Curriculum Map: English 9

Course: ACADEMIC ENG 9 Sub-topic: Uncategorized

Grade(s): 9

Course Description:	Ninth grade English class will provide a foundation for learning in language arts that students can build upon throughout the rest of their high school years. Students will work to achieve the PA Common Core State Standards for English, Language Arts, and Literacy through three thematic units.

Course Textbooks, Workbooks, Materials Citations:	*Romeo and Juliet*
	Prentice Hall Literature
	To Kill A Mockingbird

Unit: Membean

Timeline: Week 1 to 18

Unit Description:	Students will use the program Membean to learn and apply vocabulary. Each student will develop a personalized, evolving set of vocabulary to study throughout the semester. This will run concurrently with all literature units.

Unit Essential Questions:	How can I improve my vocabulary?

Unit Assignments:	- 45 minutes of membean weekly
	- biweekly quizzes
	- membean incorporated into final assessment

STANDARDS:

STANDARDS

STATE: Pennsylvania State Anchors (2010)

R11.A.1.1 (Advanced)	Identify and apply the meaning of vocabulary.	
R11.A.1.1.1 (Advanced)	Identify and/or apply meaning of multiple-meaning words used in text.	
R11.A.1.1.2 (Advanced)	Identify and/or apply a synonym or antonym of a word used in text.	
R11.A.1.2 (Advanced)	Identify and apply word recognition skills.	
R11.A.1.2.1 (Advanced)	Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.	
R11.A.1.2.2 (Advanced)	Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.	
R11.A.2.1 (Advanced)	Identify and apply the meaning of vocabulary in nonfiction.	
R11.A.2.1.1 (Advanced)	Identify and/or apply meaning of multiple-meaning words used in text.	
R11.A.2.1.2 (Advanced)	Identify and/or apply meaning of content-specific words used in text.	
R11.A.2.2 (Advanced)	Identify and apply word recognition skills.	
R11.A.2.2.1 (Advanced)	Identify and apply how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.	
R11.A.2.2.2 (Advanced)	Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.	

This Curriculum Map Unit has no Topics to display

Unit: Latin

Timeline: Week 1 to 4

Unit Description: Students will use knowledge of Latin roots and their definitions as a word-attack strategy.

Unit Essential Questions: How can I use definitions of Latin roots to figure out words that I do not know?

Unit Materials: Use of quizlets, Kahoots, and moodle.

Unit Assignments: Weekly quizzes will test the new and old roots (from previous units).

Students create paper flashcards or create quizlets.

STANDARDS:

STANDARDS

STATE: Pennsylvania State Anchors (2010)

R11.A.1.1 (Advanced)	Identify and apply the meaning of vocabulary.	
R11.A.1.2.1 (Advanced)	Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.	
R11.A.2.2 (Advanced)	Identify and apply word recognition skills.	
R11.A.2.2.1 (Advanced)	Identify and apply how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.	

Topic: Week 1 Latin

Core Lesson Description: Students will work with/ learn week 1 Latin roots.

Core Lesson Key Terminology & Definitions:
Ab- from, away from
Ad- to
ambi, amphi-both
ante- before
anthro- man
anti- against
auto- self
be- by
bi- two
bio- life
ab from, away from
ad to
ambi, amphi both
ante before
anthro man
anti against
auto self
be by
bi two
bio lifeab from, away from ad to ambi, amphi both ante before anthro man anti against auto self be by bi two bio lifeab from, away from ad to ambi, amphi both ante before anthro man anti against auto self be by bi two bio lifeab from, away from ad to ambi, amphi both ante before anthro man anti against auto self be by bi two bio lifeab from, away from ad to ambi, amphi both ante before anthro man anti against auto self be by bi two bio life

Topic: Week 2 Latin

Core Lesson Key Terminology & Definitions:

circum-	around
com con co-	together
contra-	against
counter-	against
de-	from, down
dis-	not, away
en-	in
ex-	out
hemi-	half
hyper-	over, excessive

