UNIT 1:
Literary Elements and Great Story Telling – Madness, Malaise, Murder, and Mystery

Key Vocabulary:
- Protagonist
- Antagonist
- Direct Characterization
- Indirect Characterization
- Foreshadowing
- External Conflict
- Internal Conflict
- Objective
- Subjective
- Synthesis
- Juxtaposition
- Allusion
- Mood
- Motivation
- Tone

Students will:
- Identify and analyze the significance of the elements of fiction.
- Demonstrate how context clues can be used to further deepen understanding.
- Analyze complex characters to understand the plot development and the development of theme.
- Recognize the importance of historical context to the appreciation of setting and character.
- Identify and explain characterization techniques.
- Formulate writing using correct grammatical mechanics in a timely manner.

ELAGSE Standards Addressed:
- ELAGSE9-10RL3: Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- ELAGSE9-10RL5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise.
- ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- ELAGSE9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELAGSE9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically.

Essential Questions:
- In which ways can themes in texts be universal?
- How can an author use literary elements and rhetorical strategies to create different types of writing?
- How can an individual further understand the human condition through reading and writing and discussion?

Prerequisite Skills:
- Citing evidence
- Literary analysis
- Scaffolding
- Reasoning skills
- Evaluating material
# Elagse 9th Grade Literature and Composition Curriculum Map Unit 1: Ms. Morris & Ms. K. Johnson
DeKalb Alternative School 2016-2017 School Year

## Unit 1:
**Literary Elements and Great Story Telling – Madness, Malaise, Murder, and Mystery**

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Pre-Assessment</td>
<td><strong>ELAGSE9-10RL2:</strong> Determine a theme and/or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</td>
<td><strong>ELAGSE9-10RL2:</strong> Determine a theme and/or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</td>
<td><strong>ELAGSE9-10RL2:</strong> Determine a theme and/or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</td>
<td><strong>ELAGSE9-10RL2:</strong> Determine a theme and/or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</td>
</tr>
<tr>
<td>Individual Student F.L.P.</td>
<td><strong>ELAGSE9-10RI6:</strong> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. <strong>ELAGSE9-10RI7:</strong> Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in print and multimedia), determining which details are emphasized in each account.</td>
<td><strong>ELAGSE9-10RL3:</strong> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</td>
<td><strong>ELAGSE9-10RL3:</strong> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</td>
<td><strong>ELAGSE9-10RL3:</strong> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</td>
</tr>
<tr>
<td>MI/Learning Style Inventory</td>
<td>Motif, Theme, Symbol Edgar Allan Poe: Biography The Tell-Tale Heart (Analysis)</td>
<td><strong>ELAGSE9-10RL3:</strong> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Motif, Theme, Symbol The Tell-Tale Heart (Analysis)</td>
<td><strong>ELAGSE9-10RL3:</strong> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Motif, Theme, Symbol The Tell-Tale Heart (Analysis)</td>
<td><strong>ELAGSE9-10RL3:</strong> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Motif, Theme, Symbol The Tell-Tale Heart (Analysis)</td>
</tr>
<tr>
<td>Review Syllabus</td>
<td>Discuss Classroom Norms, Rules, Expectations, &amp; Routines</td>
<td>Students will be assessed using a writing prompt: What is the motif in The Tell-Tale Heart and how does it develop the theme?</td>
<td>The Tell-Tale Heart Analysis Assessment</td>
<td>The Tell-Tale Heart Analysis Assessment</td>
</tr>
<tr>
<td>Day 6</td>
<td>Day 7</td>
<td>Day 8</td>
<td>Day 9</td>
<td>Day 10</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>ELAGSE9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <strong>ELAGSE9-10RL3:</strong> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <strong>ELAGSE9-10L5:</strong> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <strong>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</strong></td>
<td>ELAGSE9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <strong>ELAGSE9-10RL3:</strong> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <strong>ELAGSE9-10L5:</strong> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <strong>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</strong></td>
<td>ELAGSE9-10W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <strong>ELAGSE9-10L2:</strong> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <strong>ELAGSE9-10SL4:</strong> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. <strong>ELAGSE9-10W1:</strong> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td>ELAGSE9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <strong>ELAGSE9-10RL3:</strong> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <strong>ELAGSE9-10L5:</strong> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <strong>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</strong></td>
<td>ELAGSE9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <strong>ELAGSE9-10RL3:</strong> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <strong>ELAGSE9-10L5:</strong> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <strong>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</strong></td>
</tr>
</tbody>
</table>
## ELAGSE 9th Grade Literature and Composition Curriculum Map

