

Wilson Area School District Planned Course Guide

Title of planned course: English 9

Subject Area: English

Grade Level: 9

Course Description: The course is designed to provide students with a firm foundation in basic literary analysis, vocabulary, grammar, and writing. In each unit, the goals of reading, writing, understanding grammar and vocabulary will be intertwined. Vocabulary study, grammar, and writing assignments will be generated from the literature in order to present a unified approach to the study of the English language. The literature is presented by theme as well as by literary technique. Within each unit, students may read short stories, literary nonfiction, poetry, and informational texts. Additionally, students will read a minimum of one independent reading novel per marking period subject to the approval of their English teacher.

Time/Credit for this Course: One Full Academic Year / 1.0 Credit

Curriculum Writing Committee: Jodi Guro, Deborah Hockman, Lacy Browne, Casey Smith, Lynzie Schaffer

Wilson Area School District Planned Course Materials

Title of planned course: English Nine

Textbooks:

Literature, Holt McDougal 2012

Supplemental Books:

To Kill A Mockingbird, Harper Lee, 1960

Elements of Language, Holt, Rinehart, and Winston 2003

Teacher Resources:

Ancillary Workbooks, Houghton Mifflin Harcourt

- CD ROMS for test construction
- Online editions for students and teachers
- Online support such as interactive smart board lessons at thinkcentral.com
- Supplemental video excerpts to reinforce lessons
- Various Technological Resources which may include but is not limited to:
 - Kami
 - EdPuzzle
 - StoryboardThat
 - GoogleForms
 - GoFormative
 - Blooket
 - Kahoot
 - Google Classroom
 - MyShakespeare
 - Google Suite

Wilson Area School District Curriculum Map

August and September:

- Summer Reading Review for Honors English
- Unit 1: Narrative Structure in Literature
 - Paragraph Writing Instruction
 - Basic Sentence Structure and Run-on Sentences

October:

- Unit 2: Characterization and Point of View in Literature
- Writing a Literary Criticism
- Quoting from a Text Correctly

November:

- Unit 3: Setting, Mood and Imagery in Literature
- Narrative Writing
- Verb Tense Consistency

December:

- Unit 4: Theme and Symbol in Literature
- Writing a Literary Analysis
- Comma Use in Phrases and Clauses

January:

- Midterm Review
- Midterm Exams
- Complete Unit 4

February:

- Unit 7: The Language of Poetry
- Writing an Analysis of a Poem
- Begin *To Kill a Mockingbird*, by Harper Lee

March:

- Complete *To Kill a Mockingbird*, by Harper Lee

April and May:

- Shakespearean Drama: The Tragedy of Romeo and Juliet
- Exam Preparation

June:

- Final Exams

Curriculum Scope and Sequence

Unit: *The Fault in Our Stars*: Review of Summer Reading (Honors only)

Time Frame: Two Weeks

Common Core Standards: RL 1-3, RL 4-6, SL 1a-d, LS 3

Essential Content/Objectives: At the end of the unit, students will be able to:

- Review the plot of the novel by correctly incorporating middle school plot terms such as exposition, conflict, climax, falling action, resolution.
- Identify major and minor characters in the novel and trace their development.
- Identify and discuss major themes and symbols in the novel.
- Identify the narrator, the point of view, and evaluate the effectiveness of the narrative choice.

Core Activities: Students will complete/participate in the following:

- Take notes independently, with skeleton notes, with graphic organizers, in small groups, with partners, or in large group instruction.
- Discuss plot, character, diction, theme, symbol, and point of view in small groups, and/or in large group instruction.

Extension: Students may view the film adaptation of *The Fault in Our Stars* in order to compare the medium in which the message of the story is communicated.

Remediation:

- Students struggling with the text may seek additional assistance after school or before school with their teacher.
- Students may view the film adaptation of *The Fault in Our Stars* in order to understand the plot, theme, and characters better.

