

## **Moon Area School District Curriculum Map**

**Course: English 9 Pre-AP**

**Grade Level: 9**

**Content Area: English**

**Frequency: Full-Year Course**

### **Big Ideas**

1. Citing and Analysis of Evidence
2. Research and Reliability
3. Evaluating Text Structure
4. Point of View and Perspective

### **Essential Questions**

1. Can there be liberty and justice for all?
  - a. How do we form a logical argument supported by credible evidence?
2. What is more important, the journey or the destination?
  - a. How do we analyze and implement authoritative perspective in order to integrate it into our own writing?
3. How does understanding structure help us navigate the world?
  - a. How does a writer's purpose drive the planning and structure and text?
4. How does perspective inform our decisions?
  - a. How does one use precise language in order to convey perspective?

### **Primary Resource(s) & Technology:**

Textbook Series, IXL online software,

Microsoft Teams, Promethean Boards, Student Laptops/iPads

Novels: The Book Thief, House on Mango Street, Lord of the Flies, Seabiscuit

Plays: Romeo and Juliet, Twelve Angry Men

Textbook: McDougall Little Literature for 9<sup>th</sup> grade

The Seagull Reader Essays (argument)

Short Stories and Poems

Supplementary Historical works i.e Lincoln's Inaugural Addresses, Aristotle, Elie Wiesel. Etc.

### **Pennsylvania and/or focus standards referenced at:**

[www.pdesas.org](http://www.pdesas.org)

[www.education.pa.gov](http://www.education.pa.gov)

Big Ideas/ EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
Unit 1- Analysis and Citing Evidence	<b>Standards -</b> <b>CC.1.2.9-10.A</b> <b>CC.1.2.9-10.B</b> <b>CC.1.2.9-10.I</b> <b>CC.1.3.9-10.B</b> <b>CC1.4.10.H</b> <b>CC 1.4.10.S</b>  <b>Texts: The Book Thief, Twelve Angry Men, Bill of Rights, The Universal Declaration of Human Rights, Seagull Reader Essays, and other supplemental materials.</b>	<ul style="list-style-type: none"> <li>• Write a research paper</li> <li>• Skills: Creating thesis statement, topic sentence, controlling idea, structure of paragraph, context.</li> <li>• Judging word choice and necessary context.</li> <li>• Citing and introducing evidence. Creating accurate context for evidence.</li> <li>• Basic grammar, word choice and sentence structure.</li> <li>• Essential terms: Legal terminology, Stereotyping, Characterization, Cultural significance, Inference, Mood, Point of View, Tone, Paraphrase, Logic—pathos, logos, ethos, elements of plot</li> <li>• Discussion of propaganda</li> </ul>	August - September  (Weeks or Days)
Unit 2 Research and Reliability	Standards: <b>CC.1.4.9-10.F</b> <b>CC.1.4.9-10.G</b> <b>CC.1.3.9-10.K</b> <b>CC.1.2.9-10.J</b> <b>CC.1.3.9-10.A</b> <b>CC.1.3.9-10.H</b> <b>CC.1.5.9-10.F</b> <b>CC.1.4.9-10.U</b> <b>CC.1.4.9-10.M</b> <b>Texts: The Odyssey, Seabiscuit, Poems: The</b>	<ul style="list-style-type: none"> <li>• Read and comprehend historic text of the Odyssey</li> <li>• Become familiar with Greek Mythology (specifically Gods and Goddesses) and Basic Greek history 700 BC</li> <li>• Create Epic poem utilizing digital media and integrating multiple poetic devices</li> <li>• Give speech about personal journey</li> <li>• Write a paper in MLA format about an author's journey: include citations and Works Cited</li> </ul> Vocabulary building- integration of vocabulary in writing	

	<b>Road Not Taken, Greek Mythology</b>		
Unit 3 – Evaluating Text Structure	<b>CC.1.2.9-10.A</b> <b>CC.1.2.9-10.D</b> <b>CC.1.2.9-10.F</b> <b>CC.1.2.9-10.K</b> <b>CC.1.2.9-10.L</b> <b>CC.1.3.9-10.C</b> Texts: Lord of the Flies, The Seagull Reader Essays (argument) Short stories and poems in McDougall Little Literature Book: Plato’s Cave as Allegory	<ul style="list-style-type: none"> <li>• Essay and Speech: Essential Qualities of a Good Leader in order for a society to thrive</li> <li>• Vocabulary building</li> <li>• Integration of vocabulary in writing</li> <li>• Plato’s Allegory of the Cave Discussion: Author’s purpose</li> <li>• Specific literary devices: foreshadowing, voice, symbolism, point of view, Irony, characterization, plot.</li> </ul>	
Unit 4— Perspective and Point of View	Standards: <b>CC.1.3.9-10.F</b> <b>CC.1.3.9-10.G</b> <b>CC.1.3.9-10.I</b> <b>CC.1.4.9-10.C</b> <b>CC.1.4.9-10.D</b> <b>CC.1.4.9-10.S</b> Texts: Romeo and Juliet, House on Mango Street, The Seagull Reader Essays, Short stories from Literature Book, selected poems	<ul style="list-style-type: none"> <li>• Read and discuss Shakespeare’s Romeo and Juliet</li> <li>• Language: Aside, Iambic pentameter, monologue, soliloquy, tragedy, comic relief, foil, blank verse, meter.</li> <li>• Create a sonnet</li> <li>• Memorize and perform a monologue</li> <li>• Write an essay on how perspective affects actions based on R &amp; J. Integrate other readings.</li> </ul>	