# College Prep English 9
# Program of Studies Description

CP English 9:

Students will focus on reading, writing, speaking, and listening and will participate in close reading opportunities that support text analysis. This course will include higher-order text-dependent questions to promote deeper thinking about texts. Students will read, critically interpret, and respond in writing to themes such as, but not limited to survival, promise and progress, love, and technology. Students will read, understand, and respond to informational text as well as literary fiction – with an emphasis on comprehension, connections among ideas and between texts, and textual evidence. An emphasis on the writing process, specifically writing with a "defined" perspective, purpose, and to a particular audience, will help students complete writing prompts and a research paper using MLA format. The study of grammar (especially parts of speech, sentence parts, punctuation, and capitalization) will be combined with a rigorous study of vocabulary to help students excel on standardized tests and be college and career-ready.

Core English 9:

Students will focus on reading, writing, speaking, and listening and will participate in close reading opportunities that support text analysis. This course will include exposing students to higher-order text-dependent questions to promote deeper thinking about texts. Students will read, critically interpret, and respond in writing to themes such as, but not limited to survival, promise and progress, love, and technology. Students will explore a theme across multiple genres. Students will read, understand, and respond to informational text as well as literary fiction – with an emphasis on comprehension, connections among ideas and between texts, and textual evidence. An emphasis on the writing process, specifically writing with a perspective, purpose, and to a particular audience, will help students complete writing prompts and a research paper using MLA format. The study of grammar will be combined with a practical study of vocabulary to help students succeed on standardized tests and be college and career-ready.

Honors English 9:

Students will focus on reading, writing, speaking, and listening and will participate in close reading opportunities that support text analysis. This course will include higher-order text-dependent questions to promote deeper thinking about texts. Students will read, critically interpret, and respond in writing to themes such as, but not limited to survival, promise and progress, love, and technology. Students will read, understand, and respond to informational text as well as literary fiction – with an emphasis on comprehension, connections among ideas and between texts, and textual evidence. An emphasis on the writing process, specifically writing with a "defined" perspective, purpose, and to a particular audience, will help students complete writing prompts and a research paper using MLA format. An in-depth study of grammar (especially parts of speech, sentence parts, punctuation, and capitalization) will be combined with an intense study of vocabulary to help students excel on

standardized tests and be college and career-ready. This course will challenge students to think more critically and more independently.

# College Prep English 9
# Syllabus

**Course Description:** Students will focus on reading, writing, speaking, and listening and will participate in close reading opportunities that support text analysis. This course will include higher-order text-dependent questions to promote deeper thinking about texts. Students will read, critically interpret, and respond in writing to themes such as, but not limited to survival, promise and progress, love, and technology. Students will read, understand, and respond to informational text as well as literary fiction – with an emphasis on comprehension, connections among ideas and between texts, and textual evidence. An emphasis on the writing process, specifically writing with a "defined" perspective, purpose, and to a particular audience, will help students complete writing prompts and a research paper using MLA format. The study of grammar (especially parts of speech, sentence parts, punctuation, and capitalization) will be combined with a rigorous study of vocabulary to help students excel on standardized tests and be college and career-ready.

