

Curriculum Map

Month: September	Course: English	Grade Level: 9
Last Revision:		

CONTENT (what you want students to know)	SKILLS (what you want students to be able to do)	ASSESSMENTS (what you use to determine if student learned)
<p>Organizational skills: How to organize in preparation for the high school curriculum.</p> <p>Writing: Continuous throughout the year <i>Mechanics and Content</i> Spelling, Punctuation, Usage, Fragments, Run-ons, Subject/ Verb agreement, Active and passive verbs, Proper pronoun use, Tense consistency, <i>What is the difference between formal and informal writing?</i> Focus: Audience and Purpose Understanding Tone, Voice, and Style Type of writing: opinion, creative, informative, analysis, compare/contrast, and research based. Format for different writing objectives Clarity and Organization</p>	<p>Students will assess/formulate quarter averages in order to understand the consequences of zeros.</p> <p>Students will design an agenda to organize assignment due dates and task expectations.</p> <p>Students will examine the rules for punctuation, grammar, and usage.</p> <p>Students will write both formal and informal writing pieces incorporating knowledge of audience and purpose, mechanics and grammar, as well as organization and clarity.</p> <p>Students will illustrate the process of writing: Prewriting Activities: Selecting and gathering information and details.</p>	<p>Agenda</p> <p>Work Sheets</p> <p>*Quizzes</p> <p>*Essays</p> <p>Cite Sources using MLA (when necessary).</p> <p>Peer Editing</p>

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<p>The 5 Paragraph Essay: Introduction: Everything is an argument. What is a thesis statement? Body: 3 paragraphs, topic sentences, and transitions Conclusion: How to conclude your argument</p> <p>Citing sources: MLA What is plagiarism?</p>	<p>The First Draft: Connecting the ideas and forming a thesis</p> <p>Revising: Expanding and eliminating information.</p> <p>Editing: Checking for organization, clarity, and accuracy.</p> <p>Students will cite both written and electronic sources as necessary for writing assignments in MLA format.</p>	<p style="text-align: center;">*Tests</p>
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<p>Outside Reading: One novel per quarter plus one novel over the summer</p> <p>What is attention grabbing and enticing about popular advertisements?</p> <p>Critiquing novel using the literary elements along with 5 new vocabulary words from the text</p> <p>Critical lens essay</p> <p>Book Jacket</p> <p>Public Speaking Skills: Continuous throughout the year</p> <p>Body Language, Eye Contact, Volume, Pace, Enunciation, and Content</p>	<p>Students will construct a board game using details/ elements of their novel.</p> <p>Students will design a story patch incorporating information from their novel.</p> <p>Students will create a journal from one major character’s perspective.</p> <p>Students will critique a book, analyzing plot and characterization. Students will include literary terms like foreshadowing, protagonist, antagonist, figurative language, imagery, internal and external conflicts, and irony.</p> <p>Students will write a Critical Lens essay incorporating the literary elements to support agreement or disagreement of their interpretation.</p> <p>Students will design and create an original book jacket. Students will summarize the plot and identify the climax and resolution.</p>	<p>Patch for Story Quilt</p> <p>Game board, Journal Entries</p> <p>Advertisement Poster Book Review : Critiquing</p> <p>*Critical Lens Essay</p> <p>Analysis: Literary Elements</p> <p>Book Jacket</p> <p>“Book Talk”</p>

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	<p>Students will orally present projects and answer any questions pertaining to the characters and/or story.</p> <p>Students will demonstrate effective communication skills integrating body language, eye contact, volume, enunciation, and contents of story.</p>	<p>*Oral Presentation</p>
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<p>Mythology Unit: Homer and <u>The Odyssey</u></p> <p>What is myth? What is an epic? What is oral tradition? Interdisciplinary collaboration with Global Studies: How does mythology involve history, culture, and religion?</p> <p>Greek gods and their roles: How do human characteristics combined with immortality affect the gods? The human condition and interactions with the gods Greek gods, heroes and characters from the Iliad and the Odyssey: Achilles, Athena, Poseidon, and Zeus Odysseus, Penelope and Telemachus Antinous, Eumaeus, Polyphemus, Circe, The Lotus Eaters, The Sirens, Scylla and Charybdis, and Calypso</p>	<p>Students will demonstrate knowledge of myth, epic, and oral tradition.</p> <p>Students will examine the role of history, culture, and religion on myth.</p> <p>Students will identify inferences involving characteristics of the human condition and familiar human traits and qualities.</p> <p>Students will analyze the conflicts and moral dilemmas in <u>The Odyssey</u>.</p> <p>Students will describe the characteristics of a hero.</p>	<p>Discussion</p> <p>Chapter Summaries</p> <p>*Recall and Analysis</p> <p>Create an original god and related myth.</p> <p>Newspaper</p> <p>*Quizzes</p> <p>*Unit Test</p>

