



# General English 9

## Unit 1

## Narrative Structures

5 Weeks

- **OVERVIEW:**

Students learn basic elements in a story and the techniques/methods used to “tell” a story in fictional and nonfictional texts. Students also write personal narratives and informal speeches.

- **Textbook Location and Stories:**

Unit 1: Pages 1-90

Unit 2: Pages 110-180

- *The Most Dangerous Game*
- *Gift of the Magi*
- *Sea Biscuit: An American Legend*
- *Horse of the Century*
- *The Raven*

- **Key Learning Goals:**

- Analyze the author’s choices on ordering events in a text
- Identify stages of plot; analyze plot development
- Analyze the effects of narrative techniques, including foreshadowing, irony, and suspense
- Identify narrative elements in poetry and drama
- Cite evidence to make inferences and draw conclusions
- Synthesize information from multiple texts
- Write a personal narrative
- Use realistic dialogue, descriptive details, and realistic characters to achieve a purpose
- Use precise words and phrases to convey meaning
- Present information in an informal speech
- Use word roots to help unlock meaning
- Use context as a clue to meaning
- Determine figurative and connotative meanings
- Determine and use academic vocabulary
- Apply reading strategies to a variety of genres and texts

- **OVERVIEW:**

Students learn methods of bringing a character to life and perspectives provided through point of view. They also critique literature in writing.

- **Textbook Location and Stories:**

Unit 1: Pages 64

Unit 3: Pages 200-288

- *The Necklace*
- *Spending Spree*
- *Is Debt Dragging You Down?*
- *I Know Why the Caged Bird Sings (excerpt)*
- *Rosa Parks (Biography)*
- *Rosa Poem*

- **Key Learning Goals:**

- Identify and analyze point of view
- Analyze character traits and motivation
- Analyze the methods writers use to develop complex characters
- Analyze and compare characterization in a variety of texts
- Make inferences and draw conclusions
- Recognize central ideas and supporting details
- Analyze the representation of a subject in different mediums
- Write an argument (literary criticism), using valid reasoning and evidence
- Use supporting and descriptive details; use precise adjectives
- Use various types of phrases and clauses
- Place commas correctly and use appropriate and varied transitions
- Present an argument (literary criticism)
- Use knowledge of word origins to determine or clarify word meanings
- Determine the correct meaning of multiple-meaning words and domain-specific vocabulary

- **OVERVIEW:**

Students learn techniques to set the “atmosphere” in fictional and nonfictional texts. Students also learn descriptive writing.

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- **Textbook Location and Stories:**

Unit 5: Pages 404-486

- *A Christmas Memory*
- *Through the Tunnel*
- *The Cask of Amontillado*
- *A Walk in the Woods*
- *Wilderness Letter*

- **Key Learning Goals:**

- Identify and analyze setting and its impact on conflict and character
- Identify and analyze imagery
- Identify mood and analyze how writers convey mood through word choice
- Make inferences and cite evidence
- Identify author's perspective and purpose
- Distinguish between primary and secondary sources
- Write a short story
- Write concisely by using compound predicates
- Bring immediacy to writing by using an effective verb tense
- Use context clues to unlock meaning
- Understand and use connotative meanings of words
- Compare the film and written versions of a key scene
- Analyze how visual and sound techniques convey meaning
- Plan and produce a story trailer

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**Unit 4****Theme & Symbol****5 Weeks**

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- **OVERVIEW:**

Students uncover the “messages” in fictional and nonfictional texts through understanding. Additionally, students use multiple meaning words and analyze literature.

