LEVEL 9 SYLLABUS

This course averages 150 class periods
VIDEO - 101 LESSONS
WORKBOOK- 219 PAGES

FICTION UNIT

FICTION: LECTURE
Day 1 – Introduction
Day 2 – Plot
Day 3 – Conflict
Day 4 – Mood, Tone, and Setting
Day 5 – Theme and Symbol, Characters
Day 6 – Point of view, Foreshadowing and Flashback

THE SECRET LIFE OF WALTER MITTY
Day 1 – Meet the Author, Research Activity
Day 2 – Analyzing Literature: Point of View, Vocabulary
Day 3 – Access the Backdrop, Making Life’s Connections, Reading Focus: Visualizing
Day 4 – Analyzing Literary Elements, Check Comprehension, Connection Reflection
Day 5 – Analyzing Figurative Language: Onomatopoeia, Extended Activities, Writing Connection
Day 6 – Independent Practice

THE MOST DANGEROUS GAME
Day 1 – Meet the Author, Research Activity
Day 2 – Analyzing Literature: Plot, Vocabulary
Day 3 – Access the Backdrop, Making Life’s Connections, Reading Focus: Drawing Conclusions
Day 4 – Analyzing Literary Elements, Check Comprehension, Connection Reflection
Day 5 – Plot Device: Poetic Justice, Extended Activities, Writing Connection
Day 6 – Independent Practice

BORN WORKER
Day 1 – Meet the Author, Research Activity
Day 2 – Analyzing Literature: Character Traits, Vocabulary
Day 3 – Access the Backdrop, Making Life’s Connections, Reading Focus: Identify Sequence
Day 4 – Analyzing Literary Elements, Check Comprehension, Connection Reflection
Day 5 – Analyzing Figurative Language: Simile, Extended Activities, Writing Connection
Day 6 – Independent Practice

THE MONKEY’S PAW
Day 1 – Meet the Author, Research Activity
Day 2 – Analyzing Literature: Mood, Vocabulary
Day 3 – Access the Backdrop, Making Life’s Connections, Reading Focus: Making Predictions
Day 4 – Analyzing Literary Elements, Check Comprehension, Connection Reflection
Day 5 – Analyzing Figurative Language: Imagery, Extended Activities, Writing Connection
Day 6 – Independent Practice

THE WHITE HERON
Day 1 – Meet the Author, Research Activity
Day 2 – Analyzing Literature: Symbolism, Vocabulary
Day 3 – Access the Backdrop, Making Life’s Connections, Reading Focus: Visualizing
Day 4 – Analyzing Literary Elements, Check Comprehension, Connection Reflection
Day 5 – Analyzing Figurative Language: Personification, Extended Activities, Writing Connection
Day 6 – Independent Practice

THE BET
Day 1 – Meet the Author, Research Activity
Day 2 – Analyzing Literature: Flashback, Vocabulary
Day 3 – Access the Backdrop, Making Life’s Connections, Reading Focus: Author’s Purpose
Day 4 – Analyzing Literary Elements, Check Comprehension, Connection Reflection
Day 5 – Plot Device: Chekhov’s Gun, Extended Activities, Writing Connection
Day 6 – Independent Practice

FICTION SUMMATIVE ASSESSMENT
Day 1 – Summative Assessment, “Blues Ain’t No Mockin’ Bird”
NONFICTION UNIT

NONFICTION: LECTURE
Day 1 – Bias, Tone, Purpose
Day 2 – Types of Nonfiction
Day 3 – Research, Letters
Day 4 – Informative Articles, Book Reviews

CHARLES MARTEL & BATTLE OF TOURS
Day 1 – Pre-Reading Activity: Scope, Strategy, and Success, Research Activity
Day 2 – Access the Backdrop, Making Life’s Connections
Day 3 – Reading to Learn: Taking Notes, Reading Activity: Structure, Simplicity, Synergy
Day 4-5 – Reading to Learn: Taking Notes, Writing Connection

THE HISTORY OF BLUE JEANS
Day 1 – Pre-Reading Activity: What Do You Know?, Research Activity
Day 2 – Access the Backdrop, Making Life’s Connections, Reading to Learn: Reading Comprehension
Day 3 – Reading to Learn: Self-Monitoring
Day 4-5 – Analyzing Literature, Check Comprehension

FAREWELL LETTER TO THE PILGRIMS
Day 1 – Meet the Author, Research Activity
Day 2 – Analyzing Literature: Letters, Vocabulary
Day 3 – Access the Backdrop, Making Life’s Connections, Reading Focus: Making Connections

