**Curriculum Map**

**Grade Level: 9th grade English I**

| **Unt 1** | **Unit Title:**  **American Voices**  **Essential Questions:**  What does it mean to be “American”?  **Works to Cover:**   1. “Music for My Mother” p. 6 2. “The Immigrant Contribution” p. 23 3. “American History” p. 37   **Grammar:**   1. Nouns 2. Prepositions 3. Sentence Structure   **Performance/Writing Tasks:**   1. Critical Summary of “Music for My Mother” in which we teach the colors method. 2. Narrative writing - alternate ending assignment from “American History” p. 50   **Differentiation for Honors Courses: (Online)**   1. Memoir from *When I Was Puerto Rican* | **Standards:**  **Language:**   * Standard English grammar (9.L.CSE.1) * Academic Vocabulary (9.L.VAU.6) * Concept Vocabulary (9.L.VAU.4b,c; 9.L.VAU.5)   **Writing:**   * Writing to Sources (9.W.TTP.3d)   **Reading Literature:**   * Narrative Structure (9.RL.KID.3) * Analysis (9.RL.KID.1) * Context (9.RL.CS.4)   **Reading Informational Text:**   * Summary (9.RI.KID.2) * Purpose and Rhetoric (9.RI.CS.5; 9.RI.CS.6) * Author’s Style; Word Choice (9.RI.CS.4) * Variety of literary nonfiction (9.RI.RRTC.10) |
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| **Unit 2** | **Unit Title:**  **Survival**  **Essential Questions:**  What does it take to survive?  **Works to Cover:**   1. “The Cost of Survival” p. 126 2. “The Seventh Man” p. 133 3. “The Most Dangerous Game” online 4. Novel Study *Animal Farm* or *The Hunger Games*   **Grammar and Conventions:**   1. Pronouns 2. Nouns, Prepositions, Sentence Structure (review)   **Performance/Writing Tasks:**   1. Critical Summary of “The Cost of Survival” p. 128 2. Argument essay assignment p. 246 3. Literary analysis essay with novel study (Character development with *Animal Farm* or character relationships or setting with *The Hunger Games)*   **Differentiation for Honors Courses:**   1. Research paper about dictators | **Standards:**  **Language:**   * Standard English grammar (9.L.CSE.1) * Academic Vocabulary (9.L.VAU.6) * Concept Vocabulary (9.L.VAU.4b,c; 9.L.VAU.5)   **Writing:**   * Write an argument (9.W.TTP.1; 9.W.RW.10) * Analysis (9.W.TTP.2) * Research (9.W.RBPK.9) * Editing (9.W.PDW.5) * Use technology with writing (9.W.PDW.6)   **Reading Literature:**   * Theme (9.RL.KID.2) * Character development (9.RL.KID.3) * Author’s Choice/ Effects created (9.RL.CS.5) * Order of Events (9.RL.CS.5) * Author’s purpose (9.RL.CS.6) * Analysis (9.RL.KID.1) * Context (9.RL.CS.4)   **Reading Informational Text:**   * Summary (9.RI.KID.2) |
| **Unit 3** | **Unit Title:**  **The Literature of Civil Rights**  **Essential Questions:**  How can words inspire change?  **Works to Cover:**   1. “1963: The Year That Changed Everything” p. 245 2. “I Have a Dream” p. 261 3. “Letter from Birmingham Jail” p. 271   **Grammar and Conventions:**   1. Verbs 2. Pronouns, Nouns, Prepositions, Sentence Structure (review)   **Performance/Writing Tasks:**   1. Informative Essay Writing Assignment p. 352   **Differentiation for Honors Courses:**   1. Reading: *The Pearl* by John Steinbeck | **Standards:**  **Language:**   * Standard English grammar (9.L.CSE.1) * Conventions-Parallel Structure (9.L.CS.1) * Academic Vocabulary (9.L.VAU.6) * Concept Vocabulary (9.L.VAU.4d)   **Writing:**   * Writing an Informative Essay (9.W.TTP.2; 9.W.RBPK.7;9.W.RBPK.8; 9.W.R.W 9-10)   **Reading Informational Text:**   * Summary (9.RI.KID.2) * Argument (9.RI.KID.1; 9.RI.KID.3; 9.RI.CS.6; 9 RI.IKL.9) * Diverse formats (9.RI.IKI.7) * Evaluate reasoning (9.RI.IKI.8) * Variety of literary nonfiction (9.RI.RRTC.10)   **Speaking and Listening:**   * Reasoning (9.SL.CC.3) |
| **Unit 4** | **Unit Title:**  **Star-Crossed Romances**  **Essential Questions:**  Do we determine our own destinies?  **Works to Cover:**   1. *The Tragedy of Romeo and Juliet p. 366* 2. “Popocatepetl and Iztaccihuatl” (online) 3. Annabel Lee (online) 4. “What’s the Rush? Young Brains Cause Doomed Love” (online)   **Grammar and Conventions:**   1. Conjunctions and Interjections 2. Verbs, Pronouns, Nouns, Prepositions, Sentence Structure (review)   **Performance/Writing Tasks:**   * Students will perform a short writing or speaking task after each act.   + Act 1 - Character and dialogue p. 398   + Act 2 - Poetic Structure p. 422   + Act 3 - Foil characters p. 349   + Act 4 - Debate p. 465   + Act 5 - Performance Review p. 485 (may adjust to review any film version and could be a written or spoken task)   **Differentiation for Honors Courses:**   1. At home reading:  *The Fault in Our Stars* by John Greene | **Standards:**  **Language:**   * Standard English grammar (9.L.CSE.1) * Concept Vocabulary (9.L.VAU.4b,d; 9.L.VAU.5) * Figurative Language (9.L.VAU.5)   **Writing:**   * Foil characters (9.W.TTP.2) * Classroom Debate (9.W.TTP.1) * Editing (9.W.PDW.5) * Use technology with writing (9.W.PDW.6)   **Reading Literature:**   * Elements of Drama (9.RL.KID.3; 9-10; 9.RL.CS.5) * Poetic Structure; Dramatic Speeches (9.RL.CS.5) * Tragedy (9.RL.KID.3) * Performance review (9.RL.IKI.7) * Analysis (9.RL.KID.1) * Context (9.RL.CS.4)   **Speaking and Listening:**   * Dramatic Interpretation (9.SL.PKI.4; 9.SL.PKI.6) * Classroom Debate (9.SL.PKI.4) * Performance Review (9.SL.PKI.4) |