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<p>The Characteristics of a Hero.</p> <p>Moral Issues</p> <p>Societal Expectations</p> <p>Gender Roles</p> <p>Cultural Customs</p>	<p>Students will distinguish societal expectations and established gender roles through characterization and the actions of individual characters.</p> <p>Students will examine cultural customs and expectations in plot.</p>	
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<p>Diversity Unit: Heritage and Culture</p> <p>Concepts and Meaning: intolerance, stereotyping, cultural hybrid, discrimination, racial profiling, and ethnic cleansing</p> <p>Indian Boarding Schools and their effects on the Native American culture</p> <p>Often, what we perceive to be a homogeneous society, is in fact, heterogeneous; the opposite is true as well.</p> <p>What is stereotyping? As a society, do we still discriminate against particular groups of people?</p> <p>Does racial profiling exist?</p> <p>What is ethnic cleansing?</p>	<p>Students will examine acts of intolerance in our society.</p> <p>Students will investigate and analyze the practice of racial stereotyping and racial profiling.</p> <p>Students will compare the motives behind the ethnic cleansing of Native Americans in boarding schools to history and present day atrocities.</p> <p>Students will research their family heritage and cultural background.</p> <p>Students will investigate foods, customs, and history of a particular country and demonstrate knowledge of their cultural background.</p> <p>Students will identify distorted perceptions of Native Americans and analyze possible motives to remove all cultural associations in the boarding schools.</p>	<p>Class Discussions</p> <p>*Diversity Project</p> <p>: Interview, Poster, Travel Brochure, or Food</p> <p>*Oral Presentation</p> <p>Questionnaire</p> <p>*Opinion Essay</p>

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	<p>Students will analyze how different cultures fuse with American culture to create a generation of “cultural hybrids.”</p> <p>Students will evaluate, argue, defend, and support their opinions on the African American culture in American history.</p> <p>Students will find similarities and differences between the African American culture and the Native American culture throughout history as well as in today’s society.</p>	<p>Debate</p>
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CONTENT (what you want students to know)	SKILLS (what you want students to be able to do)	ASSESSMENTS (what you use to determine if student learned)
<p>Suggested Text: <i>Who Will Tell My Brother</i></p> <p>What is poetic form? Poetry Terms: Free verse, figurative language, imagery, symbolism, and tone.</p> <p>What is plot? What is point of view? How does the point of view affect how the reader identifies with the characters and events? How does the reader’s background and life experiences affect interpretation? How do readers relate to the characters and conflicts? Literary Terms: protagonist, antagonist, internal and external conflict, foreshadowing, characterization, tone, mood, and theme</p> <p>Native American Philosophy</p> <p>Vocabulary</p>	<p>Students will read and analyze text to infer underlining meaning.</p> <p>Students will recall information about characters, characterization, plot, conflicts, and theme.</p> <p>Students will examine reactions, thoughts and opinions in their journal.</p> <p>Students will describe and define acts of intolerance and bullying.</p> <p>Students will synthesize concepts of stereotyping and illustrate their understanding by analyzing and connecting circumstances in the text to today.</p>	<p>Daily class discussions</p> <p>Reading Journal</p> <p>Group work</p> <p>Study Guide Packet</p> <p>*Quizzes</p> <p>*Unit exam</p> <p>*Response Essay: What would you do (video on discrimination)?</p>