- **Textbook Location and Stories:**

Unit 3: Pages 200-288

- *The Scarlet Ibis*
  - *Women with Flower*
  - *Poem on Returning to Dwell in the Country*
  - *My Heart Leaps Up*
  - *The Sun*
  - *Two Kinds*
  - *Rice and Rose Blues*
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- **Key Learning Goals:**

- Determine a theme or central idea and analyze its development
- Compare and contrast universal themes
- Identify and interpret symbolism
- Analyze an author's perspective
- Make inferences and draw conclusions; cite evidence
- Analyze sequence of events
- Outline a text and analyze key ideas
- Write an analysis of literary nonfiction
- Effectively select, organize, and analyze content
- Use rhetorical questions for effect
- Use and punctuate various types of clauses correctly
- Participate in a debate/Participate in a panel discussion
- Use affixes to determine the meaning of words
- Determine the connotative meaning of words
- Use context as a clue to meaning
- Use a dictionary to find the pronunciation of words or determine their etymology

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**Unit 5****Author's Purpose**

5 Weeks

- **OVERVIEW:**

Students give reasons why texts are written and structures of nonfictional and fictional texts. Also, students practice informative writing.

- **Textbook Location and Stories:**

Unit 4: Pages 306-384

- *Who Killed the Iceman?*
- *Skeletal Sculptures*
- *The Lost Boys*
- *Consumer Documents: From the Manufacturer to You*

- **Key Learning Goals:**

- Determine the technical meanings of words
  - Identify and analyze tone and diction
  - Recognize and analyze an author's perspective or purpose
  - Analyze functional texts, such as consumer documents and technical directions
  - Analyze patterns of organization
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- Interpret graphic aids
  - Analyze how an author's ideas are developed and refined
  - Write an informational text - News report
  - Use nouns, adverbs, and conjunctions correctly
  - Use word roots to determine or clarify the meaning of words
  - Analyze how events and information are presented in different mediums
  - Create an online professional profile

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## Unit 6 Argument & Persuasion

5 Weeks

- **OVERVIEW:**

Students learn techniques used in arguments and persuasion in fictional and nonfictional texts. Students practice persuasive writing.

- **Textbook Location and Stories:**

Unit 6: Pages 506-582

- *I Have a Dream*
- *Testimony Before the Senate*

- **Key Learning Goals:**

- Analyze how an author's claims are developed and refined
  - Analyze and evaluate the elements of an argument - proposition, supports, reasons, evidence, and counterclaims
  - Distinguish fact from opinion
  - Analyze persuasive techniques, including emotional appeals, logical appeals and appeal to authority
  - Provide an objective summary of a text
  - Analyze rhetorical structures and devices - repetition, parallelism, and analogy
  - Recognize bias
  - Write an argument (persuasive essay)
  - Use parallel structure; structure sentences correctly
  - Participate effectively in a debate
  - Understand and use specialized and technical vocabulary
  - Determine the meaning of words and phrases in a text
  - Analyze and create persuasive media
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- **OVERVIEW:**

Students examine poetic structures used in various forms of poetry. Students practice poetry writing and expression

- **Textbook Location and Stories:**

Unit 1: Pages 160

Unit 7: Pages 602-698

- *Spring is like Perhaps Hand*
- *Elegy for the Giant Tortoises*
- *Today US Poet Laureates: Getting the Word Out*
- *Ode to my Socks*
- *Egg Horror Poem*

- **Key Learning Goals:**

- Recognize characteristics of a variety of forms of poetry, including lyric poetry, elegy, concrete poetry, ode ballad, dramatic monologue, sonnet, and free verse
- Analyze imagery
- Analyze diction and the impact of word choices on meaning and tone
- Analyze structure and form, including line and stanza
- Analyze figurative language, including metaphor, simile, and personification
- Analyze sound devices, including repetition, alliteration, assonance, onomatopoeia, rhyme, rhythm, and meter
- Use reading strategies, including visualizing and connecting
- Make inferences and cite evidence
- Determine a main idea or theme
- Synthesize ideas from multiple sources
- Analyze how characters, including a poem's speaker, develop and interact
- Write an analysis of a poem
- Write a concert poem
- Support key ideas with details and quotations
- Use descriptive language effectively; write concisely
- Use participles and participial phrases to add interest to writing
- Use infinitives and infinitive phrases to add