

CP English 9

Cluster 1: Focus on Fiction (7 weeks)

*Page numbers refer to *The Language of Literature* textbook unless otherwise noted.

*Glossary of “Word to Know” begins on page 1232.

*Underlined assignments can be found in the spiral-bound workbook.

Week 1

A Classic Short Story

“The Necklace” is a much-studied short work by French writer Guy de Maupassant. Maupassant is considered the father of the French short story, not because he invented the genre but because he perfected it, popularized it, and greatly expanded audiences’ understanding of what a short story could accomplish. Its twist ending is one of the most famous in literature and inspired a twist-ending trend in literature. At the end of heartache, suffering, and self-sacrifice, the story suggests several timeless morals, and it is generally a story not soon forgotten by readers. This is, therefore, a fitting place to begin your high school English studies. Practically speaking, you will examine the major elements of literature. However, you will also explore how fiction allows us to observe how people portrayed in stories meet the challenges life throws at them.

Objectives:

- Understand & analyze the following elements of literature: plot, character, setting, theme
- Identify elements of fiction and use them to visualize and predict events of a story
- Identify, examine, and evaluate cause and effect chain
- Write constructed responses as prompted by post-reading questions

- pp. 23-25 Read “Learning the Language of Literature: Fiction”
- p. 26 Do a Quickwrite or have a group discussion on the “Connect to Your Life” topic. What are some things that give a person status? How can you tell that a person has status? What are some benefits of status? What are some possible harmful effects of concern (obsession) with status?
- pp. 26-34 Read “Build Background” and preview “Words to Know,” then Read “The Necklace”
- As you read, do [Active Reading Skillbuilder: Cause and Effect](#)
- p. 35 Write answers to “Thinking through the Literature” Questions 2,4,5,6 & 7
- Do [Literary Analysis Skillbuilder](#)
- Do [After Reading: The Necklace](#)
- Do [Grammar Skillbuilder](#)

Week 2

Author's Craft: Suspense & Surprise

Let's take a look at the techniques authors use to get us deeply involved in the stories that they write. Stories, and also movies, rely on well-built suspense and aptly-timed surprises, as these basically leave the reader holding their breath and wanting more. Suspense is the sense of anticipation or worry that the author makes the reader or viewer feel. Without suspense, a reader would lose interest quickly in any story because there is nothing that is making the reader ask, "What's going to happen next?"

Although we all enjoy being on the edge of our seats at good movie, do we think that it was easy for the writers to accomplish that? Probably not. This week, you will read two stories that show masterful use of suspense. Take the opportunity to appreciate, study, and compare how authors O. Henry and Liam O'Flaherty have used setting, imagery, diction, and foreshadowing to achieve suspense. Because before you know it...you may have to sit in the author's chair!

Objectives:

- Gain exposure to different styles of writing, plot strategies, and character development and be able to describe and compare the author's craft
- Identify and analyze the following elements of literature: irony, tone, theme, symbolism
- Note details and foreshadowing and use these elements to predict events in the plot
- Write a short narrative scene that includes a variety of techniques to achieve suspense

- Do Watch the famous "shower scene" from the 1960 movie *Psycho* (<https://www.youtube.com/watch?v=0WtDmbr9xyY>). Discuss the techniques that the filmmaker uses to make the scene suspenseful? Is it the blood and violence that makes the scene scary, or something else?
- pp. 151 Read "Build Background" and preview "Words to Know"
- pp. 152-7 Read "The Gift of the Magi"
- Do While reading, complete [Activity Reading SkillBuilder](#) "Predicting"
- p. 158 Read "Luxury" by Nikki Giovanni
- Do [Literary Link Response](#)
- Do [Active Reading Skillbuilder](#) "Clarifying Meaning"
- p. 159 Write answers to "Thinking Through the Literature" Questions 1,2,3,4,6,7
- Do [Literary Analysis Skillbuilder](#) "Irony"
- Do [Words to Know SkillBuilder](#)
- p. 161 Read "Grammar in Context: Pronouns." Write a constructed response using the ACE IT! format addressing the question "How does O. Henry's use of pronouns help make the paragraph effective?"
- p. 162 Read "Build Background" and preview "Words to Know"
- pp. 163-6 Read "The Sniper"
- Do While reading, complete [Activity Reading SkillBuilder](#) "Noting Details"
- p. 167 Write answers to "Thinking through the Literature" Questions 1-5
- p. 167 Write a constructed response to Question #6 using the ACE IT! format
- Do [Literary Analysis SkillBuilder](#) "Suspense and Surprise Ending"
- Do [Words to Know SkillBuilder](#)
- Do [Grammar SkillBuilder](#) "Adverb Placement"
- Do [Writing Activity: Building Tension with Sensory Details](#)
- Take Selection Test on "Gift of the Magi"

Weeks 3 & 4

Exploring Theme: Family Ties

Family is one of the most universal experiences for humankind. Consequently, many writers explore familial bonds and dynamics in literature. Later this semester you will explore this topic and the themes that stem from it in greater detail when you read Shakespeare's Romeo and Juliet. For now, you will read two stories and one poem that highlight tensions among family members, including the pain and the joy involved in family relationships. As Jane Howard's poem on page 587 succinctly expresses, "Call it a clan, call it a network, call it a tribe, call it a family. Whatever you call it, whoever you are, you need one."