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<p>Concepts: prejudice, stereotyping, EEO, isolation, , bullying, acts of intolerance, cultural hybrid, cultural identity, tenacity and fighting for what you believe in.</p>		
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CONTENT (what you want students to know)	SKILLS (what you want students to be able to do)	ASSESSMENTS (what you use to determine if student learned)
<p>Poetry: Music lyrics & poetry</p> <p>How are musical lyrics and poetry similar? How do musical lyrics and poetry differ?</p> <p>Literary elements and poetic devices</p> <p>Poetry analysis—meaning, narrator, diction, figurative language use and effects.</p> <p>Comprehension and analysis of narrative poems</p> <p>Audience, purpose, and poetic devices used in poetry—Earliest Childhood Memory (nostalgia, feelings, and pinpointing focus), Self- portrait (description, ambiguity, and reflection), Emotion (figurative language use for complexity), *Narrative poem (diction, rhyme scheme, and story telling)</p>	<p>Student will recognize similarities between musical lyrics and poetry.</p> <p>Students will define poetic devices used in poetry.</p> <p>Students will employ their knowledge of rhythm and rhyme scheme in their poetry.</p> <p>Students will differentiate the different types of poetry and their purpose.</p> <p>Students will read and analyze different types of poetry.</p> <p>Students will compose different types of poems, each designed for a specific purpose and effect; these poems will utilize student understanding of poetic devices.</p>	<p>Daily class discussions</p> <p>Student poems</p> <p>*Quizzes</p> <p>*Test</p> <p>*Oral presentation</p> <p>*Active Listening Rubric</p>

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<p>How do common human emotions and experiences play into poetry?</p> <p>How does audience, diction, purpose, style, tone, and vocabulary reflect the poet's intention?</p> <p>Identify the different types of poetry: Ballad Blank verse Epic Free verse Haiku Lyric Narrative Sonnet</p>	<p>Students will analyze narrative poems and then construct a narrative poem applying their knowledge of literary elements and poetic devices.</p> <p>Students will identify theme in poetry.</p>	
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CONTENT (what you want students to know)	SKILLS (what you want students to be able to do)	ASSESSMENTS (what you use to determine if student learned)
<p>Short Story Unit</p> <p>Suggested Texts:</p> <p>“Guess What? I Almost Kissed My Father Goodnight” –Robert Cormier</p> <p>“ The Necklace” –Guy de Maupassant</p> <p>“The Lottery” –Shirley Jackson</p> <p>“The Lady or the Tiger” –Frank Richard Stockton</p> <p>“The Fifty-First Dragon” –Heywood Broun</p> <p>“The Cask of Amontillado” –Edgar Allan Poe</p> <p>“Sweet Potato Pie” –Eugenia Collier</p>	<p>Students will identify characteristics of a short story.</p> <p>Students will illustrate their understanding of the literary terms by connecting the terms to each area of the short story.</p> <p>Students will demonstrate their understanding of each short story by recalling important events in the plot.</p> <p>Students will identify events in the rising action, identify climax, and identify the resolution (if any).</p> <p>Students will connect key concepts to characters, plot, and resolution of conflict in each short story and make text to text comparisons.</p>	<p>Discussions</p> <p>Study Guide questions</p> <p>Analysis of characterization, plot, and theme</p> <p>Write the ending (resolution of conflict) to “The Lady or the Tiger”</p> <p>Vocabulary</p> <p>Literary Terms quiz</p> <p>Exams</p>

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<p>Focus on:</p> <ul style="list-style-type: none"> • Elements of a short story • Literary terms and techniques: Plot, Characters, Setting, Point of View, Internal and External Conflicts, Theme, Figurative Language, Imagery, Tone, Irony, Foreshadowing, and Characterization • Style of writing and diction <p>Key Concepts: cruelty, predictable behavior, complexity of human nature, love, friendship, and family.</p> <p>What are the common qualities in a short story? Why is characterization important to the development of a story? How does characterization affect the reader's expectations? How does expectation alter perception? How do the reader's perceptions and life experiences affect interpretation and understanding? How do the characters, conflict, and plot relate to "real life?"</p>	<p>Students will recall information on characters, plot, conflict, resolution, and theme.</p> <p>Students will discuss a writer's style and diction, as well as the importance of the "believability factor of characters".</p> <p>Students will answer reading guide questions and respond to their reading in a journal.</p> <p>Students will be able to create their own short stories incorporating knowledge gained from reading, identifying, and analyzing short stories.</p> <p>Students will use critical thinking skills to examine and analyze contents of story and how it relates to them and our society.</p>	<p>Group work</p> <p>Create a short story</p> <p>Write an opinion essay comparing two short stories.</p>
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CONTENT (what you want students to know)	SKILLS (what you want students to be able to do)	ASSESSMENTS (what you use to determine if student learned)
<p>Similarities and differences between a novel and a short story</p> <p>Focus on:</p> <ul style="list-style-type: none"> • Elements of a novel • Literary terms and techniques: Plot, Characters, Setting, Point of View, Internal and External Conflicts, Theme, Figurative Language, Imagery, Tone, Irony, Foreshadowing, and Characterization • Style of writing and diction <p>Key Concepts: family relationships and how they affect us, lessons in life that shape our growth as individuals, dealing with isolation and loneliness, the importance of friendship and how friends influence us, peer pressure and making decisions.</p> <p>What are the common qualities in a novel?</p>	<p>Students will identify the different aspects of characterization.</p> <p>Students will read and analyze the events in the novel and categorize these events into rising action, climax, falling action, and resolution.</p> <p>Students will select specific examples of foreshadowing, internal conflict, external conflict, and point of view.</p> <p>Students will evaluate how point of view determines how the events in the story are relayed as well as how perspective differs on those same events with a first person narration involving two different characters.</p> <p>Students will describe common experiences of adolescence and relate them to both the characters in the novel and themselves.</p>	<p>Daily discussions</p> <p>*Reading Guide Packet: Focus Activity Background Vocabulary Review Active Reading Analyzing and Interpreting Comprehension and Recall Evaluate and Connect</p> <p>Journal: Questions Personal Response</p> <p>Book of Vignettes</p>