| **Unit 5** | **Unit Title:**  Journey of Transformation  **Essential Questions:**  Why are we drawn to seek new horizons?  What do we learn when we go?  **Works to Cover:**   1. *The Odyssey p.552* 2. *The Odyssey a Graphic Novel p.625* 3. “Courage” p. 670 4. “Ithaka” p. 672   **Grammar and Conventions:**   1. Punctuation 2. Conjunctions, Interjections,Verbs, Pronouns, Nouns, Prepositions, Sentence Structure (review)   **Performance/Writing Tasks:**   1. Greek gods/goddess (research/illustration with explanation) 2. Explanatory essay assignment p. 690 “When does the journey matter more than the destination?”   **Differentiation for Honors Courses:**   1. “The Road Not Taken” 2. Media: Photo Essay “Thirteen Epic Animal Migrations That Prove Just How Cool Mother Nature Is” Online | **Standards:**  **Language:**   * Standard English conventions (9.L.CSE.2) * Author’s Style (9.L.KL.3) * Concept Vocabulary (9.L.VAU.5) * Word Parts (9.L.VAU.4b) * Media vocabulary (9.L.VAU.6) * Effective choices (9.L.KL.3)   **Writing:**   * Explanatory Essay (9.W.TTP.2; 9.W.PDW.4;9.W.PDW.5; 9.W.RW.9-10) * Research (9.W.PDW.6) * Editing (9.W.PDW.5) * Use technology with writing (9.W.PDW.6)   **Reading Literature:**   * Oral tradition (9.RL.KID.3; 9.RL.CS.5; 9.RL.CS.6) * Figurative Language (9.RL.CS.4) * Analysis (9.RL.KID.1) * Context (9.RL.CS.4)   **Speaking and Listening:**   * Speaking and Listening: Conversation (9-10.SL.CC.1) * Speaking and Listening: Debate (9-10.SL.CC.1; 9-10.SL.CC.3) * Speaking and Listening: Greek Gods and Research (9-10.SL.CC2; 9-10.SL.PKI 5) * Speaking and Listening: Podcast (9-10.SL.PKI.4) |
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| **Unit 6** | **Unit Title:**  World’s End  **Essential Questions:**  What draws us to imagine doomsday scenarios?  Why are they so entertaining?  **Works to Cover:**   1. “By the Waters of Babylon” p. 705 2. “There Will Come Soft Rains” p.723   **Grammar and Conventions:**   1. Punctuation 2. Mastery of Grammatical Conventions   **Performance/Writing Tasks:**   1. Write a narrative essay to answer “After the end of the world how do we begin again?” p. 736   **Differentiation for Honors Courses:**   1. “Fire and Ice” (online) 2. “Perhaps the World Ends Here” (online) | **Standards:**  **Language:**   * Standard English conventions (9.L.CSE.1)   **Writing:**   * Write a Narrative (9-10.L.CSE.1 ; 9-10.L.CSE.2 ; 9-10.W.TTP.3, 3a, 3b, 3d, 3f; 9-10.W.R.W.10) * Editing (9.W.PDW.5) * Use technology with writing (9.W.PDW.6)   **Reading Literature:**   * Narrative Elements: (9-10.RL.CS.5) * Setting: (9-10.RL.CS.5) * Author’s Style: Character Development(9-10.RL.KID.3) |
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