

Moon Area School District Curriculum Map

Course: English 9

Grade Level: 9

Content Area: English

Frequency: Full-Year Course

Big Ideas

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
4. Effective speakers prepare and communicate messages to address the audience and purpose.
5. Effective research requires the use of varied resources to gain or expand knowledge.
6. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
7. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

Essential Questions

8. How do speakers employ language and utilize resources to effectively communicate a message?
9. What makes clear and effective writing?
10. How do grammar and conventions of language influence spoken and written communication?
11. What is the importance of active listening skills in being a good communicator?
12. Why should a person be cautious of word selection, tone, and non-verbal communication when speaking?
13. How are questioning techniques generated to invoke thoughtful responses?
14. How do proper research practices create an informed citizen?

Primary Resource(s) & Technology:

Microsoft Teams, Promethean Boards, Student Laptops, McDougal Littell Textbook

Fiction: "The Sniper" by Liam O'Flaherty, "The Most Dangerous Game" by Richard Connell, "The Rights to the Streets of Memphis" by Richard Wright, "A Sound of Thunder" by Ray Bradbury, "Cask of Amontillado" by Edgar Allen Poe, "Lost Boys of Sudan" by Sara Corbett, excerpt from *Seabiscuit* by Laura Hillenbrand, *The Odyssey* by Homer, *Lord of the Flies* by William Golding, *The Hunger Games* by Susanne Collins, *The House on Mango Street* by Sandra Cisneros, *The Tragedy of Romeo and Juliet* by William Shakespeare.

Poetry: "Penelope" by Dorothy Parker, "An Ancient Gesture" by Edna St. Vincent Millay, "I hear America Singing" by Walt Whitman, "I, Too, Sing America" by Langston Hughes, "On the Pulse of the Morning", by Maya Angelou.

Non-fiction: “Revisiting Sacred Ground” by N. Scott Momaday, “After Combat, the Unexpected Perils of Coming Home” by James Dao, “Just Walk On By” by Brent Staples, “Little Things are Big” by Jesus Colon, The Universal Declaration of Human Rights, notable Supreme Court Cases, Thomas Jefferson on Politics & Government, Folger Archive for Shakespeare “Principles of Marriage”, “The Stanford Prison Experiment: A Closer Look at Zimbardo’s Infamous Prison Study” by Kendra Cherry, “The real *Lord of the Flies*: what happened when six boys were shipwrecked for 15 months” by Rutger Bregman, “The Race to the South Pole and the Man Who Took the Prize” by Caroline Alexander from *National Geographic*, Encyclopedia of Philosophy article regarding the psychoanalytic theory of Id, Ego, and Superego.

Film: “The Odyssey” miniseries directed by Andrei Konchalovsky, *The Tragedy of Romeo and Juliet* directed by Baz Luhrman, *The Tragedy of Romeo and Juliet* directed by Franco Zeffirelli, *The Hunger Games* directed by Gary Ross, *12 Angry Men* directed by Sidney Lumet, 42 The Jackie Robinson Story.

Pennsylvania and/or focus standards referenced at:

www.pdesas.org
www.education.pa.gov

Big Ideas/EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
1, 2, 3, 6, 7 9, 11, 13	CC.1.2.9-10.A CC.1.2.9-10.C CC.1.2.9-10.D CC.1.3.9-10.A <u>Eligible Content:</u> L.F.1.1.3 L.F.1.3.1 L.F.1.3.2 L.F.2.3.1-3 L.F.2.3.5 L.F.2.3.6 CC.1.3.9-10.B CC.1.3.9-10.C CC.1.3.9-10.J CC.1.3.9-10.K CC.1.4.9-10.L CC.1.4.9-10.X	Skills to be covered: Characterization: direct and indirect Protagonist Antagonist Character motivation Cultural significance Inference Mood and tone Point of view Foreshadowing Conflict Irony Imagery Theme Setting Cause and effect Dialogue Creative non-fiction Autobiography Author’s purpose Figurative language Plot: Exposition, Rising Action, Climax, Falling Action, Resolution,	August – November (9-12 Weeks)

