

NINTH GRADE ENGLISH CURRICULUM MAP: 2018-2019

: 9th Grade English	Teac Taylor Costas and Eva Re
------------------------	-----------------------------------------

Long Essential Question

How do literary texts reflect and impact the world around us?

Long Enduring Understandings:

Meaning grows out of particular historical, political, and cultural contexts.
 Texts convey specific messages in both fiction and nonfiction. These truths are often reflective of their contexts.
 Texts bring particular perspectives to literature that influence their interpretations.
 Through reading, reading can influence and alter the way that people see the world.

Skill Strands

Reading Annotating Setting intentions for one's reading Asking relevant questions Revising thinking	Discussion <ul style="list-style-type: none"> ● Developing informal claims ● Articulating questions and ideas ● Listening ● Synthesizing perspectives 	Writing <ul style="list-style-type: none"> ● Composing claims ● Selecting evidence ● Elaboration ● Context ● Significance
-----------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Weighting categories and percentages that reflect these priorities:

Reading (20%) Comprehension (10%) Textual Analysis (10%)	Discussion (25%) <ul style="list-style-type: none"> ● Depth of thought (10%) ● Use of evidence (10%) ● Participation & Listening (5%) 	Writing (35%) <ul style="list-style-type: none"> ● Claim (5%) ● Evidence and Elaboration (15%) ● Structure and Context (15%)
----------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------

Classroom Habits (20%) - Including homework, classwork, and timely completion of larger assignments in accordance with deadlines

Essential Question(s) & Unit time frame

This curriculum map is a working document and, as such, is subject to revision based on student need and achievement.

ing Fiction (September / October)

*es the treatment of deviant behavior in short stories reveal the values of the society in which they are written?
society's job to "fix" or repair those who do not conform to cultural norms?*

y, confession, and literature: How do authors' choices affect messages in the text?

<u>ics & concepts</u> tion Reading ion ce selection tion	<u>Students will be able to...</u> <ul style="list-style-type: none">● Examine and explore the basic and more complex elements of a short story/ fictional● Practice writing and reading stamina● Work collaboratively on different projects and discussions● Develop creative thinking skills and then apply them to discussion and writing piece.● Create annotation styles for themselves that are helpful and push their thinking.● Explore themes, author's purpose, and narration styles.● Craft and defend initial claims
----------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<u>itic summative nance task(s)</u> Mock Trial in response to "Tale Heart" Literary Essay on "Flowers for Algernon"	<u>Key formative & assessment opportunities for the skills and content</u> <ul style="list-style-type: none">● Socratic seminars● Annotations● Informal writing (homework)● Exit cards● In class essays
------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

on Core Learning Standards

).1-3; RL 9-10.5; RL 9-10.7; RL.9-10.10; W 9-10.1-2; W 9-10.4-5; W 9-10.9; W 9-10.10;
.1; SL 9-10.4; L 9-10.1; L 9-10.4; L 9-10.6

<u>Texts</u> n" by Truman Capote ale Heart" by Edgar oe	<u>Differentiated resources and tools</u> Charts of skills learned in middle school that strong readers use while reading (annotation strategies and questions they should ask themselves)
-----------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

s curriculum map is a working document and, as such, is subject to revision based on student need and achievem

nted House” by Virginia	Sentence starters for discussion
rs for Algernon” by Keyes	Graphic organizers for discussion prep
ry stories wain stories	Word banks / frontloaded vocabulary

essential Question(s) & Unit time frame

tion Reading and Argument Writing (November / December)

- *writers use reading and research to inform their positions?*
- *ways is film similar to and different from print text? How does “reading” them together enhance our perspective on bo*
- *n I employ the tools of social commentary in order to produce change in the world around me?*
- *t, coercion, and choice: What is the relationship between medical ethics and bodily autonomy?*
- *authors acknowledge issues in society in order to provoke change?*