Topic: Week 3 Latin

Core Lesson Key Terminology & Definitions:	pre- before
	post- after
	pro- much, for, a lot, forward
	ob- against
	non- not
	min- small
	mal- bad
	inter- between, among
	im-, in- not, without
	im-, in- in, into
	hypo -under, less

Topic: Week 4 Latin

Core Lesson Key Terminology & Definitions:	sub- below
	re- back, again
	super, sur- above
	trans- across
	un- not
	ver- true
	vi- life
	vol- to wish
	se- apart
	sens, sent- feel, think

Topic: Cumulative Review

Core Lesson Materials:	Quizlet reviews
	Cumulative test

Core Lesson Key Terminology & Definitions:	All roots and definitions from the first four units

Unit: Short Story Units

Timeline: Week 1 to 9

Unit Description:	During this Short Story Unit we will read, discuss and analyze 5-6 short stories written by various authors.

Unit Essential Questions:	How does the author create memorable characters?
	How does the setting affect the plot?
	How does the author effectively create a short stories (what literary strategies are employed to create effective works)?
	What can we learn from short stories?

Unit Materials:	Moodle
	Short story texts
	"The Whole Town's Sleeping"- Ray Bradbury
	"Lamb to the Slaughter" - Roald Dahl
	"The Most Dangerous Game" - Richard Connell
	"The Horsehair Trunk" - Davis Grubb
	"The Necklace" - Guy De Maupassant
	"Lady, or the Tiger?" - Frank Stockton

"The Gift of the Magi" - O. Henry

Unit Key Terminology & Definitions :	Plot
	Character - direct and indirect
	Conflict
	Theme
	Setting
	Irony
	suspense
	Figurative Language

Topic: "The Whole Town's Sleeping"

Core Lesson Description:	Students will read Ray Bradbury's "The Whole Town's Sleeping." Students will focus on the literary elements and how the author creates suspense in this short story. Students will then listen to the radio version as well as watch the television version to compare and contrast.

Core Lesson Essential Questions:	How does an author create suspense?
	How do authors use figurative language effectively?

Core Lesson Key Terminology & Definitions:	Suspense
	Mood
	Dramatic Irony
	Situational Irony
	Verbal Irony
	Foreshadowing
	Indirect characterization - ASTAR

Topic: "Lamb to the Slaughter"

Core Lesson Description:	Students will read Roald Dahl's "Lamb to the Slaughter." Students will focus on the literary elements and how the author creates suspense in this short story. The focus of the story will be on the use of irony, plot sequence, and indirect characterization.
Core Lesson Key Terminology & Definitions:	Dramatic Irony
	Situational Irony
	Verbal Irony
	Direct Characterization

Topic: "The Horsehair Trunk"

Core Lesson Description	Students will read Davis Grubb's "The Horsehair Trunk." Students will focus on the literary elements and how the author creates suspense in this short story. Students will study irony, literary devices, and characterization.
Core Lesson Key Terminology & Definitions:	Dramatic Irony
	Situational Irony
	Verbal Irony
	Plot Sequence

Topic:

Topic: "The Most Dangerous Game"

Core Lesson Description:	Students will read Richard Connell's "The Most Dangerous Game." Students will focus on the literary elements and how the author creates suspense in this short story. Students will practice plot sequence, literary devices, and conflict.
Core Lesson Key Terminology & Definitions:	Plot Sequence
	Conflict
	Setting
	Characterization

Topic: "The Necklace"

Core Lesson Description:	Students will read Guy De Maupassant "The Necklace." Students will focus on the literary elements and how the author creates a twist ending. Students will then review symbolism, theme, and irony.
Core Lesson Key Terminology & Definitions:	Indirect characterization
	Character change

Topic: "The Lady, or the Tiger?"

