

**Olean High School**  
Course Name: English 9 Advanced

Advanced students will participate in SAT-style grammar exercises.

All advanced independent reading selections will be covered by the end of the 3<sup>rd</sup> quarter: *The Stranger*, *The Hobbit*, *Catcher in the Rye*, *Jane Eyre* (2 read during summer before 9<sup>th</sup> grade).

- *Jane Eyre* will be read by all incoming advanced students. This will coincide with our first unit.

<b>Time Frame</b>	<b>Topic</b>	<b>Skills/Concepts</b>	<b>Major Assessments</b>	<b>Core Standards</b>	<b>Resources</b>
1 week	Pre/post assessments	Check for understanding/growth	SLO's	<b>Text Analysis Response</b> (format from CC Regents)	<b>CC Regents Review (BOCES)</b>
2 weeks	Why Jane Eyre?	Annotation, MLA format, Discussion/Note-taking	Essay	RL 1, 2, 3, 4, 5, 7 W 2, 4, 9	NYT Articles, <i>Jane Eyre</i> film
6 weeks	What is valuable?	Students will: - analyze development of characters, plot, themes & <b>Central Ideas</b> ( <i>Direct &amp; Indirect Characterization</i> )	Wall of Heroes Essay, Odyssey Exam, Poetry Annotation, quizzes	RL 1, 2, 3, 4, 5, 7	Gluck, Atwood and Dorothy Parker Poems, Complete Translated Text

		-cite textual evidence to support analysis			(Fitzgerald), “Myth of Persephone”, “The Necklace”
3 weeks ( <i>Unit may occur concurrently with Poetry Out Loud</i> )	How does an author produce an effect?	Students will: gain an introduction to the Text Analysis Response. -Recognize elements and literary techniques/devices and how they are used to produce an effect in a text.	Text Analysis Response	RL 1, 2, 3, 4, 5, 6, 9  W 2	“Gettysburg Address,” King’s “I have a Dream” speech
3 weeks	Poetry Out Loud	- explicate, analyze, memorize poetry - recite poetry from memory -Identify central ideas in poetry -Identify literary techniques and devices	Write poetry, recite poetry, poetic term quiz -Text Analysis Response	RL 1, 2, 4, 5, 6, 7	Poetry Out Loud website; Lax poetry, ekphrastic poetry (see packet),  Wordsworth, Dickinson, Hughes others (see text) “The Raven”
6 weeks	What is the	Students will:	Unit test, quizzes,	RI 1, 2, 4,	<i>The Tragedy of</i>

	individual's relationship to their age? ( <i>interdisciplinary unit with Social Studies</i> )	<ul style="list-style-type: none"> <li>- Recognize major narrative elements (setting, plot, characterization, point of view, theme)</li> <li>- Understand purpose of establishing these in drama</li> <li>-Recognize and analyze poetic terms, such as blank verse, couplet, iambic pentameter</li> <li>Dramatic irony</li> <li>Allusion, pun</li> </ul>	critical essay (Galileo/Shakespeare), "Shakespeare in his Time" project	5, 6, 7 W2 W3	<i>Romeo and Juliet</i> , "The Interlopers", "Sonnet 30" "Sonnets 18 or 116" "Every Little Hurricane" "Shakespeare's Sister" (excerpt from Virginia Woolf's essay)  One Extra Shakespeare Text (film)
6 weeks	What is the relationship between power and innocence?	Students will: -analyze development of characters, plot, themes -cite textual evidence to support analysis -draw connections between texts	Unit test, quizzes, Essay on Post-War Literature	RL 1-7 RL 9 RL 11 W2	<i>Lord of the Flies</i> "The Most Dangerous Game", "The Lottery"  <i>The Hobbit</i> <i>The Stranger</i> <i>Catcher in the Rye</i>
4 weeks	What is the relationship between texts and meaning?	Students will: -analyze development of <b>central ideas</b> -cite textual evidence to support analysis -compare thematic connections	"Life Lessons" Project, Quizzes, Unit Test (Critical Essay – "Seven Ages" + <i>Old Man</i> )	RI – 1, 2, 4, 5, 9  S – 1, 2, 3, 4, 5, 6	<i>Old Man and the Sea</i> , "The Scarlet Ibis" – txt pg. 350, "The Seven Ages of Man" – txt pg. 671

		between two texts.			
Concurrent with other units	Grammar, mechanics and usage  SSR (Silent Sustained Reading)	Command of the conventions of the English language  Reading at student's "independent" reading level	Grammar exercises and practice; application of concepts in writing tasks Discussions, writing tasks, and/or project based on the material read	L 1, 2 L 4-6  Fiction: RL 2,3,5 Nonfiction: RI 2,3,6  Fiction or Nonfiction: W 1 or 2, 4-6; L 1-6; possibly SL 1,2, 4-6	List of specific terms are below map  Student-selected works of fiction and nonfiction; instruction from librarian on book selection

Writing Tasks	Students will write: Text Analysis Response Research project (persuasive) Critical analysis (lit) Narrative/Poetry Compare & Contrast Timed Writing
Grammar	title punctuation, parts of speech (including helping, linking, action verbs), simple subject, simple predicate, direct object, complement, prepositional phrases, subordinate / independent clause, comma (elementary functions), apostrophe (do not make plurals using the apostrophe!), capitalization, agreement – subject / verb usage: accept, except affect, effect, all ready, already, all together, altogether, between, among, capital, capitol, choose, chose, could of, desert, dessert, don't doesn't, fewer, less, good, well, hear, here, its, it's, lead, led

	double subject, like, as, loose, lose, of (after another preposition), moral, morale, passed, past, peace, piece principal, principle, than, then, there, they're, their, threw, through, to, too, two, waste, waist, weather, whether which, that, who, who's, whose, your, you're, double negative
Literary Terms	Refrain, Rhythm, Dialogue, Simile, Theme, Repetition, Narrative poetry, Plot, Setting, Characterization, Static/Dynamic/Flat/Round Characters, Conflict, Alliteration, Figures of speech: (figurative vs. literal), Mood, Atmosphere, Tone, Flashback, Hyperbole, Image / imagery, Metaphor, Onomatopoeia, Personification, Rhyme (end), Symbol, 1 <sup>st</sup> vs 3 <sup>rd</sup> point of view, flashback