Instructional Methods: Instructional methods may include but are not limited to:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

Materials and Resources:

- *The Fault in Our Stars*, by John Green

Assessments: Assessments may include but are not limited to

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Textbook generated scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated assessment tools
- Public speaking

Curriculum Scope and Sequence

Unit: Narrative Structure: The Plot Thickens

Time Frame: Four Weeks

Common Core Standards: RL 1, RL 3-5, RL 7, RL 10, RI 1-7, RI 10, W 3a-e, W 4-5, W 9a-b, W 10, SL 1-2, SL 4-6, L1b, L2, L2c, L3, L4, L4b-c, L5b, L6

Essential Content/Objectives: At the end of the unit, students will be able to:

- Read *Checkouts*, by Cynthia Rylant, and describe how plot stages, conflict, sequence and time, flashback, and foreshadowing function in a work of literature
- Read *The Most Dangerous Game*, by Richard Connell, and explain how conflict and visualization work to create a narrative
- Read *The Gift of the Magi*, by O. Henry, and focus on the function of irony and predictions in a narrative
- Read *Four Good Legs Between Us*, an excerpt from *Seabiscuit*, and *Races on the Radio: Santa Anita Handicap* (a radio transcript) and focus on synthesizing information and drawing conclusions
- Read *The Raven* and *Incident in a Rose Garden* and focus on narrative poetry, strategies for reading poetry
- Study vocabulary in the context of each work of literature listed
- Use academic vocabulary in class discussion and assignments
- Write a well-developed paragraph complete with a topic sentence, clincher, and appropriate transitions. The paragraph may in some aspect reflect the literature read through the course of the unit
- Begin to edit each others' work with teacher direction
- Describe the basic parts of a sentence and demonstrate their ability to write sentences in a paragraph. They will be able to identify the difference between a complete sentence, a run-on sentence, and a fragment

Core Activities: Students will complete/participate in the following:

- Complete the *Text Analysis Workshop* which focuses on plot and conflict through short excerpts of literature
- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques
- Engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words
- Extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Write an organized, well-developed, coherent paragraph in multiple drafts
- Complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts

Extension:

- Students may read other works in the unit that focus on *The Plot Thickens: Narrative Structure* such as *A Sound of Thunder*, by Ray Bradbury; *The Rights to the Streets of Memphis from Black Boy*, by Richard Wright; and *Sorry, Right Number*, by Stephen King
- Students may be interested in reading novels that are related to this unit. This list is available on page 198 of their textbook and includes novels such as *The Natural*, by Bernard Malamud and *Shoeless Joe*, by W. P. Kinsella
- Additional selection questions and ideas for extension are available in Resource Manager Unit 1
- Students will be encouraged to use vocabulary words from the unit in their own writing

Remediation:

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students
- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students may be assigned to the tutoring lab for review or completion of assignments
- Students may use Level Up Online tutorials
- Teachers may use additional grammar exercises available in *Elements of Language* in teaching sentence structure to struggling students

Instructional Methods: Instructional methods may include but are not limited to:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- White board lessons
- Powerpoint presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials and Resources:

- *Literature*, Holt McDougal Teacher's Edition Grade 9
- Resource Manager Unit 1
- Language Handbook
- Vocabulary Practice
- Best Practices Toolkit
- PowerNotes
- Connections: Nonfiction for the Common Core
- Teacher One Stop
- Student One Stop
- MediaSmart
- WriteSmart
- GrammarNotes
- WordSharp
- *Elements of Language*, Holt Rinehart, and Winston, 2003

Assessments: Assessments may include but are not limited to:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Textbook-generated scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated assessment tools

Curriculum Scope and Sequence

Unit: Characterization and Point of View: People Watching

Time Frame: Four weeks

Common Core Standards: RL 1, RL 3-4, RL 6-7, RL 10, RI 1-7, RI 10, W 1a-e, W2b-c, W 4-5, W 9a-b, W 10, SL 1a-d, SL 2-4, L 1b, L 2-4, L 4a,c, L 51, L6

Essential Content/Objectives: At the end of the unit, students will be able to:

- Read *Text Analysis Workshop: Character and Point of View* and describe the concepts of point of view, character traits, and motivation in fiction and nonfiction
- Read *The Necklace*, by Guy de Maupassant, and make inferences about character motivation
- Read *I Know Why the Caged Bird Sings*, a literary nonfiction text by Maya Angelou, and analyze characterization in an autobiography
- Read *Rosa Parks*, by Douglas Brinkley, a biography in which students will analyze characterization in different genres as well as a purpose for reading
- Read *Rosa*, by Rita Dove, a poem that takes on a similar subject in a different genre and compare the use of different genres to treat one subject
- Write a literary criticism of one piece of literature that they have read in this unit
- Learn to quote correctly from a piece of literature and incorporate evidence from the text in their literary criticism
- Use transitional words effectively
- Incorporate previous grammar lessons and skills into current writing
- Use academic vocabulary in class discussion and assignments

Core Activities: Students will complete/participate in the following:

- Complete the *Text Analysis Workshop* which focuses on point of view, character traits, and motivation through short excerpts of literature
- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques
- Engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words
- Extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Write a literary criticism paper which incorporates direct evidence from the text as well as inferences based on the text
- Complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts.