<u>ics & concepts</u>	<u>Students will be able to...</u>
tion reading and research tion tion / debate e selection tion t (intro and conclusion) sible citation interpretation tion / debate ion of sources reclaim	<ul style="list-style-type: none"> ● Practice reading and writing stamina ● Employ strategies to facilitate comprehension of complex texts ● Summarize reading thoughtfully and accurately ● Use discussion to raise questions, test theories, and absorb various perspectives ● Use writing to track multiple perspectives ● Develop and revise claims ● Select the best evidence in support of one’s claim ● Elaborate to help readers see the relevance and significance of evidence and argume ● Draft introductions and conclusions that engage readers and provide necessary conte ● Understand how images and sound convey messages in visual media. ● Elevate analysis and writing through ongoing process of revision and peer review. ● Evaluate sources, considering author’s bias and message ● Anticipate counterarguments and address them proactively
<u>itic summative</u>	<u>Key formative & assessment opportunities for the skills and content</u>

is curriculum map is a working document and, as such, is subject to revision based on student need and achievem

nance task(s)

ent essay
ation
vl / debate
ommentary project

- Socratic seminars
- Annotations and notes
- Informal writing
- Summaries of texts
- Comparisons of multiple viewpoints / sources
- Exit cards

on Core Learning Standards

.1-3 RI.9-10.6; RI.9-10.8-9; W.9-10.1-2; W.9-10.4-5; W.9-10.9-10; SL.9-10.1 ; SL.9-10.4; L.9-10.1; L.9-10.4; L.9-10.6

ntiated texts, resources, and tools

NewsELA differentiated sources

Frontloaded vocabulary

Nonfiction reading lessons + reference charts (in the room and printed for binders)

Review of past resources / charts / graphic organizers for elaboration, counterclaim, claim, etc. with increased expectati
independent selection and implementation

Lessons of source bias and responsible selection of reputable materials

Small groups as needed for vocab, chunking, and other nonfiction reader strategies

esential Question(s) & Unit time frame

(January / February)

es figurative language allow authors to express ideas that could not be expressed otherwise?

ssumptions are often made about race, class, and gender in literature?

es reading poetry through critical lenses shift our ideas about the world?

*bservations about the world do I hope to reflect in my own writing, and how can I make deliberate stylistic choices to im
lers?*

n we read the world like we read poetry, pausing to unite small details with larger, important truths?

s curriculum map is a working document and, as such, is subject to revision based on student need and achievem

<p><u>Topics & concepts</u></p> <p> tion eading ion n of theories n of evidence tion e writing lenses: feminist, Marxist, quity s: juxtaposition, imagery, on, hyperbole </p>	<p><u>Students will be able to...</u></p> <ul style="list-style-type: none"> ● Identify use of literary devices and the impact on readers ● Develop interpretations of author’s message in complex poetry ● Elaborate on specific details in support of literary claims ● Read poems closely, multiple times, in order to interpret them through various critical lenses ● Practice the use of figurative language in a process of ongoing creative writing and revision ● Articulate the purpose of one’s own stylistic choices when composing creative writing
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><u>Formative summative assessment task(s)</u></p> <p> ubs Mini Discussions Portfolio Draft Portfolio rative Poetry Essay </p>	<p><u>Key formative & assessment opportunities for the skills and content</u></p> <ul style="list-style-type: none"> ● Frequent informal short writes on author’s craft (homework) ● In class essays in defense of analytical claims ● Exit cards ● Small group discussions ● Socratic seminars ● Annotations
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Common Core Learning Standards

L.9-10.1; RL.9-10.4-6; RL.9-10.9-10; RI.9-10.7; RI.9-10.9; W.9-10.3-5; W.9-10.7; W.9-10.9-10.D
 SL.9-10.1; SL.9-10.3; SL.9-10.6; L.9-10.3; L.9-10.5

As a curriculum map is a working document and, as such, is subject to revision based on student need and achievement.

<u>Selected Authors</u> Espada Maurer Legaspi imoto Angelou Shakur Levine Morrison Hughes Rich	<u>Differentiated resources and tools</u> <ul style="list-style-type: none"> ● Variety of shared texts, scaffolded for student access / selection ● Author study in leveled groups for appropriate difficulty of analysis ● Frontloaded vocabulary ● Charts and reference materials for close reading (transfer of skills from middle school as well as film unit) as well as annotation strategies ● Background on author's lives and careers to contextualize information ● Teacher models of both interpretive / analytical work AND creative writing tasks ● Range of supports (from more to less scaffolded) to choose from when it comes to structure of creative writing (graphic organizers, outlines, models, guidelines)
----------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Essential Question(s) & Unit time frame

from 'The Flies' / Social Psychology (March / April)

*What is the relationship between morality and human nature? Are morals learned or inherent?
 What is the impact of symbolic storytelling? What makes this more powerful than telling it in a straightforward way?
 How do motifs inform our understanding of symbolism? What purpose does this serve?
 How do we synthesize our understanding of historical connections and literature to convey a specific message?
unity, obedience, and oppression: what is the relationship between authority and morality?*

