 1800s. Look at a contemporary poem with some same words.	Share poems with class Apply word choice to an essay from the student's portfolio	
Diction Imagery Figurative Language Syntax	"Style Analysis: Putting It All Together" <i>LTF</i> pp. 50-58	Excerpts from the following: <i>The Poisonwood Bible</i> ; <i>The Lives of a Cell: Notes of a Biology Watcher</i> ; "Nightwatch" <i>LTF</i> Any text that is appropriate for analysis	Work in small groups. You should be certain that the students thoroughly understand diction, imagery, figurative lang. and syntax prior to this lesson. If the students have enough experience, you may choose to give each group a different text to work through.	Share with the class Teacher evaluate the annotation and responses to questions Teacher evaluate the essay	

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5th Six Weeks

Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Combines the Close Reading skills with the Grammar skills	“Putting It All Together: ‘The Scarlet Ibis’” <i>LTF</i> pp. 60-69 2+ days	Excerpt from “The Scarlet Ibis” <i>LTF</i>	PAT lessons cover many aspects of analysis. Students need practice with the smaller pieces before working through a PAT lesson. This would be a good partner project	Groups could evaluate each other’s work Teacher evaluate the worksheet Teams present their findings	
Combines Close Reading skills with Composition skills	“Putting It All Together: Theme and Point of View Using ‘Ozymandias’” <i>LTF</i> pp. 40-48 2+ days	“Ozymandias” <i>LTF</i>	Review point of view and its effect on the text Review aspects of author’s purpose	Create an anthology of original student work Oral presentations of pieces with two narrators	
	Write original sonnets	Have multiple examples to share	Have students write rough drafts of each type of poetry but evaluate only the one they choose to take to final draft.	Grading rubric for each format	
	Write original narrative poem based on “The Raven”	“The Raven”			
	Write onomatopoeic poem based on “The Bells”	“The Bells”			

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6th Six Weeks

Week 1

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
<p>Close Reading Determining Author’s Purpose Inference Seminar/Discussion Literary Elements Archetypes Character Journey of the Hero Setting Details Diction Connotation Denotation Imagery Point of View Figures of Speech</p>	<p>Mythology Analysis <i>Elements of Literature (EOL)</i> pp. 888-947 Additional text: Edith Hamilton, <i>Mythology</i> pp. 24-35; and “The Trojan War” pp. 178-192 3+ days</p>	<p>Begin reading <i>The Odyssey</i> aloud as a class</p>	<p>Review the relevant Greek gods and goddesses and story of Paris and Helen. Review information on archetypes. Students are to keep a list found in <i>The Odyssey</i>.</p>	<p>After reviewing the Greek gods and goddesses, students can fill in a chart with the symbols and major characteristic of each god/goddess. This information should be placed in a spiral notebook. Evaluation of students’ notebook will be graded at the end of each week. Students are to keep a working list of the archetypes found in the reading in their spiral notebook.</p>	

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6th Six Weeks

Week 1 (continued)

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Close Reading Literary Techniques Allusion Historical Literary Mythological Biblical Arts Irony Symbolism Literary Forms Fiction Drama Nonfiction Verse Elements of Research Ethics of Research Use of Print Sources Use of the Internet	Allusion Notebook <i>Laying the Foundation (LTF)</i> pp. 502-508 6 weeks Lesson on Documentation	Additional Resource: <i>MLA Handbook for Writers of Research Papers</i> by Joseph Gibaldi (selected text)	Recognizing an allusion, knowing its original source or context, explaining why the author chose to use the allusion, and discussing the insight gained or effect created by the use of the allusion is essential for a student of literature. Review as needed with the students the MLA format and documenting of sources.	Students will continue developing the allusion notebook over the course of the unit. The project is to be completed by the end of the six weeks. Practice documentation of the different genres used for the allusion project (books, newspaper, magazines, advertisement, and internet)	
Composition: Types Expository Analytical Research-based Documentation Use of Technology					

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Week 2

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Literary Forms Analysis of a Myth Drama	<i>EOL</i> pp. 888-947 2 days	<i>The Odyssey</i>	Students will have a better understanding of the epic poem through dramatic presentations in small groups.	With small groups, students are to choose a chapter of Odysseus' journey to read and act out for the class. Students are to plan a dramatic presentation using important words and phrases from the work. Each group's adventure will then be presented to the class.	
Close Reading Interpreting Figurative Language Metaphor Extended Metaphor Simile Epic (Homeric Simile) Reading Strategies Determining Author's Purpose Determining Main Idea	Interpreting comparisons, diction, and antecedents <i>LTF</i> pp. 212-217 Grade 9 Lesson 1 day Writing: 2 days	<i>LTF</i> and quotes from the reading pp. 218, 141, 436, 404, 222, 150, 174, 269, 293, 347, 378	Students will review metaphor, extended metaphor, simile, epic, and the Homeric epic simile. Teachers may need to review students the ways in which diction can influence tone. Students will then answer <i>activity one</i> : identifying the types of figurative language, identify the comparison, and discussing the effect or purpose of the use of the device; and <i>activity two</i> : identifying diction and identifying antecedents. *Teachers need to read lesson introduction on p. 212 before beginning the lesson.	Students are to answer both activities handout in <i>LTF</i> . Writing Assignments: Chart Odysseus' journey as an individual's journey through life, searching for self-knowledge. Collaborative writing: If an epic portrays the goals and values of a society and reveals much about the culture, chart the epic story of America since 9-11-01.	

