**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)
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| **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)
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| **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)
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| **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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