Core Lesson Description:	Students will read Frank Stockton "The Lady, or The Tiger." Students will focus on the literary elements and how the author creates suspense in this short story. Students will write a creative ending to the story.
Core Lesson Key Terminology & Definitions:	Setting
	Plot
	Characterization

Suspense

Topic: "The Cask of Amontillado"

Core Lesson Description: Students will read Edgar Allan Poe's "The Cask of the Amontillado" and "Annabel Lee." Students will focus on the literary elements and how the author creates suspense in this short story. Students will focus on irony and foreshadowing.

Topic: "The Gift of the Magi"

Core Lesson Description: Students will read O. Henry "The Gift of the Magi." Students will focus on the literary elements and the author's craft. Students will focus on theme.

Unit: To Kill A Mockingbird

Timeline: Week 8 to 11

Unit Description: Students will read the novel To Kill a Mockingbird. This coming-of-age story of Scout Finch and her brother, Jem, is set in the 1930’s Alabama. Through their neighborhood meanderings and the example of their father, they grow to understand that the world isn’t always fair and that prejudice is a very real aspect of their world no matter how subtle it seems.

Unit Essential Questions:
- *How are fact and fiction interrelated in literature?*
- *How can literature serve as a vehicle for social change?*
- *How does labeling and stereotyping influence how we look at and understand the world?*
- *What are the benefits and consequences of questioning/challenging social order?*
- *What are the individual's responsibilities in regard to issues of social justice and change?*
- *What allows some individuals to take a stand against prejudice/oppression while others choose to participate in it?*

Unit Materials:

Moodle

To Kill A Mockingbird

STANDARDS:

STANDARDS

STATE: Pennsylvania State Anchors (2010)

R11.A.1 (Advanced)	Understand fiction appropriate to grade level.	
R11.A.1.1 (Advanced)	Identify and apply the meaning of vocabulary.	
R11.A.1.3 (Advanced)	Make inferences, draw conclusions, and make generalizations based on text.	
R11.A.1.3.1 (Advanced)	Make inferences and/or draw conclusions based on information from text.	
R11.A.1.3.2 (Advanced)	Cite evidence from text to support generalizations.	
R11.A.1.4 (Advanced)	Identify and explain main ideas and relevant details.	
R11.A.1.4.1 (Advanced)	Identify and/or explains stated or implied main ideas and relevant supporting details from text. Note: Items may target specific paragraphs.	
R11.A.1.5 (Advanced)	Summarize a fictional text as a whole.	
R11.A.1.5.1 (Advanced)	Summarize the key details and events of a fictional text as a whole.	
R11.A.1.6 (Advanced)	Identify, describe, and analyze genre of text.	
R11.A.1.6.1 (Advanced)	Identify and/or analyze the author's intended purpose of text.	
R11.A.1.6.2 (Advanced)	Explain, describe, and/or analyze examples of text that support the author's intended purpose.	
R11.A.2 (Advanced)	Understand nonfiction appropriate to grade level.	

Topic: Character Development

Core Lesson

Key Terminology & Definitions:

Character types

Character change

Indirect characterization

Coming of age

Topic: Theme

Core Lesson

Key Terminology & Definitions:

Theme

motif

symbolism

Topic: Symbolism

Core Lesson

Key Terminology & Definitions:

Symbolism

Theme

Motifs

Topic: Setting

Core Lesson

Essential Questions:

Great Depression

Civil Rights Movement

Alabama

Topic: Mob Mentality

Core Lesson

Key Terminology & Definitions:

Mob Mentality

Topic: Trial System/ Process

Core Lesson

Key Terminology & Definitions:

Prosecution

Defense

Jury

Trial

Solicitor

Judge

Unit: Romeo and Juliet

Timeline: Week 14 to 17

Unit Description:
As an introduction to William Shakespeare, students will read "Romeo and Juliet."
Students will learn about the background of Shakespeare and his works. Students will have the
opportunity to learn about characteristics of dramas including scripts, stage directions, and

interpretation of the above. Theme will be a major emphasis along with the timelessness of Shakespeare's work.

Unit Essential Questions:	Why do we study Shakespeare? How do I comprehend foreign text? How is Shakespeare still relevant today? Why are is Romeo and Juliet a timeless drama?

