

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Fiction Short Stories

Course Code: English 1

### COURSE INTRODUCTION:

Students who have followed the ELA curriculum maps for grades K-8 will enter ninth grade with a foundation in fiction and non-fiction reading and writing. In addition, they will have begun to analyze texts from various angles for various purposes. The ninth grade course is an overview of exemplary literature across the major genres. Each unit focuses on fiction and non-fiction reading, writing, speaking and listening, language, and technology. By the end of ninth grade, students are prepared for further study in English and Language Arts.

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<p><b>UNIT DESCRIPTION:</b></p> <p>This fiction unit focuses on short stories. The instructor can use the formative assessments for plot, characterization, theme-irony, point of view, and setting throughout the teaching of this unit to check for comprehension or as exit passes. The summative assessments for plot, characterization, theme-irony, and combinations of these with setting can be used whenever the instructor deems appropriate.</p> <p><b>Diverse Learners</b></p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf">http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><a href="#">Provide Feedback</a></p>	<p><b>SUGGESTED UNIT TIMELINE:</b> 30 days</p> <p><b>CLASS PERIOD (min.):</b> 50 minutes</p>					
<p><b>ESSENTIAL QUESTIONS:</b></p> <p>1. Plot, characterization, point of view, theme-irony, and setting are prominent in short stories and transfer to novels, tv shows, and movies. How do these elements of fiction transfer to the stories of our lives?</p> <p>2.</p>						
<b>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</b>	<b>CCSS LEARNING GOALS (Anchor Standards/Clusters)</b>	<b>CROSSWALK TO STANDARDS</b>				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
1. Plot-The student will map the plot structures in short stories such as “The	R.1: Read closely to determine what the text	R.1.D.E1.a	1.2	RL.9-10.1		3

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<p><b>Most Dangerous Game”, “The Musgrave Ritual”, and “The Lady, or the Tiger?”</b> during class discussion then complete the formative assessment by mapping the plot structure of a children’s book like <b><u>Alexander and His Horrible, Terrible, No Good Very Bad Day.</u></b> For the summative assessment, the student will map out the plot structure of a movie like <b><u>Lemony Snicket: A Series of Unfortunate Events</u></b> as per the scoring guide.</p>	<p>says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	R.1.D.E1.b	1.4	RL.9-10.2	<b>4</b>
		R.1.H.E1.a	1.5	RL.9-10.5	
		R.1.H.E1.b	1.6	RL.9-10.7	
		R.1.H.E1.c	1.7	RL.9-10.10	
		R.1.H.E1.d	1.8	W.9-10.1.a	
	<p><b>R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p>	R.1.H.E1.f	2.1	W.9-10.1.b	
		R.2.A.E1	2.2	W.9-10.1.c	
		R.2.C.E1.a	2.3	W.9-10.1.d	
		R.2.C.E1.b	2.4	W.9-10.1.e	
	<p><b>R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</b></p>	R.2.C.E1.c	2.6	W.9-10.2.a	
		R.2.C.E1.d	3.1	W.9-10.2.b	
		W.1.A.E1.a	3.4	W.9-10.2.c	
		W.1.A.E1.b	3.5	W.9-10.2.e	
		W.1.A.E1.c	3.6	W.9-10.2.f	
	<p><b>R.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p>	W.1.A.E1.d	3.7	W.9-10.4	
	W.2.A.E1.a	3.8	W.9-10.5		
	W.2.A.E1.b	4.6	W.9-10.6		
<p><b>R.10: Read and comprehend complex literary and informational texts</b></p>	W.2.B.E1.a	4.8	W.9-10.10		
	W.2.B.E1.b		SL.9-10.1.a		

