

FAME Public Charter School

Scope and Sequence: 9th Grade

Subject/Unit Title: The Short Story			
Estimated Time Frame (#of Days): 25			
Unit 1: The Short Story			
Chapter Title	Objectives	CA State Standards	Assessments
The Cask of Amontillado	Evaluating tone , mood, and theme in terms of the impact of diction and figurative language	Reading 3.11	Comprehension Questions; Worksheet evaluating objectives; Student sample piece using figurative language and diction to impact tone, mood, and theme
Liberty and the Struggle to be an All-American Girl and Legal Alien	Comparing and Contrasting the presentation of a similar theme across genres. Analyzing interactions between main and subordinate characters. Comparing works that have universal themes	Reading 3.2 Reading 3.3 Reading 3.5	Handouts that highlight the objectives and ask students to synthesize information provided; Provide questions related to story to check for understanding and comprehension
American History	Determine a character’s traits through information released in narration, dialogue, dramatic monologue, and soliloquy. Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	Reading 3.4 Reading 3.9	Students will be asked to write two similar stories with different narrators and evaluate impact on tone, plot, and the credibility of the story

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Grammar Retooling	Identify and work on clauses, phrases, and mechanics of punctuation. Understand subordination and consistent verb tenses;	Written and Oral English Language Conventions 1.1 Written and Oral English Language Conventions 1.2 Written and Oral English Language Conventions 1.3	Students are to write daily reflections and a weekly paper that uses proper grammar and language mechanics
Writing	Work on revising writing to add to coherence of written document	Writing Applications 2.2 Writing Applications 1.9	Students are to write a short story and revise the ideas conveyed through the editing process

Subject/Unit Title: Nonfiction			
Estimated Time Frame (#of Days): 25			
Unit 2: Nonfiction			
Chapter Title	Objectives	CA State Standards	Assessments
Of Dry Goods and Black Bow Ties	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration	Reading 2.5	Provide comprehension questions to extend students' experience and knowledge
<i>from</i> Black Boy	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration	Reading 2.5	Have students evaluate passage and write reflections on the themes provided

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<p>Time: Adventure to Antarctica</p>	<p>Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. Generate relevant questions about readings on issues that can be researched. Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration</p>	<p>Reading 2.2 Reading 2.3 Reading 2.5</p>	<p>Provide documents and allow students to use internet to create a bibliography using various resources. Have students come up with relevant questions and have them give those questions to a classmate to research.</p>
<p>That One Man's Profit is Another's Loss</p>	<p>Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).</p>	<p>Reading 2.8</p>	<p>Have students analyze a piece of literature and evaluate whether the passage is biased in any way [i.e. in terms of evidence provided and the author's intent]</p>
<p>Writing</p>	<p>Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. Write biographical or autobiographical narratives or short stories: the characters' feelings.</p>	<p>Writing Applications 2.1 Writing Applications 1.2</p>	<p>Write a biographical piece that relates a sequence of events, focuses on specific places within the story, and have vivid descriptions</p>

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Subject/Unit Title: Poetry			
Estimated Time Frame (#of Days): 30			
Unit 3: Poetry			
Chapter Title	Objectives	CA State Standards	Assessments
I Wandered Lonely as a Cloud	Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. Identify and use the literal and figurative meanings of words and understand word derivations. Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)	Reading 1.0 Reading 1.1 Reading 3.11	Comprehension Questions to assess understanding and learning
An Indian Summer Day on the Prairie One Summer Monument	Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic. Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.	Reading 3.2 Reading 3.5	Write a passage that juxtaposes the poems read and contrasts them in terms of how the themes were represented

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I was a Skinny Tomboy Kid	Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)	Reading 3.11	Write an original poem that evokes the aesthetic approach
Remember	Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	Reading 3.7	Group assignment – students will get into groups and create posters that explain various literary devices
The Road Not Taken	Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)	Reading 3.11	Students will analyze poem and focus on tone, mood, and theme and these concepts are affected by diction and figurative language
Time	Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.	Reading 3.8	Analyze poem and focus on the subtleties that exist in the poem
Theme for English B	Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on	Reading 3.11	Students will analyze poem and focus on tone, mood, and theme and these concepts are affected