Unit Materials:	
	Moodle
	Romeo and Juliet

Unit Key Terminology & Definitions :	Soliloquy
	Dramatic Foil
	Tragedy
	Sonnet

STANDARDS:

STANDARDS

<u>STATE: Pennsylvania State Anchors (2010)</u>

R11.A.1 (Advanced)	Understand fiction appropriate to grade level.	
R11.A.1.1 (Advanced)	Identify and apply the meaning of vocabulary.	
R11.A.1.2.2 (Advanced)	Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.	
R11.A.1.3 (Advanced)	Make inferences, draw conclusions, and make generalizations based on text.	
R11.A.1.3.1 (Advanced)	Make inferences and/or draw conclusions based on information from text.	
R11.A.1.3.2 (Advanced)	Cite evidence from text to support generalizations.	
R11.A.1.4 (Advanced)	Identify and explain main ideas and relevant details.	
R11.A.1.4.1 (Advanced)	Identify and/or explains stated or implied main ideas and relevant supporting details from text. Note: Items may target specific paragraphs.	
R11.A.1.5 (Advanced)	Summarize a fictional text as a whole.	
R11.A.1.5.1 (Advanced)	Summarize the key details and events of a fictional text as a whole.	
R11.A.1.6 (Advanced)	Identify, describe, and analyze genre of text.	
R11.A.1.6.1 (Advanced)	Identify and/or analyze the author's intended purpose of text.	
R11.A.1.6.2 (Advanced)	Explain, describe, and/or analyze examples of text that support the author's intended purpose.	

Topic: Shakespeare Background

Topic: Prologue/ Sonnets

Topic: Theme

Topic:

Topic: Theater terms/ Acting

Unit: Grammar
Timeline: Week 2 to 19

Unit Description:	Students will revisit the parts of speech as well as usage and mechanics.

Unit Materials: Moodle and guided practice sets

Unit Key Terminology & Definitions : Nouns- person, place, thing, and idea

Pronouns - a word that takes the place of a noun or another pronoun

Adjectives- a word that describes a noun or pronoun

Verbs - word that states an action or a form of the word "be"

Adverb - a word that describes a verb, adjective, or another adverb

Conjunction - a word that connects clauses, sentences, or coordinating words

Preposition - a word to show direction, time, place, location, spatial relationships, or to introduce an object.

Interjection - a word or phrase used in exclamation

Topic: Nouns

Topic: Pronouns

Topic: Adjectives

Topic: Verbs

Topic: Adverbs

Topic: Prepositions

Topic: Conjunctions/ Interjections

Topic: Collins Quick Fix

Core Lesson Description: Students will use the quick fix to learn and revise grammar/mechanics/ usage rules.

Core Lesson Materials: Collins Quick Fix #1-20

Unit: Writing
Timeline: Week 1 to 18
Unit Description: Students will write to express ideas, prove their thinking/ideas, and to structure their understanding.

Unit Assignments: Narrative writing

Free writes

Informational writing

ACE paragraphs

Argumentative writing

STANDARDS:

STANDARDS
STATE: PA Core Anchors and Eligible Content (2014)

E04.A-K.1.1.1 (Advanced)	Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.
	Alternate Eligible Content Code E04AK1.1.1a: Answer a literal question about a text E04AK1.1.1b: Answer an in ferential question about a text E04AK1.1.1c: Identify details from the text to support answers to literal or inferential questions
E04.A-K.1.1.3 (Advanced)	Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

	Alternate Eligible Content Code E04AK1.1.3a: Identify details from the text to answer questions related to the characters, setting or events
E05.A-K.1.1.1 (Advanced)	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.
	Alternate Eligible Content Code E05AK1.1.1a: Answer a literal question about a text E05AK1.1.1b: Answer an in ferential question about a text E05AK1.1.1c: Identify details from the text to support answers to literal and inferential questions
E06.A-K.1.1.1 (Advanced)	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
	Alternate Eligible Content Code E06AK1.1.1a: Answer a literal question about a text E06AK1.1.1b: Answer an inferential question about a text E06AK1.1.1c: Identify details and evidence from the text to answer literal and inferential questions