Extension:

- Some classes may be ready to write an essay at this point. These classes should discuss essay structure including introductions with a clear thesis statement, conclusions, and appropriate transitions
- Some classes may be ready for further reading in this unit which may include *Pancakes*, by Joan Bauer; *A Voice*, by Pat Mora; and *My Father's Song*, by Simon J. Ortiz
- Additional selection questions and ideas for extension are available in Resource Manager Unit 2
- Additional novels for independent reading related to this unit are available on page 326 of the textbook. Two examples of related texts are *Into the Wild*, by John Krakauer and *Pride and Prejudice*, by Jane Austen

Remediation:

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students
- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students may be assigned to the tutoring lab to review or complete work
- Students may use Level Up Online tutorials
- Teachers may use additional grammar exercises available in *Elements of Language* in teaching sentence structure to struggling students

Instructional Methods: Instructional methods may include but are not limited to:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- White board lessons
- Powerpoint presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials and Resources:

- *Literature*, Holt McDougal Teacher's Edition Grade 9
- Resource Manager Unit 2
- Language Handbook
- Vocabulary Practice
- Best Practices Toolkit
- PowerNotes
- Connections: Nonfiction for Common core
- Teacher One Stop
- Student One Stop
- WriteSmart
- GrammarNotes
- WordSharp
- *Elements of Language*, Holt Rinehart, and Winston, 2003

Assessments: Assessments may include but are not limited to:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Textbook-generated scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated assessment tools

Curriculum Scope and Sequence

Unit: Setting, Mood, and Imagery: A Sense of Place

Time Frame: 4.5 weeks

Common Core Standards: RL 1, RL 3-5, RL 7, RL 10, RI 1-2, RI 4, RI 6, W 2b, W 3a-e, W 4-6, W 9a, W10, SL 1-2, SL 5, L 1, L 1b, L 2, L 2c, L 3-4, L 4a-d, L 5b, L 6

Essential Content/Objectives: At the end of the unit, students will be able to:

- Read the *Text Analysis Workshop: Setting, Mood, and Imagery* and analyze the effect setting has on characters, conflict, imagery and mood
- Read *A Christmas Memory*, by Truman Capote, and examine the details of the setting to determine the purpose of the imagery the author employs
- Read *Through the Tunnel*, by Doris Lessing, in order to understand the setting itself can be symbolic
- Read *The Cask of Amontillado*, by Edgar Allan Poe, to identify mood and its relationship to setting
- Learn to use participles in writing
- Use of quotation marks correctly
- Incorporate previous grammar strategies into their current writing
- Use academic vocabulary in class discussion and assignments

Core Activities: Students will complete/participate in the following:

- Complete the *Text Analysis Workshop* which focuses on setting, mood, and imagery in short excerpts of literature
- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques
- Engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words
- Extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts

Extension:

- Students may read additional works related to the theme, *A Sense of Place*, which may include *The Sharks*, by Denise Levertov, and *The Peace of Wild Things*, by Wendell Berry
- Additional selection questions and ideas for extension are available in Resource Manager Unit 3
- Students may be interested in reading additional novels related to the unit theme. A list which includes titles like *The Call of the Wild*, by Jack London, and *One Flew Over the Cuckoo's Nest*, by Ken Kesey, is available on page 430 of the textbook
- Students may write a portion or a complete narrative short story

Remediation:

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students
- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students may be assigned to review or complete work in the tutoring lab
- Students may use Level Up Online tutorials
- Teachers may use additional grammar exercises available in *Elements of Language* in teaching sentence structure to struggling students

Instructional Methods: Instructional methods may include but are not limited to:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- White board lessons
- Powerpoint presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials and Resources:

- *Literature*, Holt McDougal Teacher's Edition Grade 9
- Resource Manager Unit 3
- Language Handbook
- Vocabulary Practice
- Best Practices Toolkit
- PowerNotes
- Connections: Nonfiction for Common Core
- Teacher One Stop
- Student One Stop
- MediaSmart
- WriteSmart
- GrammarNotes
- WordSharp
- *Elements of Language*, Holt Rinehart, and Winston, 2003

Assessments: Assessments may include but are not limited to:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Textbook-generated scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated assessment tools

Curriculum Scope and Sequence

Unit: Theme and Symbol: Getting the Message

Time Frame: 4.5 weeks

Common Core Standards: RL 1-4, RL 6-7, RL 10, RI 1-6, RI 10, W 2a-f, W 4-5, W 9a-b, W 10, SL 1a-d, SL 4, L 1b, L 2c, L 3, L 4a-d, L 5, L 5b, L 6

Essential Content/Objectives: At the end of the unit, students will be able to:

- Read the *Text Analysis Workshop: Theme and Symbol* which will focus on identifying universal themes and symbols
- Read *The Scarlet Ibis*, by James Hurst, and identify the symbols as well as make inferences about characters
- Read *Poem on Returning to Dwell in the Country*, by T'ao Ch'ien; *My Heart Leaps Up*, by William Wordsworth; and *The Sun*, by Mary Oliver to determine universal themes in poetry
- Compare themes across different genres while reading *Two Kinds*, by Amy Tan, and *Rice and Rose Bowls Blues* by Diane Mei Lin Mark
- Write an analysis of theme and/or symbol in a work read in this unit
- Learn to use commas in relation to phrases and clauses
- Incorporate previous grammar lessons and skills into their current writing
- Use academic vocabulary in class discussion and assignments

Core Activities: Students will complete/participate in the following:

- Complete the *Text Analysis Workshop* which focuses on theme and symbol in short excerpts of literature
- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques
- Engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words
- Extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts
- Participate in editing which may include teacher-directed editing, peer editing, group editing, and/or class editing

Extension:

- Students may read additional works related to the theme, *Getting the Message*, such as *The Sniper*, by Liam O'Flaherty; *Marigolds*, by Eugenia Collier; *Math and After Math*, by Lensey Maioka, *The Future in My Arms*, by Edwidge Danticat
- Additional selection questions and ideas for extension are available in Resource Manager Unit 4

- Students may be interested in reading additional novels related to the unit theme. A list of novels such as *The Once and Future King*, by T.H. White, and *The Other Side of the Mountain*, by Evans G. Valens, occurs on page 548 of the textbook

Remediation:

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students
- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students may be assigned to a tutoring lab to review or complete assignments
- Students may use Level Up Online tutorials
- Teachers may use additional grammar exercises available in *Elements of Language* in teaching sentence structure to struggling students

Instructional Methods: Instructional methods may include but are not limited to:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- White board lessons
- Powerpoint presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials and Resources:

- *Literature*, Holt McDougal Teacher's Edition Grade 9
- Resource Manager Unit 4
- Language Handbook
- Vocabulary Practice
- Best Practices Toolkit
- PowerNotes
- Connections: Nonfiction for Common Core
- Teacher One Stop
- Student One Stop
- WriteSmart
- GrammarNotes
- WordSharp
- *Elements of Language*, Holt Rinehart, and Winston, 2003

Assessments: Assessments may include but are not limited to:

- Class discussion
- Individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Textbook-generated scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated assessment tools

Curriculum Scope and Sequence

Unit: The Language of Poetry: Special Effects

Time Frame: Two weeks

Common Core Standards: RL 1-4, RL 10, RI 2, RI 4, RI 10, W1a-b, W2a-f, W 4-5, W 9a, W 10, SL 1, SL 4, SL 6, L 1, L 1b, L 2, L 2c, L 4, L 4c, L s

Essential Content/Objectives: At the end of the unit, students will be able to:

- Read the *Text Analysis Workshop: The Language of Poetry* and focus on form, poetic elements, sound devices, imagery, and figurative language
- Read three poems about nature entitled *Spring is like a perhaps hand*, by E. E. Cummings; *Today*, by Billy Collins; *Elegy for the Giant Tortoises*, by Margaret Atwood in order to identify an elegy, evaluate diction, and paraphrase poetry
- Read *My Papa's Waltz*, by Theodore Roethke, in order to identify lyric poetry and evaluate how imagery enables readers to make inferences about the author's purpose
- Read *The Road Not Taken*, by Robert Frost, in order to understand the elements and purpose of a dramatic monologue and review theme and symbolism in poetry
- Write an analysis of a poem
- Review possessives and their punctuation as well as dashes
- Incorporate grammar lessons and skills learned earlier in the year into their current writing
- Use academic vocabulary in class discussions and assignments

Core Activities: Students will complete/participate in the following:

- Complete the *Text Analysis Workshop* which focuses on form, poetic elements, sound devices, imagery, and figurative language
- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques
- Engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words
- Extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts
- Write a poetry analysis
- Participate in editing which may include teacher-directed editing, peer editing, group editing, and/or class editing.

Extension:

- Students may write poetry to practice applying their understanding of poetic devices and to express their inner artist

- Students may listen to music with lyrics that are similar in theme or style to poems that they have read. They may compare the lyrics to the poems and evaluate how the sound of the music works with the theme or style. Projects, activities, and writing assignments may be assigned on this subject
- Students may read and analyze, discuss, or write about the other poems in this unit such as *Not in a Silver Casket. . .*, by Edna St. Vincent Millay; *I Am Offering This Poem*, by Jimmy Santiago Baca; *I Ask My Mother to Sing*, by Li-Young Lee; *Grape Sherbet*, by Rita Dove; *400-Meter Free Style*, by Maxine Kumin; *Bodybuilders' Contest*, by Wislawa Szymborska; *For Poets*, by Al Young; *Ode to My Socks*, by Pablo Neruda; *egg horror poem*, by Laurel Winter; *O What Is That Sound*, by W. H. Auden; and *The Seven Ages of Man*, by William Shakespeare
- Students may compare themes from poems that they have read in this unit to works in other genres with similar themes. They may analyze how an author uses a genre to express a similar theme and evaluate the effectiveness of the genre

Remediation:

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to the tutoring lab in order to review or complete an assignment.
- Students may use Level Up Online tutorials.
- Teachers may use additional grammar exercises available in *Elements of Language* in teaching sentence structure to struggling students.

Instructional Methods: Instructional methods may include but are not limited to:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- White board lessons
- Powerpoint presentations
- Projects created by groups, partners or individuals
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

Materials and Resources:

- *Literature*, Holt McDougal Teacher's Edition Grade 9
- Resource Manager Unit 7
- Language Handbook
- Vocabulary Practice
- Best Practices Toolkit
- PowerNotes
- Connections: Nonfiction for Common Core
- Teacher One Stop
- Student One Stop
- WriteSmart
- GrammarNotes
- WordSharp
- *Elements of Language*, Holt Rinehart, and Winston, 2003

Curriculum Scope and Sequence

Unit: To Kill a Mockingbird

Time Frame: 7 weeks

Common Core Standards: RL 1-2, RL 3-4, RL4- 6,SL 1, LS 3, W 1a-e, W 4-5, W 9a-b, W 10, SL 1a-d, SL 2, SL 3, SL 6, L 1, L 1a, L 2, L 2c, L 3, L 4, L 4c, L 51, L 6

Essential Content/Objectives: At the end of the unit, students will be able to:

- Read *To Kill a Mockingbird*, by Harper Lee
- Describe the historical setting of the novel
- Explain realism and realistic diction
- Identify elements of plot: exposition, rising action, climax, falling action, resolution
- Trace character development throughout the novel
- Identify and discuss major themes in the novel
- Identify and discuss symbolism in the novel
- Identify and discuss the narrator, the point of view, and evaluate the effectiveness of the narrative choice
- Discuss and evaluate the current relevance of the novel
- Incorporate previous grammar lessons and skills into their current writing
- Write a persuasive text related to the novel
- Review capitalization and complex sentences
- Use academic vocabulary in class discussion and assignments

Core Activities: Students will complete/participate in the following:

- Read the novel aloud or independently according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques
- Engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words
- Extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests
- Complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts
- Write a persuasive text
- Write and deliver a speech if time allows
- Participate in editing which may include teacher-directed editing, peer editing, group editing, and/or class editing

Extension:

- Students may complete historical research into the Civil Rights movement
- Students may watch the movie in order to compare the effectiveness of the message in two different sources

