

Middle/Senior High School Curriculum Map
English 9 Curriculum Map

Course Title: English 9	Academic Year: 2024-2025
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Essential Questions for this Unit:

1. Is being “American” a matter of geography or choice?
2. What does it mean to be “American”?
3. How does your generation define what it means to be an American today?
4. How do the realities of immigrants’ experiences reflect or fail to reflect American ideals?
5. How is an American identity created?

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
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<p>UNIT 1 : American Voices</p>	<p>Reading Literary Text 9-10.RL.3.1, 9-10.RL.2.3, 9-10.RL.1</p> <p>Reading Nonfiction/ Informational Text 9-10.RL.1, 9-10.RN.2.3, 9-10.RV.3.2, 9-10.RN.3.2, 9-10.RN.3.3, 9-10.RN.2.2</p>	<p>Launch Text: Music for My Mother</p> <p>Anchor Text (Essay):<i>A Quilt of a Country</i> by Anna Quindlen</p> <p>Anchor Text (Essay):<i>The Immigrant Contribution from A Nation of Immigrants</i> by John F. Kennedy</p> <p>Anchor Text (Short Story):<i>American History</i> by Judith Ortiz Cofer</p>	<ul style="list-style-type: none"> · Evaluate written narratives by analyzing how authors sequence and describe experiences and events. · Expand Knowledge and use of academic and thematic vocabulary. · Write a nonfiction narrative in which you develop characters or events using effective technique · Conduct research projects of various lengths to explore a topic and clarify meaning · Correctly use exposition and dialogue to convey meaning and add 	<p>Selection Quizzes</p> <p>Nonfiction Narrative</p>	<p>Unit Video: Define American: Hiep Le</p> <p>Textbook</p> <p>Computer</p> <p>Internet</p>
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	<p>Speaking & Listening 9-10.SL.1, 9-10.SL.2.3 9-10.SL.4.1, 9-10.SL.4.2</p> <p>Language/ Vocabulary 9-10.RV.2.1, 9-10.RV.2.4, 9-10.RV.2.3, 9-10.RV.3.3</p> <p>Writing 9-10.W.1, 9-10.W.3.2, 9-10.W.3.3</p>	<p>Novel Excerpt: <i>Rules of the Game</i> from <i>The Joy Luck Club</i> by Amy Tan</p> <p>Media (blog post): <i>The Writing on the Wall</i> by Camille Dungy</p> <p>Memoir: <i>With a Little Help From My Friends</i> from <i>Funny in Farsi</i> by Firoozeh Dumas</p> <p>Poetry: <i>Morning Talk</i> by Roberta Hill</p> <p><i>Immigrant Picnic</i> by Gregory Djanikian</p> <p>Select and read a story from selections available online</p> <p>from <i>When I Was Puerto Rican</i> by Esmeralda Santiago</p> <p><i>Finding a Voice: A Taiwanese Family Adapts to America</i> by Diane Tsai</p> <p><i>The New Colossus</i> by Emma Lazarus</p> <p><i>Legal Alien</i> by Pat Mora</p> <p><i>Grace Abbott and the Fight for Immigrant Rights in America</i> by BBC</p>	<p>variety and interest to your writing and presentations.</p> <ul style="list-style-type: none"> · Collaborate with your team to build on the ideas of others, develop consensus, and communicate · Integrate audio, visuals, and text in presentations 		
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Essential Questions for this Unit:

1. How was Dr. Martin Luther King, Jr., important to the Civil Rights movement?
2. How can words inspire change?
3. Why do words and actions in some time periods produce meaningful change—and in others do not?