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	<p><b>independently and proficiently.</b></p> <p><b>W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p><b>W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p><b>W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p> <p><b>W.5: Develop and strengthen writing as needed for planning, revising, editing, rewriting, or trying a new approach.</b></p> <p><b>W.6: Use technology,</b></p>	<p><b>W.2.B.E1.c</b></p> <p><b>W.2.B.E1.d</b></p> <p><b>W.2.C.E1.a</b></p> <p><b>W.2.C.E1.b</b></p> <p><b>W.2.C.E1.c</b></p> <p><b>W.2.C.E1.d</b></p> <p><b>W.2.C.E1.e</b></p> <p><b>W.2.E.E1.a</b></p> <p><b>W.2.E.E1.b</b></p> <p><b>W.3.A.E1.a</b></p> <p><b>W.3.A.E1.b</b></p> <p><b>W.3.A.E1.c</b></p> <p><b>W.3.A.E1.d</b></p> <p><b>W.3.A.E1.e</b></p> <p><b>L.2.A.9-12.a</b></p> <p><b>I.1.B.9-12.b</b></p>		<p><b>SL.9-10.1.b</b></p> <p><b>SL.9-10.1.c</b></p> <p><b>SL.9-10.1.d</b></p> <p><b>SL.9-10.2</b></p> <p><b>L.9-10.1.a</b></p> <p><b>L.9-10.1.b</b></p> <p><b>L.9-10.2.a</b></p> <p><b>L.9-10.2.b</b></p> <p><b>L.9-10.2.c</b></p> <p><b>L.9-10.3.a</b></p>		
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	<p>including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>W.10:</b> 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.</p> <p><b>SL.1:</b> Prepare for and participate effectively in a range of conversations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>SL.2:</b> Integrate and evaluate information presented in diverse media and formats, including virtually, quantitatively, and orally.</p> <p><b>L.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or</p>					
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	<p><b>speaking.</b></p> <p><b>L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p>					
<p>2. Characterization-The student will explain physical and personality traits of characters in stories like “The Secret Life of Walter Mitty”, “Split Cherry Tree”, and “All the Years of Her Life” during class discussions then write a character sketch of a favorite character in a novel or tv show as a formative assessment to check for comprehension of characterization. For the summative assessment, the student will write an essay on characterization in a movie such as <u>The Chronicles of Narnia</u>.</p>	<p><b>R.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <p><b>R.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p><b>R.10: Read and comprehend complex literary and informational texts independently and proficiently.</b></p>	<p>R.1.D.E1.a</p> <p>R.1.D.E1.b</p> <p>R.2.A.E1</p> <p>R.2.C.E1.b</p> <p>W.1.A.E1.a</p> <p>W.1.A.E1.b</p> <p>W.1.A.E1.c</p> <p>W.1.A.E1.d</p> <p>W.2.A.E1.a</p>	<p>1.5</p> <p>1.6</p> <p>1.7</p> <p>1.8</p> <p>2.1</p> <p>2.2</p> <p>2.4</p> <p>2.6</p> <p>2.7</p>	<p>RL.9-10.3</p> <p>RL.9-10.7</p> <p>RL.9-10.10</p> <p>W.9-10.1.a</p> <p>W.9-10.1.b</p> <p>W.9-10.1.c</p> <p>W.9-10.1.d</p> <p>W.9-10.1.e</p> <p>W.9-10.2.a</p>		<p><b>3</b></p> <p><b>4</b></p>