Objectives:

- Gain practice at inferring the theme of a text by studying the other elements of the text
 - Analyze the relevance of character, plot, setting and time frame to a story's meaning
 - Independently read, analyze, and formulate questions about literature
 - Engage in group discussion and present evidence-based interpretations to the group
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- pp. 589-91 Read "Learning the Language of Literature: Theme" and "The Active Reader: Drawing Conclusions"
 - Do [Scarlet Ibis Anticipation Guide](#)
 - pp. 592 Read "Build Background," preview "Words to Know," etc.
 - pp. 593-604 Read "The Scarlet Ibis"
 - Do While reading, complete [Activity Reading SkillBuilder](#) "Drawing Conclusions About the Narrator"
 - p. 605 Write answers to "Thinking through the Literature" Questions 1-6. The answer to question #5 must be a constructed response using the ACE IT! format.
 - Do [Literary Analysis SkillBuilder](#) "Theme"
 - p. 606 Do "Vocabulary in Action Exercise A: Assessment Practice" p. 606
 - Take Selection Test on "The Scarlet Ibis"
 - p. 643 Read about the poet, Simon J. Ortiz
 - Do Read "[My Father's Song](#)" and complete [Guided Reading of "My Father's Song"](#) by Simon J. Ortiz
 - Do Quickwrite: Why does the son feel the way he does about the father? Compare this to the way that most of your peers feel about their parents. Do you notice more similarities or differences? Why do you think this is the case?
 - p. 88 Read "Build Background," preview "Words to Know," etc.
 - pp. 89-99 Read "Two Kinds"
 - Do [Activity Reading SkillBuilder](#) "Making Judgments"
 - p. 100 Write answers to "Thinking through the Literature" Questions 1-6. The answer to question #3 must be a constructed response using ACE IT!
 - Do Do "Vocabulary in Action" exercise on p. 101
 - Do Have a group discussion. Divide into 2 groups. Group A: Discuss and take notes on "What does 'two kinds' mean to the daughter?" Group B: Discuss and take notes on "What does 'two kinds' mean to the mother?" Take turns presenting your discoveries to the other group. As a whole, brainstorm the fullest meaning of the title of the selection.

Week 5-7

Rites of Passage

As ninth graders, you are on the cusp of discovering who you are and who you will become. From the beginning of time, rites of passage have been important in establishing personal, social, and cultural identity. By reading about, writing about, and discussing many rites of passage as they are portrayed in both fiction and informational texts, you will hopefully develop some opinions about the challenges, risks, safety and necessity of these rituals, one or more of which may be in your future.

Objectives:

- Understand and evaluate the some of the personal, social, political, economic, and cultural factors that build identity
- Connect various texts on a subject as expressed through different genres
- Analyze the place which rites of passage have in the 21st century
- Write an argumentative essay to support a claim in an analysis of the topic using valid reasoning and evidence drawn from the texts.

- p. 358 Read “Rites of Passage Across Cultures”
- Do Complete ‘K’ and ‘W’ columns on K-W-L Chart
- p. 359 Read “Build Background,” preview “Words to Know,” etc.
- pp. 360-70 Read “Brothers Are the Same”
- p. 371 Write answers to “Thinking through the Literature” Questions 1-6. The answer to question #3 must be a constructed response using ACE IT!
- Do [Literary Analysis SkillBuilder](#) “Characters in Conflict”
- Do Analyze and Compare Essential Elements for “Brothers Are the Same”
- p. 373 Read “Build Background,” preview “Words to Know,” etc.
- pp. 374-84 Read “Through The Tunnel”
- Do [Literary Analysis SkillBuilder](#) “Symbol”
- p. 243 Write answers to “Thinking through the Literature” Questions 1-4 & 6. The answer to question #6 must be a constructed response using ACE IT!
- Do Analyze and Compare Essential Elements for “Through the Tunnel”
- Do Revisit K-W-L Chart and add to ‘L’ column
- Read “In Hispanic Ritual, a Place for Faith and Celebration” and “For a Thousand Years” by Jan Risher. As you read, annotate the texts (underline, make notes in the margin) in response to the following question: *What is a Quinceañera celebrating in today’s world?*
- Do Rites of Passage Homework Article Analysis for “In Hispanic Ritual, a Place for Faith and Celebration”
- Read “Prom Spending Rises to Average \$1078 This Year, Survey Says” by Hadley Malcolm. As you read, annotate the article (underline, make notes in the margin) in response to the following question: *Why has prom spending increased so dramatically?*
- Do Rites of Passage Homework Article Analysis for the Hadley Malcolm article
- Read “Are Rites of Passage Out of Step?” by Laura Smith-Spark. As you read, annotate the article (underline, make notes in the margin) in response to the following question: *How are some rites of passage harmful or dangerous?*

- Do Rites of Passage Homework Article Analysis for the Hadley Malcolm article
- Do Revisit K-W-L Chart and add to ‘L’ column
- Do As directed by teacher, complete a Rite of Passage on Trial on the rite you are assigned and/or passionate about. Hold a group “Mock Trial” during which you examine and rule on some controversial rites of passage.
- Write Argumentative Essay on rites of passage in the 21st century. See Performance-Based Assessment English Language Arts for specific guidelines. You may also use the stories “Brothers Are the Same” and “Through the Tunnel” as evidence in your essay.