		1. Compose an essay in which students analyze an author's choices regarding character development.	
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1, 2, 3, 4, 5, 6, 7 8, 9, 10, 11, 13, 14	<p>CC.1.2.9-10.A CC.1.2.9-10.B</p> <p>CC.1.3.9-10.A <u>Eligible Content:</u> L.F.2.3.1-4</p> <p>CC.1.3.9-10.B <u>Eligible Content:</u> L.F.1.1.1-2</p> <p>CC.1.3.9-10.E <u>Eligible Content:</u> L.F.2.3.2-3</p> <p>CC.1.3.9-10.G <u>Eligible Content:</u> L.F.2.2.4</p> <p>CC.1.3.9-10.H <u>Eligible Content:</u> L.F.2.2.3</p> <p>CC.1.3.9-10.I</p> <p>CC.1.3.9-10.J <u>Eligible Content:</u> L.F.1.2.1-4</p> <p>CC.1.3.9-10.K</p> <p>CC.1.4.9-10.A</p> <p>CC.1.4.9-10.C <u>Eligible Content</u> C.IE.1.1.1-5</p> <p>CC.1.4.9-10.L CC.1.4.9-10.U CC.1.4.9-10.X</p> <p>CC.1.5.9-10.F</p>	<p>Skills to be covered:</p> <p>Epic Invocation Archetype Allusion In Media Res Epic simile Epic poem Epic hero Epithet Irony Imagery Oral tradition Flashback Foreshadowing Assonance Consonance Alliteration Hyperbole Personification Public speaking Figurative language</p> <p>1. Using vocabulary terms to comprehend texts, enrich communication, and improve reading skills.</p> <p>2. Making inferences and analyzing text elements through text-dependent summative assessment.</p>	<p>November-January (6-9 Weeks)</p>

Big Ideas/EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
1, 2, 3, 6, 7, 8, 9, 10, 11, 12	<p>CC.1.2.9-10.D <u>Eligible Content:</u> L.N.2.3.1-6</p> <p>CC.1.2.9-10.E CC.1.2.9-10.F</p> <p>CC.1.3.9-10.A <u>Eligible Content:</u> L.F.2.3.4-6</p> <p>CC.1.3.9-10.D</p> <p>CC.1.3.9-10.E <u>Eligible Content:</u> L.F.2.3.5-6 L.F.2.5.1-2</p> <p>CC.1.3.9-10.F <u>Eligible Content:</u> L.F.2.3.4-5 L.F.2.5.1</p> <p>CC.1.3.9-10.G <u>Eligible Content:</u> L.F.2.2.1-4</p> <p>CC.1.3.9-10.I</p> <p>CC.1.3.9-10.H <u>Eligible Content:</u> L.F.2.2.3</p> <p>CC.1.3.9-10.J CC.1.3.9-10.K</p> <p>CC.1.4.9-10.B <u>Eligible Content:</u> C.IE.1.1.4 C.IE.1.1.5</p> <p>CC.1.4.9-10.L CC.1.4.9-10.M</p>	<p>Skills to be covered:</p> <p>Author’s style Perspective and point of view Vignette Allusion Symbolic imagery Visual metaphor Implicit bias Diction Syntax Detail Metaphor Simile Personification Alliteration Repetition Mood Tone Onomatopoeia Assonance Consonance Characterization: direct and indirect Compound/Complex sentence Subordinating/coordinating conjunctions Figurative language</p> <p>1. Compose a response that analyzes the rhetorical choices an author makes to support their purpose.</p>	<p>January – March</p> <p>(6-9 Weeks)</p>

	CC.1.4.9-10.O CC.1.4.9-10.Q CC.1.4.9-10.T CC.1.4.9-10.X CC.1.5.9-10.A		
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