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Week 3

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Reading Strategies Seminar Discussion Inference Literary Elements Archetypes Character Journey of the Hero Setting	<i>Cold Mountain</i> first third of the novel Foundation Lesson Dialectical Journal <i>LTF</i> pp. 390-391	<i>Cold Mountain</i> by Charles Frazier	Teachers may want to review a lesson on keeping a dialectical journal before beginning the activity. Students will read first third of novel outside of class while noting archetypes found in the reading.		
Composition Expository Analytical	Summary of lines from poem <i>LTF</i>	“Ithaca” by C.P. Cavafy <i>EOL</i> p. 948	Teacher can have students read “Ithaca” in the text then discuss following lines from <i>LTF</i> . Additional activities and sources can be found on <i>LTF</i> pp. 603-604, 643-645.	Students are to write an essay about what your personal Ithaca is	
Close Reading Annotation of Novel Literary Elements Diction Irony Alliteration Syntax Techniques Parallelism Repetition Types of Sentences Complex Compound Compound/Complex Loose/Cumulative Periodic Simple	TP-CASTT “Siren Song” by Margaret Atwood	<i>The Vertical Teams Guide for English</i> (College Board)	This lesson will review students on syntax techniques, types of sentences, literary techniques, and literary elements found in the text. Students will be able to discuss these elements found in previous lessons and text.	Students are to annotate the following elements: irony, diction, parallelism, repetition, alliteration, types of sentences on chart provided	

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Week 4

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Reading Strategies <i>(continued from Week 3)</i> Literary Elements Archetypes Character Journey of the Hero	Read middle third of <i>Cold Mountain</i>	<i>Cold Mountain LTF</i> p. 593	Students will continue reading middle third of the novel. Students are to resume discussion of archetypal elements and similarities to <i>The Odyssey</i> .	Students are to chart archetypal elements and similarities to <i>The Odyssey</i>	
Literary Techniques Hyperbole Syntax Techniques Antithesis Juxtaposition Omission Asyndeton Ellipsis Parallelism Polysyndeton Repetition Anaphora Epistrophe Reversal Inverted order (inversion)	<i>Cold Mountain</i> Multiple Choice Analysis <i>LTF</i> pp. 218-227 Close Reading Lesson	<i>Cold Mountain</i>	Teachers need to refer to the 9 th grade skill progression chart on p. 12 in <i>LTF</i> for new terms. It would be helpful to review terms found in the multiple choice analysis before students proceed with the analysis. The activity of the multiple choice analysis should take place after the students have read and discussed the novel. Note the timeline on p. 219 in <i>LTF</i> .	Multiple choice AP-style questions over the novel	
Composition Types Expository Analytical Comparison/Contrast Composition Process Close Reading	<i>LTF</i> pp. 228-229 Close Reading Grade 9 Lesson	<i>Cold Mountain</i> and “Blue Heron” by Mary Oliver	Students are to write an essay comparing and contrasting tone in <i>Cold Mountain</i> and “Blue Heron” or show how the authors develop their attitudes through their own particular style. The lesson on <i>LTF</i> pp. 228-229 is an excellent analysis lesson to follow before writing the essay.	Students are to write an out-of-class essay on comparing and contrasting tone in <i>Cold Mountain</i> and “Blue Heron”	

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Week 5

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWPT Strategy
Reading Strategies <i>(continued from Week 3)</i>	Read last third of <i>Cold Mountain</i>	<i>Cold Mountain</i> LTF p. 594	Students are to complete the novel noting archetypal passages found in the reading	Students are working on Dialectical Journals	
Reading Strategies Discussion Literary Elements Archetypes	Discussion over <i>Cold Mountain</i> and <i>The Odyssey</i> 2 days	<i>Cold Mountain</i> and <i>The Odyssey</i>	Hold a two-day discussion on the novel, a discussion in which each participant reads and comments on a certain archetypal passage or on one that suggests <i>The Odyssey</i>	Discussion	
Reading Strategies <i>(continued from Week 3)</i> Composition Comparison/Contrast Process of Composition	Review and apply strategies and skills to two works LTF pp. 106-107, 594	Dante's <i>Divine Comedy</i> and <i>Cold Mountain</i> LTF pp. 106-107, 594	Read a summary of Dante's <i>Divine Comedy</i> . After reading the ending of the novel, students are write a short paper comparing <i>Cold Mountain</i> to Dante's work. Students can make a drawing that illustrates the similarities. *The lesson in the LTF is a good review for students and teachers who need a review.	Comparison essay	
Process of Composition	LTF p. 594		Students are to write a draft of one of the following papers: Chart your own journey through life in a personal essay Chart your own search for self-knowledge in a personal essay	Personal essay	

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Week 6

Focus Skill/s	Lesson Title / Page	Texts	Comments	Assessment Suggestion/s	NJWT Strategy
Viewing Discussion	Viewing a film	<i>O Brother, Where Art Thou?</i> <i>The Odyssey</i>	Students will view the film <i>O Brother, Where Art Thou?</i> and discuss archetypal elements in the film and similarities to <i>The Odyssey</i>	Viewing and discussing archetypal elements in the film and epic	
Process of Composition <i>(continued from week 5)</i>	Essay		Students are to revise and polish the personal essay began in Week 4	Personal essay	
Culminating activity for ancient and modern literature	Greek feast and readings from famous Greek authors <i>LTF</i> p. 594		Celebrate the end of the school year with an “Odyssey Day”	Eating and learning	