| REQUIRED TOPICS OF STUDY | SUGGESTED INSTRUCTIONAL TIME | STANDARDS/ ELIGIBLE CONTENT | COMMON ASSESSMENT |
|---|---|---|---|
| **Unit 1: Survival** | **8 weeks** | **RI.2; W.10; SL.6; L.6, CC.1.2.9.J, CC.1.2.9.K, CC.1.3.9.B, CC.1.3.9.C, CC.1.3.9.I, CC.1.3.9.J, CC.1.4.9.B,CC.1.4.9.F, CC.1.4.9.G, CC.1.4.9.H, CC.1.4.9.H.1, CC.1.4.9.I, CC.1.4.9.J, CC.1.4.9.K, CC.1.4.9.K1, CC.1.4.9.L, CC.1.4.9.R, CC.1.2.9.B, CC.1.2.9.C, CC.1.2.9.D, CC.1.2.9.E, CC.1.2.9.F, CC.1.2.9.H, CC.1.2.9.K, CC.1.3.9.I, CC.1.4.9.F, CC.1.4.9.L, CC.1.4.9.Q, CC.1.4.9.Q1, CC.1.4.9.R, CC.1.4.9.U, CC.1.5.9.C, CC.1.5.9.F, CC.1.2.9.K, CC.1.3.9.A, CC.1.3.9.B, CC.1.3.9.E, CC.1.3.9.F, CC.1.3.9.I, CC.1.3.9.K, CC.1.5.9.A, CC.1.5.9.G** | **Unit 1 Assessment<br>Selection tests<br>Argumentative essay** |
| **Unit 2: Promise and Progress** | **8 weeks** | | **Unit 2 Assessment<br>Selection tests<br>Informative essay** |
| **Unit 3: Crazy, Stupid Love** | **8 weeks** | | **Unit 3 Assessment<br>Selection tests<br>Author research paper** |
| **Unit 5: The Things We Make** | **8 weeks** | | **Unit 5 Assessment<br>Selection tests<br>Narrative writing** |
| **Novel: Call of the Wild and/or Flowers for Algernon** | **8 weeks** | | **Novel Unit Assessment** |
| **Grammar** | **ongoing** | | |
| **Vocabulary** | **ongoing** | | |

College Prep English 9
Curriculum Map

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| **Unit 1** | **Survival** |
| **Writing Piece** | **Argumentative Writing** |
| **Big Idea** | **Students will gain knowledge related to survival.** |
| **Unit Essential Questions:** | **What qualities help us survive?** |
| **Total Number of Days for Unit** | **8 weeks** |

| Weeks | PA Standards/ Eligible Content | Vocabulary | Instructional Materials | Common Assessments | Link to Profile of a Zephyr |
|---|---|---|---|---|---|
| 8 weeks | RI.2; W.10; SL.6; L.6 | Evidence<br>Credible<br>Valid<br>Formulate<br>Logical | Unit Introduction<br><br>“Everyone Should Learn Basic First Aid” | Selections tests<br>Unit 1 Test<br>Argumentative essay | Problem Solver/Empathetic |
| | CC.1.2.9.J<br>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase | Irresolvable<br>Predatory<br>Adversary | From Life of Pi | Selections tests<br>Unit 1 Test<br>Argumentative essay | Problem Solver/Empathetic |

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| | important to comprehension or expression.<br><br>CC.1.2.9.K<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br><br>CC.1.3.9.B<br>Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.<br><br>CC.1.3.9.C<br>Literary Elements: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.<br><br>CC.1.3.9.I<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br><br>CC.1.3.9.J<br>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | | | |

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| | CC.1.4.9.B<br>Focus: Write with a sharp, distinct focus identifying topic, task, and audience.<br><br>CC.1.4.9.F<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br><br>CC.1.4.9.G<br>Write arguments to support claims in an analysis of substantive topics.<br><br>CC.1.4.9.H<br>Focus: Write with a sharp, distinct focus identifying topic, task, and audience.<br><br>CC.1.4.9.H.1<br>Focus: Introduce the precise claim.<br><br>CC.1.4.9.I<br>Content: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.<br><br>CC.1.4.9.J<br>Organization: Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) | | | | |

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| | and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.<br><br>CC.1.4.9.K<br>Style: Write with an awareness of the stylistic aspects of composition.<br><br>CC.1.4.9.K1<br>Style: Use precise language and domain-specific vocabulary to manage the complexity of the topic.<br><br>CC.1.4.9.L<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br><br>CC.1.4.9.Q<br>Style: Write with an awareness of the stylistic aspects of writing.<br><br>CC.1.4.9.Q2<br>Style: Use various types of phrases and clauses to convey meaning and add variety and interest.<br><br>CC.1.4.9.R<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | | | | |

# College Prep English 9
# Curriculum Map

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| | CC.1.2.9.B<br>Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.<br><br>CC.1.2.9.C<br>Text Analysis: Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.<br><br>CC.1.2.9.D<br>Point of View: Determine an author's particular point of view and analyze how rhetoric advances the point of view.<br><br>CC.1.2.9.E<br>Text Structure: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.<br><br>CC.1.2.9.F<br>Vocabulary: Analyze how words and phrases shape meaning and tone in texts.<br><br>CC.1.2.9.H<br>Evaluating Arguments: Delineate and evaluate the argument and specific | Physiology<br>Mortality<br>reincarnation | The Value of a Sherpa Life | Selections tests<br>Unit 1 Test<br>Argumentative essay | Problem Solver/Empathetic |

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| | claims in a text, assessing the validity of reasoning and relevance of evidence.<br><br>CC.1.2.9.K<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br><br>CC.1.3.9.I<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br><br>CC.1.4.9.F<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br><br>CC.1.4.9.L<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br><br>CC.1.4.9.Q<br>Style: Write with an awareness of the stylistic aspects of writing.<br><br>CC.1.4.9.Q1<br>Style: Use parallel structure. | | | | |

# College Prep English 9
# Curriculum Map

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| | CC.1.4.9.R<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br><br>CC.1.4.9.U<br>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.<br><br>CC.1.5.9.C<br>Evaluating Information: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.<br><br>CC.1.5.9.F<br>Multimedia: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. | | | | |
| | CC.1.2.9.K<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br><br>CC.1.3.9.A<br>Theme: Determine a theme or central | Exposed<br>Defenseless<br>innocent | “I Am Offering this Poem”; “The Forest for the Trees”; “blessing the boats” | Selections tests<br>Unit 1 Test<br>Argumentative essay | Problem Solver/Empathetic |

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| | 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 the text.<br><br>CC.1.3.9.B<br>Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.<br><br>CC.1.3.9.E<br>Text Structure: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.<br><br>CC.1.3.9.F<br>Vocabulary: Analyze how words and phrases shape meaning and tone in texts.<br><br>CC.1.3.9.I<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br><br>CC.1.3.9.K<br>Read and comprehend literary fiction on grade level, reading independently and proficiently.<br><br>CC.1.5.9.A<br>Collaborative Discussion: Initiate and participate effectively in a range of | | | | |

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| | collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.<br><br>CC.1.5.9.G<br>Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.<br><br>Anchor_CCR.R.9.1<br>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | | | |

College Prep English 9
Curriculum Map

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| **Unit 2** | **Promise and Progress** |
| **Writing** | **Informative Essay** |
| **Big Idea** | **Students will gain knowledge related to the power of words.** |
| **Unit Essential Questions:** | **How Can Words Inspire Change?** |
| **Total Number of Days for Unit** | **8 weeks** |

| Weeks | PA Standards/ Eligible Content | Vocabulary | Instructional Materials | Common Assessments | Link to Profile of a Zephyr |
|---|---|---|---|---|---|
| 8 weeks | RI.2; W.10; SL.1; L.6 | Disrupt<br>Coherent<br>Notation<br>Aggregate<br>express | Unit Introduction<br><br>Wangari Maathai: Like the Hummingbird | Unit Test 2<br>Selection tests<br>Informative essay | |
| | CC.1.2.9.B<br>Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.<br><br>CC.1.2.9.D<br>Point of View: Determine an author's particular point of view and analyze how rhetoric advances the point of view.<br><br>CC.1.2.9.F<br>Vocabulary: Analyze how words and phrases | Prosperity<br>Hallowed<br>Tribulations<br>Redemptive<br>Oppression<br>Exalted | “I Have a Dream” | Unit Test 2<br>Selection tests<br>Informative essay | Problem Solver/Empathetic |

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| | shape meaning and tone in texts.<br><br>CC.1.2.9.H<br>Evaluating Arguments: Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.<br><br>CC.1.2.9.I<br>Analysis Across Texts: Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.<br><br>CC.1.2.9.K<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br><br>CC.1.2.9.L<br>Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.<br><br>CC.1.3.9.B<br>Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.<br><br>CC.1.3.9.I<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br><br>CC.1.4.9.F<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions | | | | |

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| | of standard English grammar, usage, capitalization, punctuation, and spelling.<br><br>CC.1.4.9.L<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br><br>CC.1.4.9.Q<br>Style: Write with an awareness of the stylistic aspects of writing.<br><br>CC.1.4.9.Q1<br>Style: Use parallel structure.<br><br>CC.1.4.9.R<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br><br>Anchor_CCR.R.9.1<br>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | | | |
| | | | Remarks on the Assassination of Martin Luther King | Unit Test 2<br>Selection tests<br>Informative essay | |
| | CC.1.2.9.K<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and | Bewilder<br>Blunder<br>Tremble | Poetry collection: “For My People” and “Incident” | Unit Test 2<br>Selection tests<br>Informative essay | Problem Solver/Empathetic |

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| | tools.<br><br>CC.1.3.9.A<br>Theme: 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 the text.<br><br>CC.1.3.9.B<br>Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.<br><br>CC.1.3.9.E<br>Text Structure: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.<br><br>CC.1.3.9.I<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br><br>CC.1.4.9.S<br>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.<br><br>CC.1.5.9.E<br>Context: Adapt speech to a variety of contexts and tasks.<br><br>Anchor_CCR.R.9.5<br>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the | | | | |

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| | whole. | | | | |
| | CC.1.2.9.J<br>Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.<br><br>CC.1.2.9.K<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br><br>CC.1.3.9.A<br>Theme: 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 the text.<br><br>CC.1.3.9.B<br>Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.<br><br>CC.1.3.9.C<br>Literary Elements: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.<br><br>CC.1.3.9.F<br>Vocabulary: Analyze how words and phrases | Undulating<br>Dazzling<br>Receding | “The Friendship Bench” | Unit Test 2<br>Selection tests<br>Informative essay | Problem Solver/Empathetic |

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| | shape meaning and tone in texts.<br><br>CC.1.3.9.I<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br><br>CC.1.3.9.J<br>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.<br><br>CC.1.4.9.B<br>Focus: Write with a sharp, distinct focus identifying topic, task, and audience.<br><br>CC.1.4.9.F<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br><br>CC.1.4.9.G<br>Write arguments to support claims in an analysis of substantive topics.<br><br>CC.1.4.9.H<br>Focus: Write with a sharp, distinct focus identifying topic, task, and audience.<br><br>CC.1.4.9.H.1<br>Focus: Introduce the precise claim.<br><br>CC.1.4.9.I<br>Content: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a | | | | |

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| | manner that anticipates the audience's knowledge level and concerns.<br><br>CC.1.4.9.J<br>Organization: Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.<br><br>CC.1.4.9.K<br>Style: Write with an awareness of the stylistic aspects of composition.<br><br>CC.1.4.9.K1<br>Style: Use precise language and domain-specific vocabulary to manage the complexity of the topic.<br><br>CC.1.4.9.L<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br><br>CC.1.4.9.M<br>Write narratives to develop real or imagined experiences or events.<br><br>CC.1.4.9.N<br>Focus: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.<br><br>CC.1.4.9.O<br>Content: Use narrative techniques such as dialogue, description, reflection, multiple | | | | |

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| | plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.<br><br>CC.1.4.9.P<br>Organization: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.<br><br>CC.1.4.9.R<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br><br>Anchor_CCR.R.9.3<br>Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | | | | |

College Prep English 9
Curriculum Map

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| **Unit 3** | **Crazy, Stupid Love** |
| **Writing** | **Author Research Project** |
| **Big Idea** | **Students will gain knowledge about both William Shakespeare and the nature of true love.** |
| **Unit Essential Questions:** | **What is true love?** |
| **Total Number of Days for Unit** | **8 weeks** |

| Weeks | PA Standards/ Eligible Content | Vocabulary | Instructional Materials | Common Assessments | Link to Profile of a Zephyr |
|---|---|---|---|---|---|
| 8 weeks | RI.2; W.10; SL.6; L.6 | Endure<br>Pathos<br>Compelling<br>Propose<br>Recurrent | Unit Introduction<br><br>Romeo and Juliet: A Tragedy? Or Just a Tragic Misunderstanding? | Unit 3 Test<br>Author research project | Problem Solver/Empathetic |
| | CC.1.2.9.K<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br>CC.1.3.9.B<br>Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.<br>CC.1.3.9.C<br>Literary Elements: Analyze how complex | Mutiny<br>Transgression<br>Heretics | The Tragedy of Romeo and Juliet Act I | Unit 3 Test<br>Author research project | Problem Solver/Empathetic |