<u>Skills & concepts</u> Close reading / analysis Symbolism Allegory Characterization Socialism Social Psychology Historical Connections	<u>Students will be able to...</u> <ul style="list-style-type: none"> ● Participate in discussion of a complex text in order to reflect concrete understanding as well as to enhance / challenge interpretations ● Develop theories and claims in response to symbols and motifs in the text ● Contextualize reading within history ● Draw connections between events within and outside of the text ● Develop and define nuanced claims to synthesize life and literature with appropriate evidence selection and analysis ● Participate in collaborative discussion and debate surrounding thematic interpretation
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

As a curriculum map is a working document and, as such, is subject to revision based on student need and achievement.

<p><u>Formative summative assessment task(s)</u></p> <p>Analysis essay uniting <i>LOTF</i> and a major historical event</p> <p>Comparative projects on motif and symbol</p> <p>Book club transfer</p>	<p><u>Key formative & assessment opportunities for the skills and content</u></p> <ul style="list-style-type: none"> ● Reading quizzes ● Annotations / notes ● Socratic seminars ● Exit cards ● Informal theory / claim driven responses at various points in the novel ● Longer, in class essays as needed to track thinking about developing symbols and motifs ● Notes in response to social psychology ● Research log / annotated bib for historical context
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Connections to Core Learning Standards

W.9-10.1-5; RL.9-10.7; RL.9-10.9-10; RI.9-10.2-6; RI.9-10.8; RI.9-10.10; W.9-10.2; W.9-10.4-10
 L.9-10.1-2; SL.9-10.4-6; L.9-10.4-6

Instructional resources and tools

Chapter summaries / recaps
 Frontloaded vocab
 Use of film
 Graphic organizers / reference materials / charts
 Guidance in selection and maintenance of tracking systems as needed
 Comprehension questions on request
 Opportunities to revise reading quiz scores with evidence

Essential Question(s) & Unit time frame

Unit chronology (May / June)

What is the relationship between my own experience and literature?
How do my own experiences reflect society?
How do I translate my own experience by using skills learned from other authors?

This curriculum map is a working document and, as such, is subject to revision based on student need and achievement.

Do my own personal experiences with (social construct /topic) align/ conflict with cultural norms?
 How do I use my own personal experience and societal norms in order to tell a story that the world needs to hear?

<p><u>Topics & concepts</u></p> <p>Personalization Symbolism Narrative Lens Identity Social Construct Ethnography Creative Writing Reflection</p>	<p><u>Students will be able to...</u></p> <ul style="list-style-type: none"> ● Use one's own experience as a text and a piece of literature ● Reflect on experience as research ● Contextualize these experiences within larger social frameworks ● Creatively integrate literary elements studied within one's own writing ● Defend stylistic choices for particular impact on the reader ● Draw conclusions about identity through the process of reflection and storytelling. ● Exercise peer review in order to further the effectiveness of their own writing. ● Study mentor texts (published, student, teacher) to gain inspiration and experiment with form.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><u>Formative summative assessment task(s)</u></p> <p>Personal autoethnography: Reflection on contextualization of identity and social construct, three related vignettes focusing on discrete skills, reflection reflecting research, and intended impact on the community.</p>	<p><u>Key formative & assessment opportunities for the skills and content</u></p> <ul style="list-style-type: none"> ● Notes / brainstorming / informal writing ● Research notes ● Explorations of social constructs ● Vignettes (rough and revised) ● Small group discussions ● Exit cards
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Connections to Core Learning Standards

W.9-10.2-5; RI.9-10.1-2; RI.9-10.4-5; RI.9-10.10; W.9-10.3-8; W.9-10.10; SL.9-10.1; SL.9-10.5; L.9-10.1-3; L.9-10.5

Recommended resources and tools

This curriculum map is a working document and, as such, is subject to revision based on student need and achievement.

Significant time devoted to prewriting and idea generation
Choice of structures for each vignette (plus outlines / guidelines as needed)
Teacher models (always two different kinds) for inspiration and guidance
Published models of memoirs and autobiographies
Reintegration of past reference materials / charts / lessons with opportunities to self-select the most relevant tools.
Film and visual storytelling as access points

s curriculum map is a working document and, as such, is subject to revision based on student need and achievement