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	<b>W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>	<b>W.2.A.E1.b</b>	<b>3.1</b>	<b>W.9-10.2.b</b>		
		<b>W.2.B.E1.a</b>	<b>3.4</b>	<b>W.9-10.2.c</b>		
		<b>W.2.B.E1.b</b>	<b>3.5</b>	<b>W.9-10.2.d</b>		
		<b>W.2.B.E1.c</b>	<b>3.6</b>	<b>W.9-10.2.e</b>		
		<b>W.2.B.E1.d</b>	<b>3.7</b>	<b>W.9-10.2.f</b>		
	<b>W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>	<b>W.2.C.E1.a</b>	<b>3.8</b>	<b>W.9-10.4</b>		
		<b>W.2.C.E1.b</b>	<b>4.8</b>	<b>W.9-10.5</b>		
		<b>W.2.C.E1.c</b>		<b>W.9-10.10</b>		
		<b>W.2.C.E1.d</b>		<b>SL.9-10.1.a</b>		
		<b>W.2.C.E1.e</b>		<b>SL.9-10.1.b</b>		
	<b>W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>	<b>W.2.E.E1.a</b>		<b>SL.9-10.1.c</b>		
		<b>W.2.E.E1.b</b>		<b>SL.9-10.2</b>		
		<b>W.3.A.E1.a</b>		<b>L.9-10.1.a</b>		
	<b>W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>	<b>W.3.A.E1.b</b>		<b>L.9-10.1.b</b>		
<b>W.3.A.E1.c</b>			<b>L.9-10.2.a</b>			
<b>W.3.A.E1.d</b>			<b>L.9-10.2.b</b>			
<b>W.3.A.E1.e</b>			<b>L.9-10.2.c</b>			
<b>W.10: Write routinely over extended time frames(time for research, reflection, and revision) and shorter time</b>	<b>L.2.A.9-12.a</b>		<b>L.9-10.3.a</b>			

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	<p>frames(a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</b></p> <p><b>SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p> <p><b>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>L.3: Apply knowledge of language to understand</b></p>					
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	how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.					
<p>3. Setting-The student will explain the setting and how it influences plot in stories like “The Scarlet Ibis”and “Portable Phonograph” in class discussion then identify the setting and explain how it influences plot in a favorite novel or tv show as a formative assessment. For a summative assessment, the student will write a paper on setting and how it drives the plot in a movie like <u>WALL*E</u>. This can be combined with characterization.</p>	<p><b>R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p><b>R.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p><b>R.10: Read and comprehend complex literary and informational texts independently and proficiently.</b></p> <p><b>W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and</b></p>	R.1.D.E1.a	1.5	RL.9-10.4		3
		R.1.D.E1.b	1.6	RL.9-10.7		4
		R.1.E.E1.a	1.8	RL.9-10.10		
		R.1.E.E1.b	1.9	W.9-10.1.a		
		R.1.E.E1.c	2.1	W.9-10.1.b		
		R.1.I.E1.a	2.2	W.9-10.1.c		
		R.2.A.E1	2.3	W.9-10.1.d		
		R.2.B.E1.d	2.4	W.9-10.1.e		
		W.1.A.E1.a	3.5	W.9-10.2.a		
		W.1.A.E1.b		W.9-10.2.b		
		W.1.A.E1.c		W.9-10.2.c		
		W.1.A.E1.d		W.9-10.2.d		
		W.2.A.E1.a		W.9-10.2.e		
W.2.A.E1.b		W.9-10.2.f				
W.2.B.E1.a		W.9-10.4				