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| | characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.<br>CC.1.3.9.E<br>Text Structure: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.<br>CC.1.3.9.F<br>Vocabulary: Analyze how words and phrases shape meaning and tone in texts.<br>CC.1.3.9.I<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br>Anchor_CCR.R.9.1<br>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.<br>Anchor_CCR.R.9.5<br>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | | | | |
| | CC.1.2.9.J<br>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.<br>CC.1.2.9.K<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br>CC.1.3.9.B<br>Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and | Cunning<br>Counterfeit<br>Confidence | The Tragedy of Romeo and Juliet Act II | Unit 3 Test<br>Author research project | Problem Solver/Empathetic |

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| | conclusions based on an author's explicit assumptions and beliefs about a subject.<br>CC.1.3.9.E<br>Text Structure: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.<br>CC.1.3.9.I<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br>CC.1.3.9.J<br>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.<br>CC.1.5.9.E<br>Context: Adapt speech to a variety of contexts and tasks.<br>Anchor_CCR.R.9.1<br>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | | | |
| | CC.1.2.9.J<br>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.<br>CC.1.2.9.K<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br>CC.1.3.9.B<br>Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit | Exile<br>Banishment<br>Pardon | The Tragedy of Romeo and Juliet Act III | Unit 3 Test<br>Author research project | Problem Solver/Empathetic<br>Problem Solver/Empathetic |

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| | assumptions and beliefs about a subject.<br>CC.1.3.9.C<br>Literary Elements: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.<br>CC.1.3.9.E<br>Text Structure: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.<br>CC.1.3.9.F<br>Vocabulary: Analyze how words and phrases shape meaning and tone in texts.<br>CC.1.3.9.I<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br>CC.1.3.9.J<br>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.<br>CC.1.4.9.A<br>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.<br>CC.1.4.9.B<br>Focus: Write with a sharp, distinct focus identifying topic, task, and audience.<br>CC.1.4.9.F<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br>CC.1.4.9.G<br>Write arguments to support claims in an analysis of substantive topics.<br>CC.1.4.9.H<br>Focus: Write with a sharp, distinct focus identifying topic, task, and audience.<br>CC.1.4.9.H.1<br>Focus: Introduce the precise claim.<br>CC.1.4.9.I<br>Content: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, | | | | |

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| | supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.<br>CC.1.4.9.J<br>Organization: Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.<br>CC.1.4.9.K<br>Style: Write with an awareness of the stylistic aspects of composition.<br>CC.1.4.9.K1<br>Style: Use precise language and domain-specific vocabulary to manage the complexity of the topic.<br>CC.1.4.9.L<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br>CC.1.4.9.R<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br>Anchor_CCR.R.9.1<br>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.<br>Anchor_CCR.R.9.5<br>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | | | | |
| | CC.1.2.9.K<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, | Lamentable<br>Distressed<br>Melancholy | The Tragedy of Romeo and Juliet<br>Act IV | Unit 3 Test<br>Author research project | |

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| | choosing flexibly from a range of strategies and tools.<br>CC.1.3.9.A<br>Theme: 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 the text.<br>CC.1.3.9.B<br>Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.<br>CC.1.3.9.E<br>Text Structure: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.<br>CC.1.3.9.F<br>Vocabulary: Analyze how words and phrases shape meaning and tone in texts.<br>CC.1.3.9.I<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br>CC.1.5.9.B<br>Critical Listening: Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.<br>CC.1.5.9.G<br>Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.<br>Anchor_CCR.R.9.1<br>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | | | |
| | CC.1.2.9.J<br>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and | Desperate<br>Misery<br>Meager | The Tragedy of Romeo and Juliet Act V | Unit 3 Test<br>Author research project | Problem Solver/Empathetic/ Critical Thinker |