Topic: A C E writing

Topic: Funnel Introductions

Topic: Narrative writing

Topic: Informative writing

STANDARDS

<u>STATE: PA Core Anchors and Eligible Content (2014)</u>

E04.A-K.1.1.1 (Advanced)	Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.
	Alternate Eligible Content Code E04AK1.1.1a: Answer a literal question about a text E04AK1.1.1b: Answer an in ferential question about a text E04AK1.1.1c: Identify details from the text to support answers to literal or inferential questions
E05.A-K.1.1.1 (Advanced)	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.
	Alternate Eligible Content Code E05AK1.1.1a: Answer a literal question about a text E05AK1.1.1b: Answer an in ferential question about a text E05AK1.1.1c: Identify details from the text to support answers to literal and inferential questions
E06.A-K.1.1.1 (Advanced)	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
	Alternate Eligible Content Code E06AK1.1.1a: Answer a literal question about a text E06AK1.1.1b: Answer an inferential question about a text E06AK1.1.1c: Identify details and evidence from the text to answer literal and inferential questions
E07.A-K.1.1.1 (Advanced)	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
	Alternate Eligible Content Code E07AK1.1.1a: Answer a literal question about a text E07AK1.1.1b: Answer an inferential question about a text E07AK1.1.1c: Cite details and evidence from the text to answer literal and inferential questions
E08.A-K.1.1.1 (Advanced)	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
	Alternate Eligible Content Code E08AK1.1.1a: Answer a literal question about a text E08AK1.1.1b: Answer an inferential question about a text E08AK1.1.1c: Cite the most important details and evidence from the text to answer literal and inferential questions
E04.B-K.1.1.3 (Advanced)	Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
	Alternate Eligible Content Code E04BK1.1.3a: Identify details from the text to answer questions about events, procedures, ideas, steps, or concepts
E04.B-C.3.1.2 (Advanced)	Integrate information from two texts on the same topic in order to demonstrate subject knowledge.
	Alternate Eligible Content Code E04BC3.1.2a: Combine information from 2 pieces of

	text on the same topic
E05.B-K.1.1.1 (Advanced)	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.
	Alternate Eligible Content Code E05BK1.1.1a: Answer a literal question about a text E05BK1.1.1b: Answer an in ferential question about a text E05BK1.1.1c: Identify details from the text to support answers to literal and inferential questions
E05.B-C.3.1.2 (Advanced)	Integrate information from several texts on the same topic in order to demonstrate subject knowledge.
	Alternate Eligible Content Code E05BC3.1.2a: Combine information from 2 or more pieces of text on the same topic

Unit: Career Readiness

Timeline: Week 8

Unit Description: Students will begin building their career plans and portfolios.

Unit Essential Questions: How will planning for my future help me?

What do I need to plan in order to be a productive part of society?

How can what I do now affect my future?

Unit Materials: SmartFutures

Unit Assignments: SmartFutures Lesson 1

SmartFutures Lesson 3

SmartFutures Lesson 4

SmartFutures Lesson 8

Unit Notes: Co-taught with guidance counselor

Topic: New Thinking About Career Success
Minutes for Topic: 30

Core Lesson Description: Students will complete Lesson 1 in SmartFutures.

Topic: Job Application
Minutes for Topic: 45

Core Lesson Description: Students will complete SmartFutures Lesson 3 - Job Application

Topic: Preparation for Career
Minutes for Topic: 86

Core Lesson Description: Students will complete SmartFutures Lesson 4 - Preparation for Career.

Topic: Experiencing Careers while still in School
Minutes for Topic: 30

Core Lesson Description: Students will complete SmartFutures lesson 8 - experience careers while still in school.

Topic: Four Year Plan
Minutes for Topic: 86

Core Lesson Description: Students will preview the graduation requirements and course catalog. Students will create a Four Year plan of courses that they are planning to take based on their interests and requirements.