

Grade 9 Literacy Curriculum

	Name of Course: Freshman Literature and Composition Number of Days: 20	
Unit	Unit One: Mythology	
Essential Questions	• Why tell a story? • What can mythology reveal about cultures and societies and their values? • What are the purposes of mythology?	
Content Standards	• R.L.1 Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • R.L.2 . Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of a text. • R.L.10 10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.	
Concepts and Subskills	• Making inferences about cultures and societies based on myths • Reading comprehension • Finding evidence to support an inference/claim	Practices • Intro assignments/pre-reading assignments: ◦ Inferences assignment and practice ◦ Introduction to terms (culture, etc.) • Reading charts/reading guide questions • Modeling reading, annotating, and discussing texts
Content Objectives (Student Friendly Language)	• I can define the content vocabulary terms. • I can read and summarize a text. • I can make an inference about a text. • I can make an inference about cultural values based on a text. • I can find evidence to support an inference.	
Content Vocabulary	Tier One Words: • Myth (academic definition) • Mythology • Religion • Culture • Cultural Values • Context ◦ historical/cultural ◦ story context	
Assessment, Products, Projects	Pre-assessment (“Arachne” myth) Inferences assignment Holidays and Mythology Scavenger Hunt Mythology Research Project	

	Link to Mythology Unit Resources/Folder
Text, Materials, and Resources	How the World Was Made (Cheyenne) The Golden Chain (Yoruba) Phaethon (Greek) Pyramus and Thisbe (Roman) In the Beginning (Hebrew) Demeter and Persephone (Greek) Treasure of the Gods (Norse) Arachne (Greek) Skywoman (Anishinaabe)

	Name of Course: Freshman Literature and Composition Number of Days: 45 days
Unit	Unit Two: Heroes, Leaders, and War
Essential Questions	● What does it mean to be a hero? A leader? A good person in society? ● What are the consequences of pride/hubris? ● What does it mean to come home from a war/a long absence? ○ How does war or absence affect an individual — both those who go and those who stay behind? ○ How does war or absence affect relationships (romantic, familial, platonic)?
Content Standards	Grades 9–10 Reading Standards for Literature [RL] 1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text. 3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Craft and Structure 4. Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. 10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. Grades 9–10 Writing Standards [W] 1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.) 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades. Grades 9–10 Speaking and Listening Standards [SL] 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. 4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		
Concepts and Subskills	Book-specific: ● Glory/honor ● Heroism and leadership ● Hospitality ● Homecoming/returning from war ● Pride/hubris	General terms/concepts: ● Theme ● Alliteration ● Personification ● Metaphor ● Simile	Practices Read-aloud Peer collaboration Guided notes Guided discovery Pre-teach (historical context, vocabulary) Teacher/student question and answer Table talk/turn and talk Lecture Socratic seminar
Content Objectives (Student Friendly Language)	Reading: ● Read and summarize a complex text ● Analyze themes of a text and find evidence to support a theme ○ Be able to answer the Unit Essential Questions using evidence and examples from <i>The Odyssey</i> ○ Be able to analyze how the characters reflect the book-specific concepts (listed above) ● Make inferences about characters and situations; supporting inferences with evidence ● Identify literary devices/figurative language in a text Writing: ● Write formal, analytical paragraphs (topic sentence/claim, evidence, analysis, etc.), analyzing a theme of the text Speaking & Listening:		

	Speak in a seminar/discussion about <i>The Odyssey</i> and related texts		
Content Vocabulary	Tier One: Arrogant Cunning Deceit Deity Dismal Elude Haughty Insolent Lament Libation Ominous Pious Prudent Renowned Retribution Reprehensible Scruples Scrupulous Shrewd Suppliant Supplican Tedious Hubris Heroism Temptation	Tier Two: Inference Theme Motif Identify Summarize Analyze Synthesize Evidence Figurative language	Tier Three: Homeric Epithet Invocation to the Muse Deus ex machina Alliteration Personification Metaphor Simile Kleos Arete Nostos Xenia
Assessments, Products, Projects	- Content assessment (typically: objective portion of a test; could do in another format) - Paragraph analysis (writing portion of a test, or done separately) - Seminar (Veterans/homecoming)		
Text, Materials, and Resources	<i>The Odyssey</i> , Robert Fitzgerald trans. <i>The Odyssey</i> , Abridged, Ian Johnston <i>The Odyssey</i> , the graphic novel, Gareth Hinds <i>Circe</i> , Madeline Miller <i>A Thousand Ships</i> , Natalie Haynes Back From War, but Not Really Home by Caroline Alexander		

