ENGLISH I
GRADE 9
CURRICULUM MAP
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<th>English 3: British Literature</th>
<th>English 4: World Literature</th>
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<tr>
<td>- Formal speaking</td>
<td>- Formal speaking techniques</td>
<td>- Formal speaking techniques</td>
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<td>- Periods of American lit.</td>
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<td>- Identity</td>
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<td>- Conventions of American lit.</td>
<td>- Conventions of British lit</td>
<td>- Truth</td>
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<td>- Archetypal plots</td>
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<td>- Postmodernism</td>
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<td>- Native American lit.</td>
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<td>- Thematic oppositions</td>
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<tr>
<td>- Figurative language</td>
<td>- American Dream</td>
<td>- Enlightenment</td>
<td>- Initiation</td>
</tr>
</tbody>
</table>
## Curriculum Planning - Grade 9: Shakespearean Drama Unit

**Required Text:** *Romeo and Juliet* by William Shakespeare

### Duration: 6-8 Weeks (#3)

### Essential Question:
What perennial themes and characters are portrayed? What social issues and themes does the play address?

### Assessments

<table>
<thead>
<tr>
<th>Summative Assessment:</th>
<th>Student Understandings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLA response to literature on <em>Romeo and Juliet</em>: theme, characterization, or genre.</td>
<td>Guiding Questions:</td>
</tr>
<tr>
<td></td>
<td>- What is the structure of a Shakespearean drama, and how do the elements embedded in that structure enhance the author’s purpose?</td>
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<td>- How does the historical context affect our understanding of the play?</td>
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<td></td>
<td>- How does Shakespeare use various literary devices to enhance meaning?</td>
</tr>
<tr>
<td>Continuous Assessments:</td>
<td>Knowledge/Skills:</td>
</tr>
<tr>
<td>- Student prior knowledge and zone of proximal development</td>
<td>- Support conclusions with text references and appropriate key ideas written and orally (W-10-3.3, W-10-2.1, W-10-6.5, R-10-6.1)</td>
</tr>
<tr>
<td>- Student understanding and analysis of literary elements and author’s craft through oral and written responses</td>
<td>- Apply the writing process to a response to literature (W-10-10)</td>
</tr>
<tr>
<td>- Student understanding of the writing craft including ideas, organization, voice, word choice, sentence fluency, and conventions</td>
<td>- Use MLA format and formal writing guidelines in a response to literature (W-10-6.5)</td>
</tr>
<tr>
<td>- Student ability to listen and respond to others</td>
<td>- Demonstrate proper use of voice and conventions in writing a response to literature (W-10-7.5, W-10-7.4, W-10-9.1-5)</td>
</tr>
<tr>
<td>- Student ability to lead discussion and take responsibility of independent work</td>
<td>- Understand vocabulary in context (R-10-3.2)</td>
</tr>
<tr>
<td>- Student participation and preparation</td>
<td></td>
</tr>
</tbody>
</table>

*Suggested Applications:*

- Pre-tests
- Class discussions
- Socratic seminars
- Scored discussions
- Reading logs
- Journal entries
- Reading quizzes
- Quote analysis
- Homework assignments
- Independent and group work
- Independent and group projects
- Annotations (formal and informal)
- Presentations (formal and informal)
- Technology based assignments (create blogs, websites, PowerPoint presentations, etc.)

*Related to guiding questions and knowledge/skills*

### Instructional Plan

<table>
<thead>
<tr>
<th>Suggested Materials:</th>
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</thead>
<tbody>
<tr>
<td>- Class set of <em>Romeo and Juliet</em> text book</td>
</tr>
<tr>
<td>- Supplemental texts</td>
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<tr>
<td>- Graphic organizers and ancillary materials</td>
</tr>
<tr>
<td>- Exemplars and Rubrics</td>
</tr>
</tbody>
</table>

### Instructional Strategies/Suggested Scaffolds:

- Cooperative learning
- Graphic organizers
- Pre-assessment test and tools
- Modeling
- Mini-lessons
- Note-taking and annotations
- Think alouds/read alouds
- Student/teacher conferencing
- Think/pair/share
- Independent and group work/projects
- Socratic seminars or scored discussions
- PowerPoint presentations

### Rituals and Routines:

- Differentiated instruction/UDL
- Student behavior expectations
- Academic expectations
Curriculum Planning - Grade 9: Short Story Unit  

**Duration:** 6-8 Weeks (#2)  


**Essential Question:**
How does analyzing literary elements and devices impact the way we read, respond to, and understand narrative? How do literary elements and devices enhance the author’s overall purpose?

