

Global Portability Guide

Module 1: Plot Architecture & Narrative Analysis

Framework Mapping: AERO English Language Arts Standards • IB MYP Language & Literature

Target Level: Grade 9 Secondary English / Narrative Literature & Writing

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Executive Summary

While **Module 1: Understanding Plot** uses Cambridge IGCSE English (0500) set-text strategies with Guy de Maupassant's *The Necklace*, its underlying 5-day structure possesses complete **Global Portability**. The sequence moves seamlessly from analyzing structural choices in reading to applying those same structural principles in creative composition—a core priority for both **AERO / US Common Core** and **IB MYP** standards.

5-Day Tri-Framework Mapping Matrix

Day / Plot Focus PDF+ 3	AERO ELA Standard Alignment	IB MYP Language & Literature Alignment	Cambridge IGCSE (0500) Reference PDF
Days 1–2: Exposition, Catalyst, & Rising Action	RL.9-10.3: Analyze how complex characters develop, interact, and advance the plot. RL.9-10.5: Analyze how structural choices build tension and mystery. W.9-10.3.A–B: Orient readers with context and develop experiences using pacing.	Criterion A (Analyzing): - Analyze authorial choices, character motivation, and setting. Criterion C (Producing Text): - Produce text using narrative devices to create intentional pacing and suspense.	Paper 2 Composition: - Opening narrative hooks. - Building tension through structured complications.
Days 3–4: Climax, Falling Action, & Irony	RL.9-10.2: Determine themes and analyze their development across a text. W.9-10.3.E: Provide a conclusion that follows from and reflects on narrative events.	Criterion A (Analyzing): - Evaluate how structural resolution and irony convey thematic meaning. Criterion B (Organizing): - Organize ideas in a sustained, logical narrative arc.	Paper 1 & Paper 2 Assessment: - Structural cohesion. - Evaluating literary devices (irony, theme, climax).
Day 5: Summative Evaluation	RL.9-10.1: Cite strong and thorough textual evidence to support analysis of structural elements.	Criterion A & D: Demonstrate understanding of literary terms and write with formal clarity.	Diagnostic / Minor Assessment: Testing technical accuracy and text application.

Detailed Curriculum Implementation Guidance

1. Application in AERO / Common Core Classrooms

- **Pacing & Tension Mechanics (RL.9-10.5):** Days 2 and 3 focus on how Maupassant uses a "Tension Meter" and escalating obstacles to manipulate reader emotion. This directly satisfies AERO requirements for analyzing structural choices.
- **Creative Writing Scaffolding (W.9-10.3):** The "Writer's Toolbox" prompts across Days 1–4 transition students directly into drafting original AERO narrative tasks by asking key craft questions: *What event changes everything? What obstacle comes next? How can I increase tension?*

2. Integration into IB MYP Language & Literature

- **Key & Related Concepts:** Frame the 5-day unit around the Key Concept of **Form** and Related Concepts of **Structure**, **Point of View**, and **Audience Imperatives**.
- **Statement of Inquiry Example:** *"Authors manipulate narrative form and structural sequence to reflect human conflict and convey thematic commentary."*
- **MYP Assessment Criteria:**
 - *Criterion A (Analyzing):* Use the Day 5 20-Mark Assessment (Parts B & C) to evaluate student understanding of structural devices and evidence-based analysis.
 - *Criterion B (Organizing):* Use Days 1–4 planning frameworks to assess how logically students organize original narrative outlines along Freytag's Pyramid.
- **Approaches to Learning (ATL) Integration:**
 - *Thinking Skills (Critical Thinking):* Analyzing cause-and-effect relationships between character choices and catastrophic outcomes.
 - *Communication Skills:* Utilizing formal structural terminology (Exposition, Catalyst, Complication, Climax, Falling Action, Denouement) during literary analysis.