	Name of Course: Freshman English Number of Days: 20 days
Unit	Unit Three: Reading Shakespeare
Essential	

Questions	• How important are societal norms and divisions, such as gender or class/status? To what extent do these norms impact our identities, experiences, or relationships? What does it mean to challenge these norms? • What makes for a good relationship? What qualities are important from each partner? (Consider: romantic, familial, or platonic relationships — how are they similar? Different?)
Content Standards	RL • Cite strong and thorough textual evidence to support analysis of explicit and inferential meanings • Determine a theme • Determine the figurative and connotative meaning of words and phrases as they are used in a text • Analyze how an author’s choices create effects • Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course W • Write arguments ◦ Introduce claims and distinguish from opposing claims ◦ Develop claims and supply evidence ◦ Use transitions to link sections of the text ◦ Establish and maintain a style appropriate to the audience and purpose ◦ Provide a concluding statement • Produce clear and coherent writing • Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach • Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research • Write routinely over extended time frames and shorter time frame SL • Engage effectively in a range of collaborative discussions ◦ Come prepared ◦ Set and follow rules ◦ Pose and respond questions ◦ Review key ideas • Present information, findings, and evidence so a listener can follow a line of reasoning L • Demonstrate command of the conventions of standard English grammar and usage when writing and speaking • Demonstrate understanding of figurative language ◦ Interpret figures of speech

	○ Analyze nuances in denotative meaning ● Determine or clarify the meaning of unknown or multiple meaning words based on grade 9 reading and content ○ Use context clues ○ Identify and correctly use patterns of word change ○ Consult reference materials ○ Verify the preliminary determination
Concepts and Subskills	● Read and comprehend Shakespearean texts ● Paraphrase Shakespearean language ● Summarize a text ● Make inferences about a text (characterization, character motivations, etc.) ● Discuss a text in a seminar format ● Write an analytical essay: ○ Develop a thesis statement ○ Use evidence to support a claim ○ Analyze evidence and how it supports claim ○ Organize writing into multiple paragraphs ● Comedy/satire/parody ● Social norms/structures and expectations: ○ Gender ○ Class/status
Content Objectives (Student Friendly Language)	I can comprehend and summarize a Shakespearean play I can analyze Elizabethan English I can make inferences about characters and plot I can identify and explain a theme I can develop a thesis statement I can use evidence to support my claim I can analyze evidence and explain how it supports my claim I can write a multi-paragraph analytical essay
Content Vocabulary	Tier One
	Gender Class
	Tier Two
	Analysis Thesis Evidence Theme Seminar Summary Inference Prediction
	Tier Three

	Comedy Alliteration Metaphor Simile Personification Hyperbole Line Rhyme Blank Verse Meter
Assessments, Products, Projects	Formative assessments on skills and concepts: ○ Sonnet analysis ○ Background reading and lecture ○ Essential question anticipation guide ○ Quiz ○ Text section analysis ○ Film comprehension & analysis ○ Theme discussion Summative assessment: ● Seminar ● Essay
Text, Materials, and Resources	<i>Twelfth Night</i> Teacher's choice of sonnets <i>Twelfth Night</i> (1996) film The Legacy of William Shakespeare, Commonlit Shakespeare had fewer words, but dooper rhymes, than rappers, Commonlit Shakespeare: Who Was the Bard? Commonlit

	Name of Course: Freshmen English Number of Days: 30 days
Unit	Unit Four: Poetry
Essential Questions	What is poetry? Why read poetry? How does poetry "work"? How can a poet use form/structure and figurative language/literary devices to convey or enhance the meaning of the poem as a whole?