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	<p>sufficient evidence.</p> <p><b>W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p><b>W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p> <p><b>W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></p> <p><b>W.10: 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.</b></p>	<p><b>W.2.B.E1.b</b></p> <p><b>W.2.B.E1.c</b></p> <p><b>W.2.B.E1.d</b></p> <p><b>W.2.C.E1.a</b></p> <p><b>W.2.C.E1.b</b></p> <p><b>W.2.C.E1.c</b></p> <p><b>W.2.C.E1.d</b></p> <p><b>W.2.C.E1.e</b></p> <p><b>W.2.E.E1.a</b></p> <p><b>W.2.E.E1.b</b></p> <p><b>W.3.A.E1.a</b></p> <p><b>W.3.A.E1.b</b></p> <p><b>W.3.A.E1.c</b></p> <p><b>W.3.A.E1.d</b></p> <p><b>W.3.A.E1.e</b></p> <p><b>L.2.A.9-12.d</b></p>		<p><b>W.9-10.5</b></p> <p><b>W.9-10.10</b></p> <p><b>SL.9-10.1.a</b></p> <p><b>SL.9-10.1.b</b></p> <p><b>SL.9-10.1.c</b></p> <p><b>SL.9-10.1.d</b></p> <p><b>SL.9-10.2</b></p> <p><b>L.9-10.1.a</b></p> <p><b>L.9-10.1.b</b></p> <p><b>L.9-10.2.a</b></p> <p><b>L.9-10.2.b</b></p> <p><b>L.9-10.2.c</b></p> <p><b>L.9-10.3.a</b></p>		
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	<p><b>SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b></p> <p><b>SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p> <p><b>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully</b></p>					
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	when reading or listening.					
<p>4. Point of View-The student will identify point of view and explain how point of view influences plot in stories such as “Cask of Amontillado” and “The Pacing Goose” then complete a formative assessment on point of view and its influence on plot in a medium such as a novel, tv show, or movie. No summative assessment.</p>	<p><b>R.6: Assess how point of view or purpose shapes the content and style of a text.</b></p> <p><b>R.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p><b>R.10: Read and comprehend complex literary and informational texts independently and proficiently.</b></p> <p><b>W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p><b>W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis</b></p>	R.1.D.E1.a	1.5	RL.9-10.6		3
		R.1.D.E1.b	1.6	RL.9-10.7		
		R.1.I.E1.a	1.8	RL.9-10.10		
		R.2.A.E1	1.9	W.9-10.1.a		
		R.2.C.E1.d	2.1	W.9-10.1.b		
		W.1.A.E1.a	2.2	W.9-10.1.c		
		W.1.A.E1.b	2.3	W.9-10.1.d		
		W.1.A.E1.c	2.4	W.9-10.1.e		
		W.1.A.E1.d	2.6	W.9-10.2.a		
		W.2.A.E1.a	3.1	W.9-10.2.b		
		W.2.A.E1.b	3.4	W.9-10.2.c		
		W.2.B.E1.a	3.6	W.9-10.2.d		
		W.2.B.E1.b	3.7	W.9-10.2.e		
		W.2.B.E1.c	3.8	W.9-10.2.f		
		W.2.B.E1.d	4.8	W.9-10.4		
W.2.C.E1.a		W.9-10.5				
W.2.C.E1.b		W.9-10.10				
W.2.C.E1.c		SL.9-10.1.a				

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	<p><b>of content.</b></p> <p><b>W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p> <p><b>W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></p> <p><b>W.10: Write routinely over extended time frames (time to research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b></p> <p><b>SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.</b></p> <p><b>SL.2: Integrate and evaluate</b></p>	<p><b>W.2.C.E1.d</b></p> <p><b>W.2.C.E1.e</b></p> <p><b>W.2.E.E1.a</b></p> <p><b>W.2.E.E1.b</b></p> <p><b>W.3.A.E1.a</b></p> <p><b>W.3.A.E1.b</b></p> <p><b>W.3.A.E1.c</b></p> <p><b>W.3.A.E1.d</b></p> <p><b>W.3.A.E1.e</b></p> <p><b>L.2.A.9-12.a</b></p>		<p><b>SL.9-10.1.b</b></p> <p><b>SL.9-10.1.c</b></p> <p><b>SL.9-10.1.d</b></p> <p><b>SL.9-10.2</b></p> <p><b>L.9-10.1.a</b></p> <p><b>L.9-10.1.b</b></p> <p><b>L.9-10.2.a</b></p> <p><b>L.9-10.2.b</b></p> <p><b>L.9-10.2.c</b></p> <p><b>L.9-10.3.a</b></p>		
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	<p>information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>					
<p>5. Theme/Irony: The student will explain the theme of irony in stories such as “The Necklace”, The 51<sup>st</sup> Dragon”, and “The Gift of the Magi” during class discussion then will create a graphic organizer and short essay on the theme of irony in a tv show as a formative assessment to check for comprehension of irony. Summative assessment: The student will create a graphic organizer then a paper on the</p>	<p>R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the</p>	<p>R.1.D.E1.a</p> <p>R.1.D.E1.b</p> <p>R.1.H.E1.a</p> <p>R.1.H.E1.b</p>	<p>1.2</p> <p>1.4</p> <p>1.5</p> <p>1.6</p>	<p>RL.9-10.1</p> <p>RL.9-10.2</p> <p>RL.9-10.7</p> <p>RL.9-10.10</p>		<p>3</p> <p>4</p>