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Student Understandings</th>
<th>Instructional Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative Assessment:</td>
<td>Guiding Questions:</td>
<td>Suggested Materials:</td>
</tr>
<tr>
<td>- MLA response to literature essay: analyzing one literary element across three short stories (required common task)</td>
<td>➢ How does a particular genre impact the way we read, respond, and understand a piece of literature?</td>
<td>➢ Class set of <em>Adventures in Reading</em> text book</td>
</tr>
<tr>
<td>Continuous Assessments:</td>
<td>➢ How do authors use literary devices?</td>
<td>➢ Additional copies of short story texts</td>
</tr>
<tr>
<td>- Student prior knowledge and zone of proximal development</td>
<td>➢ How do writers communicate purposefully and clearly with various audiences in the short story genre?</td>
<td>➢ Graphic organizers and ancillary materials</td>
</tr>
<tr>
<td>- Student understanding and analysis of literary elements and author’s craft through oral and written responses</td>
<td>➢ How can writing communicate ideas and deepen understanding when responding to literature?</td>
<td>➢ Exemplars and Rubrics</td>
</tr>
<tr>
<td>- Student understanding of the writing craft including ideas, organization, voice, word choice, sentence fluency, and conventions</td>
<td>Knowledge/Skills:</td>
<td>Instructional Strategies/Suggested Scaffolds:</td>
</tr>
<tr>
<td>- Student ability to listen and respond to others</td>
<td>➢ Summarize, analyze, paraphrase, and interpret characteristics and elements of the short story genre (and its sub-genres) (R-10-5.1-3, R-10-4.1)</td>
<td>➢ Cooperative learning</td>
</tr>
<tr>
<td>- Student ability to lead discussion and take responsibility of independent work</td>
<td>➢ Demonstrate use of the following literary elements and devices in analyzing short stories: point-of-view, voice, diction, syntax, symbolism, irony, theme, climax, mood, allusions, foreshadow, characterization, bias, extended metaphor, and hyperbole (R-10-4.4, R-10-4.5)</td>
<td>➢ Graphic organizers</td>
</tr>
<tr>
<td>- Student participation and preparation</td>
<td>➢ Demonstrate knowledge of author’s style or use of literary elements in relation to author’s purpose (R-10-5.4-5)</td>
<td>➢ Pre-assessment test and tools</td>
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<td>➢ Generate questions and personal responses (text-to-text, text-to-self, and text-to-world) before, during, and after reading to enhance understanding relating to the short story genre, literary elements and devices, and author’s purpose (R-10-4.3, R-10-6.1, R-10-16.1-2, R-10-13)</td>
<td>➢ Modeling</td>
</tr>
<tr>
<td></td>
<td>➢ Participate in in-depth discussions about short story texts, ideas, and writing (R-10-17.2, OC-10-1.4)</td>
<td>➢ Mini-lessons</td>
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<td>➢ Demonstrate ability to monitor comprehension and read critically through techniques such as annotating (R-10-12.1)</td>
<td>➢ Note-taking and annotations</td>
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<td>➢ Student/teacher conferencing</td>
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<td>➢ Independent and group work/projects</td>
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<td>➢ Socratic seminars or scored discussions</td>
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<td>➢ PowerPoint presentations</td>
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<td><strong>Rituals and Routines:</strong></td>
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<td></td>
<td></td>
<td>➢ Differentiated instruction/UDL</td>
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<td></td>
<td></td>
<td>➢ Student behavior expectations</td>
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<tr>
<td></td>
<td></td>
<td>➢ Academic expectations</td>
</tr>
<tr>
<td>W-10-4.6, W-10-14.3, W-10-14.5</td>
<td>Ø Support conclusions with text references and appropriate key ideas written and orally (W-10-3.3, W-10-2.1, W-10-6.5, R-10-6.1)</td>
<td>Ø Apply the writing process to a response to literature (W-10-10)</td>
</tr>
</tbody>
</table>

*Suggested Applications:*

- Pre-tests
- Class discussions
- Socratic seminars
- Scored discussions
- Reading logs
- Journal entries
- Reading quizzes
- Quote analysis
- Homework assignments
- Independent and group work
- Independent and group projects
- Annotations (formal and informal)
- Presentations (formal and informal)
- Technology based assignments (create blogs, websites, PowerPoint presentations, etc.)