Content Standards	RL ● Cite strong and thorough textual evidence to support analysis of explicit and inferential meanings ● Determine a theme ● Determine the figurative and connotative meaning of words and phrases as they are used in a text ● Analyze how an author’s choices create effects ● Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course W ● Write informative/explanatory texts ○ Introduce and organize complex ideas ○ Develop the topic with evidence ○ Use transitions ○ Use domain specific vocabulary ○ Establish and maintain a style appropriate to the audience and purpose ○ Provide a concluding statement ● Produce clear and coherent writing ● Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach ● Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research ● Use technology to produce and publish writing and to interact and collaborate SL ● Present information, findings, and evidence so a listener can follow a line of reasoning L ● Demonstrate command of the conventions of standard English grammar and usage when writing and speaking ● Demonstrate understanding of figurative language ○ Interpret figures of speech ○ Analyze nuances in denotative meaning
Concepts and Subskills	Structure of a poem: ○ Line ○ Stanza ○ Rhyme ○ Meter (at least one type — such as iambic pentameter)* Closed Verse vs. Free Verse Poetry

	Literary devices — at least 4 (such as metaphor, simile, personification, alliteration, hyperbole, imagery, etc.) Theme Author's/poet's purpose	
Content Objectives (Student Friendly Language)	I can read and understand poems I can analyze a poem I can identify figurative language I can identify a theme I can explain how figurative language contributes to a theme I can write several genres of poems I can create an artistic expression of a poem	
Content Vocabulary	Tier One	
	Tier Two Words	
	Analysis Explication Thesis Evidence Theme	
	Tier Three	
	Alliteration Metaphor Simile Repetition Juxtaposition Personification Hyperbole Line Stanza Rhyme Rhyme Scheme Closed Verse Free Verse Meter	
Assessments, Products, Projects		

	Formative assessments on skills and concepts: ○ Graded classwork ○ Quiz ○ Creative project ○ Reading a poem with multiple choice Summative assessment: ● Paragraph explication of a poem: analyze how a poet uses literary devices to convey or enhance meaning/theme	
Text, Materials, and Resources		
	Teacher's selection	

	Name of Course: Freshmen English Number of Days: 30	
Unit	Unit Five: Social Conditions and Its Influence on Citizens	
Essential Questions		
	How does a person's environment affect his/her/their lives?	
Content Standards		
	RI Key Ideas and Details ● Cite strong and thorough textual evidence to support analysis of explicit and inferential meanings ● Determine a text's central idea and analyze its development ● Analyze how an author unfolds an analysis or series of events Craft and Structure ● Determine the meanings of words and phrases ● Analyze in detail how an author's ideas or claims are developed by sentences, paragraphs, or sections of a work Integration of Knowledge and Ideas ● Analyze various accounts of a subject told in different mediums ● Delineate and evaluate an argument and claims Range of Reading and Level of Text Complexity ● Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course W ● Write informative/explanatory texts ○ Introduce and organize complex ideas	

	○ Develop the topic with evidence ○ Use transitions ○ Use domain specific vocabulary ○ Establish and maintain a style appropriate to the audience and purpose ○ Provide a concluding statement Production and Distribution of Writing ● Produce clear and coherent writing ● Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach ● Use technology to produce and publish writing and to interact and collaborate Research to Build and Present Knowledge ● Conduct short as well as sustained research projects ● Gather relevant information from multiple print and digital sources ○ Assess the credibility of the sources ○ Quote or paraphrase sources ○ Avoid plagiarism ○ Follow a standard of citation ● Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research Range of Writing ● Write routinely over extended time frames and shorter time frame SL Comprehension and Collaboration ● Engage effectively in a range of collaborative discussions ○ Come prepared ○ Set and follow rules ○ Pose and respond questions ○ Review key ideas ● Integrate multiple sources of information presented in diverse media and formats and evaluate credibility ● Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reason or exaggerated or distorted evidence	
Concepts and Subskills	Nonfiction text features	Practices Socratic seminar Writing workshops Annotation Notetaking Small group instruction Direct instruction Group work
Content Objectives (Student Friendly)	I can support my verbal responses with evidence. I can respectfully listen to and reflect on the responses of my peers. I can discuss sensitive topics appropriately and respectfully with peers. I can analyze how narrative structure develops a theme.	

Language)	I can analyze how complex characters develop over the course of a text. I can integrate evidence into written responses. I can identify a theme and use evidence to support that theme. I can read a nonfiction work and connect it to a social issue.
Content Vocabulary	Myriad Antithesis Askance Nonchalantly Vigilance Idiosyncrasies Disenchantment Epiphany Indelible Apathy Dubious Pariah Sporadic Litany Tier Two Expository Dialectical Tier Three
Assessments, Products, Projects	Dialectical journals Socratic seminars Summative: Expository essay on social conditions in Baltimore(Link)
Text, Materials, and Resources	<i>The Other Wes Moore</i> by Wes Moore Student selected biography, autobiography, or memoir Baltimore Key Trends Information Text Baltimore City Statistics