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	tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)		by diction and figurative language
My Mother Combs My Hair	Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism.	Reading 3.7 Reading 3.11	Students will write an original poem that uses various techniques such as allegory, imagery, and symbolism
Lineage	Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	Reading 3.7	Students will explain the appeal and significance of various literary devices on the poem
Grammar Workshop	Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, and diction.	Written and Oral Language Conventions 1.3	Students work will be evaluated with these concepts in mind
Writing	Establish a controlling impression and distinctive perspective on subject matter. Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice	Writing 1.1 Writing 1.2	Students will create a Poem Project where they will create various types of poetry

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Subject/Unit Title: Drama			
Estimated Time Frame (#of Days): 30			
Unit 4: Epic and Myth			
Chapter Title	Objectives	CA State Standards	Assessments
Romeo and Juliet	Identify and use the literal and figurative meanings of words and understand word derivations. Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy. Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature. Analyze the way in which a work of literature is related to the themes and issues of its historical period. Write responses to literature: a. Demonstrate a comprehensive grasp of the significant ideas of literary works. b. Support important ideas and viewpoints through accurate and detailed references to the text or to other	Reading 1.1 Reading 3.4 Reading 3.10 Reading 3.12 Writing Applications 2.2 Written and Oral English Language Conventions 1.3 Listening and Speaking 1.7 Speaking Applications 2.4	Students will be assessed with a written test that will include expository written reflections on the themes of the play. Students will reenact scenes from the play that will highlight significant themes from the play.

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	<p>works. Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p>Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p> <p>Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.</p>		
The Bear	<p>Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).</p> <p>Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)</p>	Reading 3.1 Reading 3.12	Students will analyze the historical period in which the passage was written and reflect on the period's impact on the passage.

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Subject/Unit Title: Epic and Myth			
Estimated Time Frame (#of Days): 30			
Unit 5: Epic and Myth			
Chapter Title	Objectives	CA State Standards	Assessments
The Odyssey	<p>Identify and use the literal and figurative meanings of words and understand word derivations.</p> <p>Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.</p> <p>Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words</p> <p>Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</p> <p>Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.</p> <p>Analyze the way in which a work of literature is related to the themes and issues of its historical</p>	<p>Reading 1.1</p> <p>Reading 1.2</p> <p>Reading 1.3</p> <p>Reading 3.4</p> <p>Reading 3.7</p> <p>Reading 3.12</p> <p>Writing Applications 2.2</p> <p>Written and Oral Language Conventions 1.1</p> <p>Written and Oral Language Conventions 1.2</p> <p>Written and Oral Language Conventions 1.3</p>	<p>Students will be given a formal examination for the book</p> <p>Students will be given an essay exam on the book where they will be asked to reflect on the major themes of the novel</p>

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	<p>period. Demonstrate a comprehensive grasp of the significant ideas of literary works and support important ideas and viewpoints through accurate and detailed references to the text or to other works. Identify and correctly use clauses, phrases and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens). Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p>		
Perseus	<p>Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.</p>	Reading 3.7	<p>Students will be asked to analyze passage based upon various literary devices</p>
Coyote and Crow	<p>Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.</p>	Reading 3.7	<p>Students will be asked to write their own mythological story the uses various literary devices</p>

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Subject/Unit Title: Fiction			
Estimated Time Frame (#of Days): 15			
Unit 6: Fiction			
Chapter Title	Objectives	CA State Standards	Assessments
The Sentinel	Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot. Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).	Reading 3.3 Reading 3.6	Write an original fictional story that uses complex literary devices and provides readers with room to analyze interactions of main characters.
He-y, Come on O-ut	Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	Reading 3.7	Comprehension Questions about the selection
Functional Documents	Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. Prepare a bibliography of reference materials	Reading 2.1 Reading 2.2 Reading 2.4 Reading 2.6 Reading 2.7 Writing Applications 2.5	Write a thorough bibliography and a formal business letter that takes into account using appropriate vocabulary and highlights a central idea or image

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	<p>for a report using a variety of consumer, workplace, and public documents</p> <p>Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p> <p>Write business letters that provide clear and purposeful information and address the intended audience appropriately</p>		
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