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Course Code: English 1

theme of irony is a movie such as <u>Edward Scissorhands</u> , <u>Zanthurra</u> , or <u>Spiderwick Chronicles</u> .	text.	R.1.H.E1.d	1.7	W.9-10.1.a		
	<b>R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>	R.1.H.E1.e	1.8	W.9-10.1.b		
		R.1.H.E1.f	2.1	W.9-10.1.c		
		R.2.A.E1	2.2	W.9-10.1.d		
		R.2.C.E1.a	2.4	W.9-10.1.e		
	<b>R.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>	R.2.C.E1.b	2.6	W.9-10.2.a		
		R.2.C.E1.c	3.1	W.9-10.2.b		
		R.2.C.E1.d	3.4	W.9-10.2.c		
		W.1.A.E1.a	3.5	W.9-10.2.d		
	<b>R.10: Read and comprehend literary and informational texts independently and proficiently.</b>	W.1.A.E1.b	3.6	W.9-10.2.e		
		W.1.A.E1.c	3.7	W.9-10.2.f		
	<b>W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>	W.1.A.E1.d	3.8	W.9-10.4		
		W.1.A.E1.e	4.8	W.9-10.5		
	<b>W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the</b>	W.2.A.E1.a		W.9-10.6		
W.2.A.E1.b			W.9-10.10			
W.2.B.E1.a			SL.9-10.1.a			
W.2.B.E1.b			SL.9-10.1.b			
	W.2.B.E1.c		SL.9-10.1.c			
	W.2.B.E1.d		SL.9-10.1.d			

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	effective selection, organization, and analysis of content.	W.2.C.E1.a	SL.9-10.2		
		W.2.C.E1.b	L.9-10.1.a		
	W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.2.C.E1.c	L.9-10.1.b		
		W.2.C.E1.d	L.9-10.2.a		
		W.2.C.E1.e	L.9-10.2.b		
		W.2.D.E1.a	L.9-10.2.c		
	W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.E.E1.a	L.9-10.3.a		
		W.2.E.E1.b			
		W.3.A.E1.a			
		W.3.A.E1.b			
W.6: Use technology including the Internet, to produce and publish writing and to interact and collaborate with others.	L.2.A.9-12.b				
	I.1.B.9-12.b				
W.10: 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.					
SL.1: Prepare for and participate effectively in a					

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	<p>range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p> <p><b>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p>					
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**ASSESSMENT DESCRIPTIONS\*:** (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc. )

1. **Plot-Formative Assessment**-map plot structure in a children’s book such as [Alexander and His Terrible, Horrible, No Good, Very Bad Day](#). **Summative Assessment**-Map plot structure in a movie such as [Lemony Snicket-A Series of Unfortunate Events](#). Scoring guides attached.
2. **Characterizations-Formative Assessment**-character sketch of favorite character in a novel or tv show. **Summative Assessment**-paper on characterization in a movie such as [The Chronicles of Narnia](#). Scoring guides attached.
3. **Setting-Formative Assessment**-Identify setting and how it drives the plot in a favorite novel or tv show. **Summative Assessment**-paper on setting and characterization in a movie such as [WALL\\*E](#). Scoring guides attached. Summative assessment can be combined with characterization.
4. **Point of View-Formative Assessment**-identify point of view and how it influences plot in a medium such as a favorite novel, tv show, or movie. **No Summative Assessment**. Scoring guide attached.
5. **Theme/Irony-Formative Assessment**-Create a graphic organizer and then a short essay on the theme of irony in a tv show. **Summative Assessment**-Create a graphic organizer then write a paper on the theme of irony in a movie such as [Edward Scissorhandss](#), [Zanthura](#), or [Spiderwick Chronicles](#). Scoring guide attached.