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
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<p>UNIT 2 : Literature of Civil Rights</p>	<p>Reading Literary Text 9-10.RV.3.1, 9-10.RL.3.1</p> <p>Reading Nonfiction/ Informational Text 9-10.RN.1 9-10.RN.2.1, 9-10.RN.2.3, 9-10.RN.3.3, 9-10.RN.4.3, 9-10.RN.3.2</p> <p>Speaking & Listening SL.3, SL 9-10.SL.1, 9-10.SL.2.1, 9-10.SL.3.1, 9-10.SL.3.2, 9-10.SL.4.1, 9-10.SL.4.2 9-10.SL.2.4</p>	<p>Launch Text: 1963: The Year That Changed Everything</p> <p>Anchor Text (Speech): <i>“I Have a dream”</i> by Dr. Martin Luther King, Jr.</p> <p>Anchor Text (Letter): <i>Letter From Birmingham Jail</i> by Dr. Martin Luther King, Jr.</p> <p>Media (Video): <i>Remarks on the Assassination of Martin Luther King, Jr.</i> by Robert F. Kennedy</p> <p>Media (Newscast): <i>Remembering Civil Rights History, When “Words Meant Everything”</i></p> <p>PBS Newshour</p> <p>Poetry: <i>For My People</i> by Margaret Walker</p> <p><i>Incident</i> by Natasha Trethewey</p>	<ul style="list-style-type: none"> · Evaluate written arguments by analyzing how authors introduce and develop ideas. · Expand Knowledge and use of academic and thematic vocabulary. · Write an informative essay in which you effectively incorporate the key elements of an argument · Conduct research projects of various lengths to explore a topic and clarify meaning. · Smoothly integrate information from varied sources to create cohesion. · Collaborate with your team to build on the ideas of others, develop consensus, and communicate <p>Integrate audio, visuals, and text in presentations</p>	<p>Selection Quizzes</p> <p>Write an informative essay</p>	<p>Unit Video: Civil Rights Movement and Martin Luther King</p> <p>Textbook</p> <p>Computer</p> <p>Internet</p> <p>Green Book film.</p>
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	<p>Language/ Vocabulary 9-10.W.6.1, 9-10.W.6.1d, 9-10.W.6.1e, 9-10.W.6.2, 9-10.W.6.2b,</p> <p>Writing 9-10.W.1, 9-10.W.3.2, 9-10.W.4, 9-10.W.5</p>	<p>Speech: <i>Lessons of Dr. Martin Luther King, Jr.</i> by Cesar Chavez</p> <p>Memoir: <i>Traveling</i> by Grace Paley</p> <p>Select and read a story from selections available online</p> <p>Frank McCain dies—Helped Start Sit-In; Movement at Greensboro Lunch Counter by Jeff Tiberi</p> <p>How the Children of Birmingham Changed the Civil-Rights Movement by Lottie L. Joiner</p> <p>Sheyann Webb from <i>Selma</i>, Lord, <i>Selma</i> as told to Frank Sikora</p> <p>The Many Lives of Hazel Bryan by David Margolick</p> <p>Fannie Lou Hamer BBC</p> <p>Green Book film (2018).</p>			
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Essential Questions for this Unit:

6. What elements make a short story stand out?
7. How can an author use literary devices to affect mood?
8. What makes a tv adaptation good?
9. How do short stories differ from novels?

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
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<p>UNIT 3: Short Stories</p>	<p>Reading Literary Text 9-10.RL.1 9-10.RL.2.1 9-10.RL.2.3 9-10.RL.3.1 9-10.RL.2.4 9-10.RL.3.2</p> <p>Synthesis and Connection of Ideas 9-10.RL.4.1</p> <p>Speaking & Listening 9-10.SL.1, 9-10.SL.4.1, 9-10.SL.4.2</p> <p>Language/ Vocabulary 9-10.RV.1 9-10.RV.2.5</p>	<p>Tell Tale Heart- Edgar Allen Poe</p> <p>Harrison Bergeron- Kurt Vonnegut</p> <p>The Lottery- Shirley Jackson</p> <p>The Necklace- Guy De Maupassant</p> <p>Button, Button- Jack Ketchum</p> <p>Monkey's Paw- W. W. Jacobs</p> <p>Urban Tales Podcast</p> <p>The Raven: Edgar Allen Poe</p> <p>A Rose for Emily</p>	<p>Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes) and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.</p> <p>Analyze what a text says both explicitly and implicitly as well as inferences and interpretations through citing strong and thorough textual evidence.</p> <p>Analyze how the author creates such effects as suspense or humor through differences in the perspective of the characters and the reader (e.g., created through the use of dramatic irony).</p> <p>Evaluate the extent to which multiple interpretations of a story, play, or poem stay faithful to or departs from the text or script.</p>	<p>Selection Quizzes</p> <p>Writing a spooky short story</p> <p>One Pager</p> <p>Short Story Elements Paper (final?)</p>	<p>Textbook</p> <p>Computer</p> <p>Internet</p> <p>Urban Tales Podcast</p> <p>2081 Film</p>
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	Writing 9-10.W.1 9-10.W.3.3 9-10.W.4 9-10.W.6.1 9-10.W.6.2		Write narrative compositions in a variety of forms that– a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.		
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Essential Questions for this Unit:

1. How can a centuries-old love story remain relevant for modern audiences?
2. Do we determine our own destinies?
3. Which has a greater impact on the characters in these texts: destiny or personal choice?
4. What is compelling about stories in which people face a tragic destiny?
5. Should the opinions of others affect our own choices or destinies?

