



G-E-T High School Curriculum
Align, Explore, Empower
Scope and Sequence
English 9

Unit 1 - Short Stories and Literary Elements

~ 4 weeks

- In this unit students read a selection of short stories which demonstrate common literary elements. Embedded throughout this unit is further study of grammar and usage through various writing pieces.
- Students read the following stories:
 - o “The Ingredients” by Jason Reynolds
 - o “Abuela Invents the Zero” by Judith Ortiz Cofer
 - o “The Paper Menagerie” by Ken Liu
 - o “Indian Education” by Sherman Alexie
 - o “The Scarlet Ibis” by James Hurst

In this unit, students will ...

Reading

- Define and explain figurative language techniques (simile, metaphor, allusion, idiom, personification, imagery). (E, R)
- Read a text closely and note character details, types of conflict, and themes by noticing textual evidence.
- Understand and conceptualize plot diagrams for multiple fiction and nonfiction short stories. (E)
- Identify figurative language examples and story elements in each of the short stories. (E)
- Compare and contrast characters and/or plot points between two or more stories. (E)
- Analyze authors’ techniques and purpose in crafting short stories. (E)

Writing:

- Use imagery, simile, metaphor, and personification effectively. (E)
- Write about claims stating themes, whether characters are static/dynamic, or explaining types of conflict. Support these claims with textual evidence and explanation.
- Write an analytical compare/contrast essay focused on one element of two short stories read in class. (E, R)
- Write short journal entries reflecting on short stories and making connections to the world outside of the text. (E)

Language:

- Use correct grammar, usage, mechanics, and spelling in writing. (E, L, R)
- Correctly identify, define, and use the 8 parts of speech. (R)

[Standards for English 9: Short Stories and Literary Elements](#)

Unit 2 - Coming of Age Literature Circles

~ 3 weeks

- In this unit, students form book clubs (literature circles). Each small group (4-5 students) will read a different book, chosen from a list of options.
- Students will guide their own discussion of the book, but will focus on comprehension, vocabulary acquisition, and deeper understandings of characters and stylistic choices.

In this unit, students will ...

Reading:

- Read and respond to literature with a “coming of age” theme. (E)
- Explain how a character grows, matures, or learns about the world.
- Form connections text-to-student, text-to-world, and text-to-text. (L, E)
- Recognize and analyze themes in literature. (E, L)

Speaking and Listening:

- Actively participate as part of a group. (L, E)
- Engage in student-led discussion of literature. (E, L)

Language:

- Identify and use sentences of varying structures. (E, L)
- Connect independent and dependent clauses using proper punctuation in writing. (E)

[Standards for English 9: Unit 2 -- Literature Circles](#)

Unit 3 - Research

~ 3 weeks

- In this writing-focused unit, students will choose a notable person to research, research their achievements and “coming of age” events, and create as a final product a research essay.
- Scholarly research skills and the citing of sources will be a major focus.
- Embedded in this unit will be an emphasis on conventions and mechanics of writing (organizational structure, phrases and clauses, commas, parallel structure).

In this unit, students will ...

Reading:

- Read from multiple sources, evaluating each for its credibility. (E, L)
- Pull out the main and most important ideas from multiple sources, compiling facts gleaned from each to

create one cohesive research product. (E, L, R)

Writing:

- Organize information from multiple sources and construct a cohesive essay based on these facts. (E, L)
- Correctly and effectively cite sources--both in-text and in a Works Cited document. (E, L)
- Write an informative essay without bias. (E, L)

Language:

- Demonstrate acquisition of new vocabulary by including these words in final essay. (E, L)
- Identify and use sentences of varying structures. (E, L)
- Connect independent and dependent clauses using proper punctuation in writing. (E)
- Edit and revise for cohesion and fluency, as well as spelling and grammar. (E, L, R)

[Standards for English 9: Unit 3 -- Informative Research Essay](#)

Unit 4 - *Romeo and Juliet*

~ 5 weeks

- In this unit, students read Shakespeare's classic *Romeo and Juliet*. This being their first introduction to Shakespeare's works, students focus on literary and dramatic elements such as drama structure (Acts and Scenes), soliloquy and aside, and iambic pentameter.

In this unit, students will ...

Reading:

- Read a work of Shakespeare. (E)
- Discuss and analyze themes and how these endure throughout time. (E, L)
- Make connections between the text and students' lives, the outside world, and other literature. (E, L)
- Identify and analyze the use of figurative language in the text. (E)
- Identify, discuss, and analyze the use of irony in literature. (E, R)
- Study characterization and examine character development over the course of the play. (E)

Writing:

- Students will demonstrate their understanding of the play's plot, characters, and themes. (E)

Speaking and Listening:

- Communicate in groups ranging in size from partners to full-class. (E)
- Create a formal presentation and deliver it to the class. (E, L)

Language:

- Use and identify sentences of varying structures.
- Demonstrate acquisition of new vocabulary words by using them in original writing.

[Standards for English 9: Unit 4 -- *Romeo and Juliet*](#)

Unit 5 - *The Odyssey* and the Hero's Journey

~4 weeks

- Students will read excerpts from Homer's *The Odyssey* in multiple formats including Gareth Hinds's graphic novel adaptation and the translation found in the class textbook.
- A narrative writing project will form a major part of this unit.

In this unit, students will ...

Reading:

- Become familiar with epic poetry and the poetic devices used in it. (E)
- Identify and analyze characters and plot points from literature. (E, L)
- Take a stance and defend it with support from the text. (E, L)
- Compare and contrast two mediums depicting the same story line. (E, L)

Writing:

- Write a piece of narrative fiction. (E)
- Edit and revise for content, style, and fluency. (E, L)
- Write an epithet, epic simile, and other aspects of figurative language in writing. (E)

Language:

- Learn new vocabulary words and apply these to writing. (E, L)
- Utilize proper spelling, punctuation, grammar, and mechanics. (E, L)

Speaking and Listening:

- Create a skit modernizing the language of one or more scenes from *The Odyssey* and perform it for the class. (E)
- Defend a characteristic of an epic poem in groups ranging in size from partners to entire class. (E)

[Standards for English 9: Unit 5 -- *The Odyssey*](#)

Unit 6 - Independent Reading

~18 weeks

- Concurrent with other units, students will also be working to read a book independently. This book will be one of their own choosing, preferably of high interest to them, and at their current reading level. Over the course of the year, students will read at least two books independently and will create a project demonstrating their understanding of each.

In this unit, students will ...

- Identify story elements including plot, characterization, setting, theme, point of view, etc. (E)
- Reflect, respond, and connect to reading in journal entries. (E, L)
- Identify and discuss themes developed over the course of the book. (E, L)
- Demonstrate a deep understanding of the novel. (E)

[Standards for English 9: Unit 6 -- Independent Reading](#)