\*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above ( i.e., Grade Level/Course Title/Course Code, Unit #.)

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1	1. <b>Plot</b> -Teacher gives notes on plot structure then class discussion on short stories such as “The Most Dangerous Game”, “The Lady, or the Tiger”, and “The Musgrave Ritual”. For plot information, check the anthology or any English teacher website such as National Council of Teachers of English (NCTE).
2	2. <b>Characterization</b> -Teacher gives notes on characterization-flat/round, static/dynamic and direct/indirect characterization then class discussion on short stories such “The Secret Life of Walter Mitty”, “The Split Cherry Tree”, and “All the Years of Her Life”. For characterization information, check the anthology or any English teacher website such as National Council of Teachers of English (NCTE).
3	3. <b>Setting</b> -Teacher gives notes on setting-time period, place and atmosphere and the influence on the story/plot during class discussion in stories such as “The Scarlet Ibis” and “Portable Phonograph”. For setting information, check the anthology or any

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	English teacher website such as National Council of Teachers of English (NCTE).
4	<b>4. Point of View-Teacher will give notes on point of view-1<sup>st</sup> person, 3<sup>rd</sup> person narrative and 3<sup>rd</sup> person omniscient and how it influences plot during class discussion in stories such as “The Cask of Amontillado” and “The Pacing Goose”. For point of view information, check the anthology or any English teacher website such as National Council of Teachers of English (NCTE).</b>
5	<b>5. Theme/Irony-Teacher will give notes on theme with emphasis on irony-dramatic, situational, and verbal in class discussion on short stories such as “The 51<sup>st</sup> Dragon”, “The Necklace”, and “The Gift of the Magi”. For theme and irony information, check the anthology or any English teacher website such as National Council of Teachers of English (NCTE).</b>
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
1	<b>1. Plot-The students will map plot structure of a children’s book such as <u>Alexander and His Terrible, Horrible, No Good, Very Bad Day</u> for a formative assessment and map the plot structure of a movie such as <u>Lemony Snicket-A Series of Unfortunate Events</u> for the summative assessment.</b>
2	<b>2. Characterization-The students will write a character sketch using the scoring guide of a favorite character in a book or tv show for the formative assessment and write a character project on a movie such as <u>The Chronicles of Narnia</u>.</b>
3	<b>3. Setting-The students will identify setting of a favorite tv show or novel and how it drives plot for a formative assessment and for the summative assessment the student will identify setting and how it drives the plot in a movie such as <u>WALL*E</u>. Summative assessment can be combined with characterization.</b>
4	<b>4. Point of View-The students will identify the point of view of a favorite novel, tv show, or movie using a scoring guide for a formative assessment. There is no summative assessment.</b>
5	<b>5. Theme/Irony-The students will analyze the irony in a tv show in a graphic organizer and then a short essay for a formative assessment and then create a graphic organizer and write a paper on irony in a movie such as <u>Edward Scissorhands</u>, <u>Zanthura</u>, and <u>Spiderwick Chronicles</u> for the summative assessment.</b>
<b>UNIT RESOURCES: (include internet addresses for linking)</b>	
<ol style="list-style-type: none"> <li><b>Notes on elements of fiction (plot, characterization, setting, point of view, and theme/irony). Check anthology or NCTE website for information.</b></li> </ol>	

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2. **Adventure in Literature**-Pegasus Edition. Harcourt, Brace, Jovanovich, Publishers, Orlando, Florida. 1985.
3. **American Literature for Life and Work**. South Western Educational Publishing, Cincinnati, Ohio. 1997.

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