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
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Unit 4: Poetry	Reading Literary Text 9-10.RL.1, 9-10.RL.2.1, 9-10.RL.2.3, 9-10.RL.3.1, 9-10.RL.4.2 Reading Nonfiction/ Informational Text 9-10.RN.2.2, 9-10.RN.2.3, 9-10.RN.4.1, 9-10.RN.4.2	I am Offering this Poem	Evaluate written arguments by analyzing how authors state and support their claims. RI.8 Expand Knowledge and use of academic and concept vocabulary Write a work of literary criticism in which you effectively incorporate the key elements of an argument. Conduct research projects of various lengths to explore a topic and clarify meaning.	Selection Quizzes Create and write poem for the classroom.	Outside poetry books Slides Textbook Computer Internet
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	<p>Speaking & Listening 9-10.SL.1, 9-10.SL.2.1, 9-10.SL.4.1, 9-10.SL.4.2</p> <p>Language/ Vocabulary 9-10.W.6.1d, 10.6.2, 9-10.W.6.2b, 9-10.RV.1 , 9-10.RV.2.3, 9-10.RV.2.4, 9-10.RV.3.3</p> <p>Writing 9-10.W.1, 9-10.W.3.1, 9-10.W.3.2</p>		<p>Correctly integrate quotations to convey meaning and add variety and interest to your writing and presentations</p> <p>Collaborate with your team to build on the ideas of others, develop consensus, and communicate</p> <p>Integrate audio, visuals, and text in presentations</p>		
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Essential Questions for this Unit:

1. Why do we try to imagine the future?

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
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UNIT 5: World’s End	<p>Reading Literary Text RL.1 RL.4 RL.5</p>	<p>Novel: Fahrenheit 451 Launch Text: Dream’s Winter</p>	<p>Evaluate written arguments by analyzing how authors state and support their claims.</p>	<p>Selection Quizzes</p> <p>Write an argument</p>	<p>Unit Video: “Doomsday” Plane</p>
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	<p>RL.10</p> <p>Reading Nonfiction/ Informational Text</p> <p>Speaking & Listening</p> <p>SL.2 SL.4 SL.5 SL.6</p> <p>Language/ Vocabulary</p> <p>9-10.W.6.1d, 10.6.2, 9-10.W.6.2b, 9-10.RV.1 , 9-10.RV.2.3, 9-10.RV.2.4, 9-10.RV.3.3</p> <p>Writing</p> <p>9-10.W.3 9-10.W.3.b</p>	<p>Anchor Text (Short Story): <i>By the Waters of Babylon</i> by Stephen Benet</p> <p>Anchor Text (Short Story): <i>There Will Come Soft Rains</i> by Ray Bradbury</p> <p>Media (Radio Broadcast): <i>from RadioLab: War of the Worlds</i> NPR</p> <p>Magazine Article: <i>The Nuclear Tourist</i> by George Johnson</p> <p><i>The Myth of the War of the Worlds Panic</i> by Jefferson Pooley and Michael Socolow</p> <p>Poetry: <i>the beginning of the world</i> by Lucille Clifton</p> <p><i>A Song on the End of the World</i> by Czeslaw Milosz</p> <p>Select and read a story from selections available online</p> <ul style="list-style-type: none"> • Preparedness 101: Zombie Apocalypse by Ali S. Khan • The Secret Bunker Congress Never Used by NPR 	<ul style="list-style-type: none"> · Expand Knowledge and use of academic and thematic vocabulary. · Write an Argumentative essay in which you effectively incorporate the key elements of an argument · Conduct research projects of various lengths to explore a topic and clarify meaning. · Demonstrate command of the conventions of standard English grammar and usage of verbs and conjunctions · Collaborate with your team to build on the ideas of others, develop consensus, and communicate <p>Integrate audio, visuals, and text in presentations</p>	<p>Present an Argument to the class.</p>	<p>Ready for Nuclear Attack</p> <p>Textbook</p> <p>Computer</p> <p>Internet</p> <p>Fahrenheit 451</p>
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		<ul style="list-style-type: none"> • The End of the World Might Just Look Like This by Megan Gambino • Fire and Ice by Robert Frost • Perhaps the World Ends Here by Joy Harjo • A Visit to the Doomsday Vault by 60 Minutes 			
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Essential Questions for this Unit:

6. How can a centuries-old love story remain relevant for modern audiences? 7. Do we determine our own destinies? 8. Which has a greater impact on the characters in these texts: destiny or personal choice? 9. What is compelling about stories in which people face a tragic destiny? 10. Should the opinions of others affect our own choices or destinies?