Unit 1: Ms. Morris & Ms. K. Johnson
DeKalb Alternative School 2016-2017 School Year

<table>
<thead>
<tr>
<th>Day 11</th>
<th>Day 12</th>
<th>Day 13</th>
<th>Day 14</th>
<th>Day 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELAGSE9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)</td>
<td>ELAGSE9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)</td>
<td>ELAGSE9-10W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
<td>ELAGSE9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)</td>
<td>ELAGSE9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)</td>
</tr>
</tbody>
</table>

ELAGSE9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

ELAGSE9-10RI5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

ELAGSE9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

F.L.P.
## ELAGSE 9th Grade Literature and Composition Curriculum Map Unit 1: Ms. Morris & Ms. K. Johnson
### DeKalb Alternative School 2016-2017 School Year

<table>
<thead>
<tr>
<th>Day 16</th>
<th>Day 17</th>
<th>Day 18</th>
<th>Day 19</th>
<th>Day 20</th>
</tr>
</thead>
</table>
| ELAGSE-10RL2: Determine a theme and/or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  
ELAGSE-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  
ELAGSE-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  
ELAGSE-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | ELAGSE-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  
ELAGSE-10RI5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  
ELAGSE-10W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  
ELAGSE-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
ELAGSE-10L7: Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden’s poem “Musée de Beaux Arts” and Breughel’s painting Landscape with the Fall of Icarus), including what is emphasized or absent in each treatment. | ELAGSE-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  
ELAGSE-10RI5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  
ELAGSE-10W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  
ELAGSE-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
ELAGSE-10L7: Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden’s poem “Musée de Beaux Arts” and Breughel’s painting Landscape with the Fall of Icarus), including what is emphasized or absent in each treatment. | ELAGSE-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  
ELAGSE-10RI5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  
ELAGSE-10W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  
ELAGSE-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
ELAGSE-10L7: Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden’s poem “Musée de Beaux Arts” and Breughel’s painting Landscape with the Fall of Icarus), including what is emphasized or absent in each treatment. | ELAGSE-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  
ELAGSE-10RI5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  
ELAGSE-10W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  
ELAGSE-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
ELAGSE-10L7: Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden’s poem “Musée de Beaux Arts” and Breughel’s painting Landscape with the Fall of Icarus), including what is emphasized or absent in each treatment. | The Hot Zone | The Hot Zone | The Hot Zone | The Hot Zone |

The Hot Zone

Students will be taught juxtaposition and they will be required to juxtapose: The Tell-Tale Heart and Confessions Found in a Prison (Graphic Organizer) and Crime and Punishment.
**ELAGSE 9th Grade Literature and Composition Curriculum Map Unit 1: Ms. Morris & Ms. K. Johnson**
**DeKalb Alternative School 2016-2017 School Year**

<table>
<thead>
<tr>
<th>Day 21</th>
<th>Day 22</th>
<th>Day 23</th>
<th>Day 24</th>
<th>Day 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELAGSE-9-SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <strong>The Hot Zone</strong></td>
<td>ELAGSE-9-RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <strong>The Hot Zone</strong></td>
<td>ELAGSE-9-W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
<td>ELAGSE-9-L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. <strong>F.L.P.</strong></td>
<td>ELAGSE-9-L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. <strong>ELAGSE-9-RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</strong> <strong>The Hot Zone</strong></td>
</tr>
</tbody>
</table>