BOOK REVIEW: A Wrinkle in Time
Day 1 – Meet the Author, Research Activity
Day 2 – Access the Backdrop, Making Life’s Connections, Analyzing Literature: Book Review, Reading Focus: Perspective, Vocabulary
Day 3 – Reading Focus: Making Connections
Day 4-5 – Check Comprehension, Connection Reflection, Analyzing Literary Elements, Analyzing Literature: Book Review, Extended Activities, Writing Connection

NONFICTION SUMMATIVE ASSESSMENT
Day 1 – Summative Assessment
Day 2 – Letter: “John Steinbeck on Falling in Love”
Day 3 – Book Review: Mockingbird by Kathryn Erskine (review written by Simon Mason)

NOVEL

THE HOBBIT
Day 1 – Meet the Author, Making Life’s Connections
Day 2 – Access the Backdrop
Day 3 – Access the Backdrop
Day 4 – Analyzing Literature: Characters, Reading Focus: Skimming and Scanning
Day 5 – Vocabulary, Reading Focus: Characters, While You Read: Event Log
Day 6 – Reading Focus: Character List, Reading Focus: Character Traits
Day 7 – Analyzing Literature: Character Motives, Analyzing Literature: Character Development
Day 8 – Vocabulary, Reading Focus: Setting and Mood, While You Read: Event Log
Day 9 – Reading Focus: Setting and Mood
Day 10 – Analyzing Literature: Character Relations
Day 11 – Analyzing Literature: Internal and External Conflict
Day 12 – Connection Reflection: Written Response
Day 13 – Vocabulary, Reading Focus: Character Development, While You Read: Event Log
Day 14 – Reading Focus: Character Development
Day 15 – Analyzing Literature: Connecting to Characters
Day 16 – Analyzing Figurative Language
Day 17 – Vocabulary, Reading Focus: Making Inferences, While You Read: Event Log
Day 18 – Reading Focus: Making Inferences
Day 19 – Analyzing Literature: Problem and Solution
Day 20 – Analyzing Literature: Foreshadowing
Day 21 – Vocabulary, Reading Focus: Making Predictions, While You Read: Event Log
Day 22 – Reading Focus: Making Predictions
Day 23 – Analyzing Literature: Character Archetypes
Day 24 – Analyzing Literature: Point of View
Day 25 – Vocabulary, Reading Focus: Identify Climax, While You Read: Event Log
Day 26 – Analyzing Literature: Character Development
Day 27 – Analyzing Literature: Character Development
Day 28 – Analyzing Literature: Theme
Day 29 – Critical Thinking: Written Response

NOVEL SUMMATIVE ASSESSMENT
Day 1 – Summative Assessment

NOVEL CULMINATING ACTIVITY
Day 1-7 – Culminating Activity
POETRY

POETRY: LECTURE
Day 1 – Elements of Poetry, Poetry Structure
Day 2 – Sound Devices, Other Elements of Poetry
Day 3 – Figurative Language

DREAMS
Day 1 – Meet the Author, Making Life’s Connections
Day 2 – Access the Backdrop, Analyzing Figurative Language: Metaphor, Elements of Poetry: Mood and Tone, Analyzing Figurative Language: Metaphor, Comprehend and Connect
Day 3 – Elements of Poetry: Mood and Tone
Day 4 – Writing Poetry, Speaking and Listening
Day 5 – Elements of Poetry: Dialect (“Red Roses”)

STILL I RISE
Day 1 – Meet the Author, Making Life’s Connections
Day 2 – Access the Backdrop, Analyzing Figurative Language: Simile, Elements of Poetry: Rhythm, Analyzing Figurative Language: Simile, Comprehend and Connect
Day 3 – Elements of Poetry: Rhythm
Day 4 – Writing Poetry, Speaking and Listening
Day 5 – Elements of Poetry: Rhythm (“Nothing Gold Can Stay”)

THE POISON TREE
Day 1 – Meet the Author, Making Life’s Connections
Day 3 – Elements of Poetry: Voice
Day 4 – Writing Poetry, Speaking and Listening
Day 5 – Elements of Poetry: Rhyme Scheme (“Fire and Ice”)

SONNET 29
Day 1 – Meet the Author, Making Life’s Connections
Day 2 – Access the Backdrop, Analyzing Figurative Language: Hyperbole, Elements of Poetry: Rhyme, Analyzing Figurative Language: Hyperbole, Comprehend and Connect
Day 3 – Elements of Poetry: Rhyme Scheme
Day 4 – Writing Poetry, Speaking and Listening
Day 5 – Elements of Poetry: Rhyme Scheme (“The Naming of Cats”)