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
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Unit 7: Star-Crossed Romances	Reading Literary Text 9-10.RL.1, 9-10.RL.2.1, 9-10.RL.2.3, 9-10.RL.3.1, 9-10.RL.4.2 Reading Nonfiction/	Launch Text: Romeo and Juliet: A Tragedy? Or Just a Tragic Misunderstanding? Anchor Text (Drama): <i>The Tragedy of Romeo and Juliet Act I</i> by Shakespeare Anchor Text (Short Story) <i>Pyramus and Thisbe</i> by Ovid, retold by Edith Hamilton	<ul style="list-style-type: none"> · Evaluate written arguments by analyzing how authors state and support their claims. RI.8 · Expand Knowledge and use of academic and concept vocabulary · Write a work of literary criticism in which you effectively 	Selection Quizzes Multi-modal assignment In class theater	Unit Video: A Modern Take on Romeo and Juliet Textbook Computer Internet
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	<p>Informational Text 9-10.RN.2.2, 9-10.RN.2.3, 9-10.RN.4.1, 9-10.RN.4.2</p> <p>Speaking & Listening 9-10.SL.1, 9-10.SL.2.1, 9-10.SL.4.1, 9-10.SL.4.2</p> <p>Language/ Vocabulary 9-10.W.6.1d, 10.6.2, 9-10.W.6.2b, 9-10.RV.1 , 9-10.RV.2.3, 9-10.RV.2.4, 9-10.RV.3.3</p> <p style="text-align: center;">Writing 9-10.W.1, 9-10.W.3.1, 9-10.W.3.2</p>	<p>Literary Criticism: <i>Romeo and Juliet Is a Terrible Play, and David Leveaux Can't Change That</i> by Alyssa Rosenberg</p> <p><i>In Defense of Romeo and Juliet: It's Not Childish, It's *About* Childishness</i> by Noah Berlatsky</p> <p>Journalism: <i>Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet</i> by Gordana Sandić-Hadžihasanović</p> <p>Media (Newscast): <i>Tragic Romeo and Juliet Offers Bosnia Hope</i> by Nic Robertson</p> <p>Select and read a story from selections available online Popocatepetl and Ixtlaccihuatl by Juliet Piggott Wood</p> <ul style="list-style-type: none"> • Annabel Lee by Edgar Allan Poe • What's the Rush?: Young Brains Cause; Doomed Love by Lexi Tucker 	<p>incorporate the key elements of an argument.</p> <ul style="list-style-type: none"> · Conduct research projects of various lengths to explore a topic and clarify meaning. · Correctly integrate quotations to convey meaning and add variety and interest to your writing and presentations. · Collaborate with your team to build on the ideas of others, develop consensus, and communicate <p>Integrate audio, visuals, and text in presentations</p>		
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		<ul style="list-style-type: none"> • from William Shakespeare's Romeo & Juliet artwork by Eli Neugeboren • If Romeo and Juliet Had Cell Phones by Misty Harris 			
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Questions for this Unit:

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources

<p>Unit 8: Research</p>	<p>Reading Literary Text 9-10.RN.2.2</p> <p>Reading Nonfiction/ Informational Text 9-10.RN.1 9-10.RN.2.3 9-10.RN.3.2 9-10.RN.3.3</p> <p>Speaking & Listening 9-10.RN.4.1 9-10.RN.4.2 9-10.RN.4.3 9-10.SL.2.5 9-10.SL.3.1</p>	<p>Research PPT (HERE)</p> <p>How to find credible information?</p>	<p>Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.</p> <p>Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.</p> <p>Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.</p>	<p>4-6 page research paper.</p>	<p>Textual Sources</p> <p>Slides</p> <p>Textbook</p> <p>Computer</p> <p>Internet</p>
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	<p>9-10.SL.3.2</p> <p>Language/ Vocabulary 9-10.W.6.1d, 10.6.2, 9-10.W.6.2b, 9-10.RV.1 , 9-10.RV.2.3, 9-10.RV.2.4, 9-10.RV.3.3</p> <p style="text-align: center;">Writing 9-10.W.1 9-10.W.5</p> <p>Media/Literacy 9-10.ML.1 9-10.ML.2.1 9-10.ML.2.2</p>		<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. a. Formulate an inquiry question, and refine and narrow the focus as research evolves. b. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. c. Assess the usefulness of each source in answering the research question. English Language Arts Grades 9-10 - Page 11 - 1/2020 d. Synthesize and integrate information into the text selectively to maintain the flow of ideas. e. Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation. f. Present information, choosing from a variety of formats.</p>		
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