*Related to guiding questions and knowledge/skills*
### Curriculum Planning - Grade 9: Poetry Unit

**Duration:** 6-8 Weeks (#2)

**Required Poems:** “I Wondered Lonely as a Cloud” “Dream Deferred” “Metaphors” and “Introduction to Poetry”

**Essential Question:**
What structures, styles, and elements are utilized in poetry? How does a poet’s purpose reflect a particular literary movement?

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Student Understandings</th>
<th>Instructional Plan</th>
</tr>
</thead>
</table>
| Summative Assessment: Poetic techniques exam | Guiding Questions:  
  ➢ How does a particular poet’s style impact the way we read, respond and understand the piece of verse?  
  ➢ How do authors use poetic devices?  
  ➢ How can writing communicate ideas and deepen understanding when responding to poetry?  

**Knowledge/Skills:**  
  ➢ Summarize, analyze, paraphrase, and interpret characteristics and elements of poetry (and its sub-genres) (R-10-5.1-3, R-10-4.1)  
  ➢ Demonstrate use of the following literary elements and devices in analyzing poetry: point-of-view, voice, diction, syntax, symbolism, irony, theme, climax, mood, allusions, foreshadow, characterization, bias, extended metaphor, and hyperbole (R-10-4.4, R-10-4.5)  
  ➢ Demonstrate knowledge of author’s style or use of literary elements in relation to author’s purpose (R-10-5.4-5)  
  ➢ Generate questions and personal responses (text-to-text, text-to-self, and text-to-world) before, during, and after reading to enhance understanding of poetry, literary elements and devices, and author’s purpose (R-10-4.3, R-10-6.1, R-10-16.1-2, R-10-13)  
  ➢ Participate in in-depth discussions (R-10-17.2, OC-10-1.4)  
  ➢ Demonstrate ability to monitor comprehension and read critically through techniques such as annotating (R-10-12.1)  
  ➢ Support conclusions with text references and appropriate key ideas written and orally (W-10-3.3, W-10-2.1, W-10-6.5, R-10-6.1)  
  ➢ Understand vocabulary in context (R-10-3.2)  

**Continuous Assessments:**
  ➢ Student prior knowledge and zone of proximal development  
  ➢ Student understanding and analysis of literary elements and author’s craft through oral and written responses  
  ➢ Student understanding of the writing craft including ideas, organization, voice, word choice, sentence fluency, and conventions  
  ➢ Student ability to listen and respond to others  
  ➢ Student ability to lead discussion and take responsibility of independent work  
  ➢ Student participation and preparation

*Suggested Applications:*
  ➢ Pre-tests  
  ➢ Class discussions

**Suggested Materials:**
  ➢ Class set of *Adventures in Reading* text book  
  ➢ Additional copies of poems  
  ➢ Graphic organizers  
  ➢ Exemplars and Rubrics  
  ➢ Contextual Materials

**Instructional Strategies/Suggested Scaffolds:**
  ➢ Cooperative learning  
  ➢ Graphic organizers  
  ➢ Pre-assessment test and tools  
  ➢ Modeling  
  ➢ Mini-lessons  
  ➢ Note-taking and annotations  
  ➢ Think alouds/read alouds  
  ➢ Student/teacher conferencing  
  ➢ Think/pair/share  
  ➢ Independent and group work/projects  
  ➢ Socratic seminars or scored discussions  
  ➢ PowerPoint presentations

**Rituals and Routines:**
  ➢ Differentiated instruction/UDL  
  ➢ Student behavior expectations  
  ➢ Academic expectations
- Socratic seminars
- Scored discussions
- Reading logs
- Journal entries
- Reading quizzes
- Quote analysis
- Homework assignments
- Independent and group work
- Independent and group projects
- Annotations (formal and informal)
- Presentations (formal and informal)
- Technology based assignments (create blogs, websites, PowerPoint presentations, etc.)