THE WIND BEGUN TO ROCK THE GRASS
Day 1 – Meet the Author, Making Life’s Connections
Day 2 – Access the Backdrop, Analyzing Figurative Language: Personification, Elements of Poetry: Diction, Analyzing Figurative Language: Personification, Comprehend and Connect
Day 3 – Elements of Poetry: Diction
Day 4 – Writing Poetry, Speaking and Listening
Day 5 – Elements of Poetry: Diction (“Spring Storm”)

WHEN IT IS SNOWING
Day 1 – Meet the Author, Making Life’s Connections
Day 2 – Access the Backdrop, Analyzing Figurative Language: Imagery, Elements of Poetry: Mood and Tone, Analyzing Figurative Language: Imagery, Comprehend and Connect
Day 3 – Elements of Poetry: Mood and Tone
Day 4 – Writing Poetry, Speaking and Listening
Day 5 – Elements of Poetry: Rhyme Scheme (“Poppies”)

THE RAVEN
Day 1 – Meet the Author, Making Life’s Connections
Day 2 – Access the Backdrop, Analyzing Figurative Language: Symbolism, Elements of Poetry: Rhythm, Analyzing Figurative Language: Symbolism, Comprehend and Connect,
Day 3 – Elements of Poetry: Rhythm
Day 4 – Writing Poetry, Speaking and Listening
Day 5 – Analyzing Figurative Language: Hyperbole

POETRY SUMMATIVE ASSESSMENT
Day 1 – Summative Assessment
Day 2 – “The Eagle” (Alfred, Lord Tennyson)
Day 3 – “The Rose That Grew From Concrete” (Tupac Shakur)
Day 4 – “The Wise Old Apple Tree in Spring” (Robert Hillyer)
LITERARY WORKS – CONTENT

The primary goal of Essentials in Literature is to aid students in examining and analyzing literary works in relation to elements of literature. The goal is NOT to instruct students whether events or characters’ actions are appropriate or inappropriate; however, Mr. Stephens’ opinion related to such may be evident while recapping events in a literary work. For example, after reading The Most Dangerous Game, disapproval of the killing of human beings may be evident in Mr. Stephens’ comments, but the focus is yet literary analysis.

When students are asked to “connect” with events in a story or with a character’s action or reaction, the goal of that activity is to aid students in comprehension. There is no intention to persuade students whether an event or character’s action/reaction is appropriate or inappropriate.

UNIT THREE INFORMATION

Each literary work is chosen based on its literary value. However, some parents/teachers may not approve of events or characters’ actions or reactions presented in a given literary work. The Hobbit by J.R.R. Tolkien is the literary work explored in Unit 3. Magic, mystical, and supernatural activity appear in the fictional realm of Middle-earth. Magical items and objects, wizardry, and spells are all part of the story line of this literary work.

Teachers and parents who find this type of fantasy inappropriate may want to preview the book or a summary of the storyline before completing this unit.

Addressing Questionable Content

The content of literary works used for literary analysis within Essentials in Literature may not align with teachers’ or parents’ core beliefs. As a former public school teacher, Mr. Stephens handled these situations as listed below:

1. Focus on literary elements. The primary goal of Essentials in Literature is to aid students in examining and analyzing literary works in relation to literary elements.

2. Use events or characters’ actions to teach and reinforce your family’s core beliefs. This is an excellent opportunity for teachers and parents to teach students their beliefs regarding right and wrong.

3. Mark out words, sentences, or paragraphs in question. Summarize events or characters’ actions/reactions and verbally present them to students.
An author’s purpose is the reason for which a piece of literature is written: to persuade, to inform, or to entertain (also known as P.I.E.). An author whose purpose is to persuade writes to convince readers of something or shift their opinions. An author whose motivation is to inform is writing to give or impart information to an audience. An author who is writing to entertain is motivated to evoke some sort of emotional reaction in readers or simply share a story, thoughts, or feelings.

- Persuasion is an attempt to convince
- Informing is an attempt to impart information
- Entertaining is an attempt to trigger a reaction

Think about the author’s motivation for writing “The Bet.” Fill in the appropriate boxes to support your answer in the chart below.

<table>
<thead>
<tr>
<th>Author’s Purpose:</th>
<th>How do you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ To Persuade</td>
<td></td>
</tr>
<tr>
<td>□ To Inform</td>
<td></td>
</tr>
<tr>
<td>□ To Entertain</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence from text:</th>
<th>Was the author successful? Explain.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Create a timeline that places the history of jeans in chronological order.