Remediation:

- Students may seek additional help from teachers before and after school
- Students may use an audio version of the novel
- Students may watch the movie in order to reinforce the novel but not supplant it
- Teachers may use additional grammar exercises available in *Elements of Language* in teaching sentence structure to struggling students

Instructional Methods: Instructional methods may include but are not limited to:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- White board lessons
- Powerpoint presentations
- Projects created by groups, partners or individuals
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials and Resources:

- *To Kill a Mockingbird*, Harper Lee
- Language Handbook
- Vocabulary Practice
- Best Practices Toolkit
- PowerNotes
- WriteSmart
- GrammarNotes
- WordSharp
- *Elements of Language*, Holt Rinehart, and Winston, 2003

Assessments: Assessments may include but are not limited to:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Textbook-generated scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated assessment tools

Curriculum Scope and Sequence

Unit: Shakespearean Drama: *The Tragedy of Romeo and Juliet*

Time Frame: Six weeks

Common Core Standards: RL 1-6, RL 9-10, RI 2-3, RI 8, RI 10, W 1a-e, W 4-s, W 9, RL 7, W 9a, RL 9, W 9b, RL 8, W 10, SL 1, SL 1a, SL 2, WL 3, L 1, L 1a, L 1b, L 2a, L 3, L 4, L 4a-d, L 5a L 6

Essential Content/Objectives: At the end of the unit, students will be able to:

- Understand and be able to discuss the history of William Shakespeare's theater
- Read and discuss *Romeo and Juliet*
- Identify and discuss dramatic techniques and literary techniques employed by Shakespeare
- Identify the key attributes of a critical review
- Learn to identify and apply adverbial clauses in their writing
- Use semicolons correctly
- Incorporate previous grammar lessons and skills into current writing
- Use academic vocabulary in class discussion and assignments

Core Activities: Students will complete/participate in the following:

- Read and take notes on *Shakespeare's World*
- Complete the *Text Analysis Workshop: Shakespearean Drama*
- Read and take notes on *The Tragedy of Romeo and Juliet* introductory information
- Read *The Tragedy of Romeo and Juliet* including the prologue and acts one through five
- Read *Great Movies: Romeo and Juliet*, a critical review
- Complete the *Text Analysis Workshop* which focuses on characteristics of Shakespearean tragedy, the language of Shakespeare, and tips on reading Shakespeare
- Listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students
- Take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques
- Extend their academic vocabularies through a variety of methods which may include note taking, class discussions, worksheets, graphic organizers, games, and flashcards
- Engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text
- Develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words
- Extend their academic vocabulary
- May complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts
- Write a critical review
- Participate in editing which may include teacher-directed editing, peer editing, group editing, and/or class editing
- Incorporate previous grammar lessons and skills into their current writing

Extension:

- Students may perform parts of the drama
 - Students may recite the prologue
 - Students may perform a particular scene
 - Students may rewrite a scene to reflect a modern but similar situation with modern diction, setting, and characters
- Students may research The Globe Theater in more detail by taking an online virtual tour
- Students may research aspects of Elizabethan culture to further understand Shakespeare's life and times. Such aspects might include food, games, garb, rituals like weddings and funerals, social classes, law and justice.
- Students may write a critical review.

Remediation:

- Some classes may read excerpted sections of the play rather than the play in its entirety based on the teacher's discretion and time remaining in the school year
- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students
- Students may seek additional help from teachers before and after school as well as in the tutoring lab
- Students may be assigned to tutoring lab in order to review or complete assignments
- Students may use Level Up Online tutorials
- Teachers may use additional grammar exercises available in *Elements of Language* in teaching sentence structure to struggling students

Instructional Methods: Instructional methods may include but are not limited to:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- White board lessons
- Powerpoint presentations
- Projects created by groups, partners or individuals
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

Materials and Resources:

- *Literature*, Holt McDougal Teacher's Edition Grade 9
- Resource Manager Unit 10
- Language Handbook
- Vocabulary Practice
- Best Practices Toolkit
- PowerNotes
- Connections: Nonfiction for Common Core
- Teacher One stop
- Student One Stop
- MediaSmart
- WriteSmart
- GrammarNotes
- WordSharp
- *Elements of Language*, Holt Rinehart, and Winston, 2003