*Related to guiding questions and knowledge/skills*
### Essential Question:
How do students learn about real events through the memoirs, autobiographies, or anecdotes of writers?

## Curriculum Planning - Grade 9: Non-Fiction

**Duration:** 6-8 Weeks (#2)

### Assessments
- **Summative Assessment:**
  - MLA critical response to literature on dehumanization (common task)
- **Continuous Assessments:**
  - Student prior knowledge and zone of proximal development
  - Student understanding and analysis of literary elements and author’s craft through oral and written responses
  - Student understanding of the writing craft including ideas, organization, voice, word choice, sentence fluency, and conventions
  - Student ability to listen and respond to others
  - Student ability to lead discussion and take responsibility of independent work
  - Student participation and preparation

### Student Understandings
- **Guiding Questions:**
  - How does a particular genre impact the way we read, respond, and understand a piece of literature?
  - How do authors use literary devices?
  - How do writers communicate purposefully and clearly with various audiences in non-fiction?
  - How can writing communicate purposefully and clearly understanding when responding to non-fiction?
  - How were the victims of the Holocaust dehumanized?

- **Knowledge/Skills:**
  - Summarize, analyze, paraphrase, and interpret characteristics and elements of the non-fiction genre (and its sub-genres) (R-10-5.1-3, R-10-4.1)
  - Demonstrate use of the following literary elements and devices in analyzing non-fiction: point-of-view, voice, diction, syntax, symbolism, irony, theme, climax, mood, allusions, foreshadow, characterization, bias, extended metaphor, and hyperbole (R-10-4.4, R-10-4.5)
  - Demonstrate knowledge of author’s style or use of literary elements in relation to author’s purpose (R-10-5.4-5)
  - Generate questions and personal responses (text-to-text, text-to-self, and text-to-world) before, during, and after reading to enhance understanding relating to the non-fiction genre, literary elements and devices, and author’s purpose (R-10-4.3, R-10-6.1, R-10-16.1-2, R-10-13)
  - Participate in in-depth discussions about non-fiction texts, ideas, and writing (R-10-17.2, OC-10-1.4)
  - Demonstrate ability to monitor comprehension and read critically through techniques such as annotating (R-10-12.1)
  - Analyze the use of literary elements in non-fiction through writing a focused, organized, and thesis-driven response to literature (W-10-3.1, W-10-2.3, W-10-6.4, W-10-8.5, W-10-3.2, W-10-7.2, W-10-5.5, W-10-1.1-4, W-10-4.6, W-10-14.3, W-10-14.5)
  - Support conclusions with text references and appropriate key ideas written and orally (W-10-3.3, W-

### Instructional Plan
- **Suggested Materials:**
  - Class set of Night
  - Hotel Rwanda
  - In Memory of Millions
  - Oprah: Elie Wiesel
  - Various Holocaust related websites
  - Various media resources
  - Graphic organizers and ancillary materials
  - Exemplars and Rubrics

- **Instructional Strategies/Suggested Scaffolds:**
  - Cooperative learning
  - Graphic organizers
  - Pre-assessment test and tools
  - Modeling
  - Mini-lessons
  - Note-taking and annotations
  - Think alouds/read alouds
  - Student/teacher conferencing
  - Think/pair/share
  - Independent and group work/projects
  - Socratic seminars or scored discussions
  - PowerPoint presentations

- **Rituals and Routines:**
  - Differentiated instruction/UDL
  - Student behavior expectations
  - Academic expectations
- Apply the writing process to a response to literature (W-10-10)
- Use MLA format and formal writing guidelines in a response to literature (W-10-6.5)
- Demonstrate proper use of voice and conventions in writing a response to literature (W-10-7.5, W-10-7.4, W-10-9.1-5)
- Understand vocabulary in context (R-10-3.2)
- Demonstrate knowledge of the historical context of the Holocaust and the ways the victims were dehumanized (R-10-8.3)

*Suggested Applications:
- Pre-tests
- Class discussions
- Socratic seminars
- Scored discussions
- Reading logs
- Journal entries
- Reading quizzes
- Quote analysis
- Homework assignments
- Independent and group work
- Independent and group projects
- Annotations (formal and informal)
- Presentations (formal and informal)
- Technology based assignments (create blogs, websites, PowerPoint presentations, etc.)

*Related to guiding questions and knowledge/skills