Check Comprehension

1. Based on the information in THE ORIGIN OF BLUE JEANS: LEVI STRAUSS section of the “History of Jeans” article, the reader can infer that:
   A. Strauss accidentally dyed jeans an indigo color.
   B. jeans were not created until the mid-1900s.
   C. The creator of jeans did not expect them to become popular.
   D. jeans were originally designed with functionality in mind.

2. After what event did department stores begin to stock jeans in the women’s section?
   A. Vogue magazine’s advertisement depicting women in jeans
   B. World War II
   C. The creation of a women’s pant with a side opening rather than a fly opening
   D. The creation of jeans for children

3. When did designer jeans begin to make an appearance in high-end shops?
   A. 1930s
   B. 1950s
   C. 1970s
   D. 1990s

4. Based on the information in the article, the reader can assume that…
   A. jeans have made a lasting impression on culture as a whole.
   B. jeans have had more of an impact on the fashion industry than anything else.
   C. jeans were a fad that became popular for a short time.
   D. jeans are strictly meant to be functional and nothing more.
Section Two

Vocabulary

Making vocabulary cards is a good way to not only introduce yourself to new words but also to add them to your vocabulary.

Start by collecting 3” x 5” index cards with lines. Then, start filling out your vocabulary cards using the parameters shown below along with information from The Hobbit, a dictionary, a thesaurus, and the internet. Make one card for each word in the list.

<table>
<thead>
<tr>
<th>antiquity</th>
</tr>
</thead>
<tbody>
<tr>
<td>part of speech: noun</td>
</tr>
<tr>
<td>definition: The ancient past, especially the period before the Middle Ages.</td>
</tr>
<tr>
<td>synonyms: ancient times, the ancient past, classical times, the distant past</td>
</tr>
</tbody>
</table>

Vocab. List
gall  brood  persist  haste  despair  onslaught  clamor  scorch  tumult  render  appall  peril  stark  dismay  uncanny  lament  snare

Reading Focus: Setting and Mood

Section Two: Read chapters 5-7 of The Hobbit

The setting of a story can be one of the most important tools at an author’s disposal to influence the mood of an event in a story or the story itself. If the story is set in a vast forest in the middle of the night, in which a waist-high mist pours through the trees, the atmosphere becomes a little spooky and is able to set the backdrop for something scary to happen.
Nothing Gold Can Stay (1923)
by Robert Frost

Regular rhythm means there is a repeating pattern of stressed and unstressed syllables and a repeating pattern of how many of these syllables are in each line.

The poem "Nothing Gold Can Stay" uses the regular pattern of unstressed-stressed for most of the poem, with two notable exceptions.

Read “Nothing Gold Can Stay” and write the poem’s lines in the boxes below. Underline the stressed syllables (not words). Then label how many stressed syllables (or beats) are in each line.

For example: It is the natural rhythm of our speech. (5)

Final Thoughts

Compare and contrast the rhythm of "Still I Rise" with the rhythm of "Nothing Gold Can Stay." These poems employ very different kinds of rhythm. How does the rhythm of each poem affect the tone and impact? Write your answers on a separate sheet of paper.
ELEMENTS OF FICTION ASSESSMENT

Multiple Choice _____ / 10

Identify the answer that best completes the statement or answers the question.

11. Which of the following best defines falling action?

A. The events that occur after the turning point
B. The events that occur before the turning point
C. The introduction of characters and setting
D. The successful close of a story

12. A description of the attributes of a character that affect the plot best exemplifies:

A. the conflict
B. a character’s traits
C. rising action
D. the exposition

13. Which example best describes a minor character?

A. A young girl who battles an evil wizard
B. An old man who gives advice to a boy and girl seeking a fortune
C. A boy’s dog that is able to speak only to the boy.
D. A towns person who opposes the mayor and brings change to the community.

14. The outbreak of an infection caused by an irresponsible scientist is best described as:

A. character’s motive affecting conflict
B. setting affecting conflict
C. character traits affecting conflict
D. falling action affecting conflict

15. The short story “The Necklace” by Guy de Maupassant is a tale of a woman who was very unhappy with her financial situation and always wanted more money. After receiving an invitation to an upper-class party, she borrows a diamond necklace from a friend and ends up losing it. She then spends the next several years working to pay for it only to find out that it was fake.

What is the best example of the theme of the story?

A. Someone who is poor could never be wealthy.
B. Do not lose something borrowed or the lender will be angry.
C. It is dangerous to pretend to be someone you are not.
D. A necklace is the best way to look elegant.