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<p>How does the author’s life experiences affect the different aspects of the novel?</p> <p>What effect does the setting have on the plot?</p> <p>Why is characterization important to the development of a story?</p> <p>How does characterization affect the reader’s expectations?</p> <p>What is a flashback?</p> <p>How does expectation alter perception? How do the reader’s perceptions and life experiences affect interpretation and understanding?</p> <p>How do the characters, conflict, and plot relate to “real life?”</p> <p>How do students relate to the difficulties of adolescence in the novel compared to their own lives and experiences?</p>	<p>Students will examine how a flashback differs from a story that develops in a sequential timeline.</p>	<p>*Quizzes</p> <p>*Test</p>
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CONTENT (what you want students to know)	SKILLS (what you want students to be able to do)	ASSESSMENTS (what you use to determine if student learned)
How does writing an article differ from other types of writing?	Students will understand journalistic terms and vocabulary.	*Research
How does research and using legitimate sources indicate responsible journalism?	Students will understand the structure of news articles.	*Citing Sources
What qualities determine a legitimate source?	Students will produce and publish written work, using appropriate technology	*News Article
How does source dictate information?	Students will analyze and assess the information and ideas gathered from a variety of print and electronic sources	
What does unbiased reporting mean?	Students will develop peer editing and proof reading skills.	Peer editing
What do the terms hook line, lead paragraph, and inverted pyramid mean?	Students will learn to use e-mail to save and submit written work.	Using e-mail
How do quotes and pictures enhance an article?	Students will incorporate their understanding of unbiased reporting.	

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How not to plagiarize when writing an article.		
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<p>How does a play differ from anything else we have read?</p> <p>What is the difference between a soliloquy and an aside?</p> <p>How do emotionally driven impulsive acts and/or decisions negatively impact an outcome? How does cause and effect apply to Romeo and Juliet?</p> <p>Tragedy necessitates avoidable circumstances and conditions that lead to a tragic outcome.</p> <p>How could things have been different? What changes to specific circumstances and/or conditions could have prevented the end result?</p> <p>How does Shakespeare capture the qualities of the human characteristics and flaws that transcend time?</p>	<p>Students will choose a role and read their parts aloud.</p> <p>Students will compare characters and their impact on the plot.</p> <p>Students will analyze characterization and their believability factor.</p> <p>Students will read and analyze internal and external conflicts and compare the similarities and differences to the “problems” that teenagers face today.</p> <p>Students will examine possible changes in the events that lead to the tragic deaths of Romeo and Juliet to alter the outcome.</p> <p>Students will investigate alternative endings.</p> <p>Students will create and design costumes to re-enact a scene from <u>Romeo and Juliet</u>.</p>	<p>Daily discussions</p> <p>*Reading Guide Questions</p> <p>*Quizzes</p> <p>*Test</p> <p>*Play Performance</p> <p>Costumes from the renaissance period.</p>

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<p>How does language evolve?</p> <p>How does the societal expectations from the renaissance period differ from today?</p> <p>Why do we continue to study Shakespeare's Romeo and Juliet?</p> <p>What differences are highlighted reading a play verses "seeing" a play?</p>	<p>Students will translate Shakespearean dialogue to modern day English and re-enact <u>Romeo and Juliet</u>.</p>	
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