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| | listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.<br>CC.1.2.9.K<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br>CC.1.3.9.A<br>Theme: 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 the text.<br>CC.1.3.9.B<br>Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.<br>CC.1.3.9.C<br>Literary Elements: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.<br>CC.1.3.9.I<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br>CC.1.3.9.J<br>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.<br>CC.1.4.9.B<br>Focus: Write with a sharp, distinct focus identifying topic, task, and audience.<br>CC.1.4.9.F<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br>CC.1.4.9.G | Penury | | | |

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| | Write arguments to support claims in an analysis of substantive topics.<br>CC.1.4.9.H<br>Focus: Write with a sharp, distinct focus identifying topic, task, and audience.<br>CC.1.4.9.H.1<br>Focus: Introduce the precise claim.<br>CC.1.4.9.I<br>Content: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.<br>CC.1.4.9.J<br>Organization: Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.<br>CC.1.4.9.K<br>Style: Write with an awareness of the stylistic aspects of composition.<br>CC.1.4.9.K1<br>Style: Use precise language and domain-specific vocabulary to manage the complexity of the topic.<br>CC.1.4.9.L<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br>CC.1.4.9.Q<br>Style: Write with an awareness of the stylistic aspects of writing.<br>CC.1.4.9.Q1<br>Style: Use parallel structure.<br>CC.1.4.9.R<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br>CC.1.5.9.D<br>Purpose, Audience, and Task: Present | | | | |

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| | information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.<br>CC.1.5.9.E<br>Context: Adapt speech to a variety of contexts and tasks.<br>Anchor_CCR.R.9.1<br>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | | | |
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College Prep English 9
Curriculum Map

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| **Unit 5** | **The Things We Make** |
| **Writing** | **Narrative writing** |
| **Big Idea** | **Students will gain knowledge about human nature and technology.** |
| **Unit Essential Questions:** | **Which defines us more, nature or technology?** |
| **Total Number of Days for Unit** | **8 weeks** |

| Dates/weeks | PA Standards/ Eligible Content | Vocabulary | Instructional Materials | Common Assessments | Link to Profile of a Zephyr |
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| 8 weeks | RL.2; W.10; SL.6 | Innovate<br>Technique<br>Depiction<br>Introspective<br>Conjecture | Unit Introduction<br><br>“The Lamp at the Turning” | Short story Selection tests<br>Unit 5 test | Critical Thinker/Empathetic |
| | CC.1.2.9.D<br>Point of View: Determine an author's particular point of view and analyze how rhetoric advances the point of view.<br>CC.1.2.9.E<br>Text Structure: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.<br>CC.1.2.9.F<br>Vocabulary: Analyze how words and phrases shape meaning and tone in texts.<br>CC.1.2.9.K<br>Determine or clarify the meaning of unknown | Chimed<br>Attending<br>Delicately<br>Fluttered<br>Manipulated<br>Tremulous | “There Will Come Soft Rains” | Short story Selection tests<br>Unit 5 test | Critical Thinker/Empathetic |

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| | and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br>CC.1.3.9.A<br>Theme: 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 the text.<br>CC.1.3.9.B<br>Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.<br>CC.1.3.9.E<br>Text Structure: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.<br>CC.1.3.9.I<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. | | | | |
| | CC.1.2.9.A<br>Main Idea: Determine a central idea of a text and analyze 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 the text.<br>CC.1.2.9.B<br>Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.<br>CC.1.2.9.F<br>Vocabulary: Analyze how words and phrases shape meaning and tone in texts.<br>CC.1.2.9.K<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. | Tinge<br>Blandness<br>Gauze<br>Blur | “Snowstorm” | Short story<br>Selection tests<br>Unit 5 test | Critical Thinker/Empathetic |

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| | CC.1.3.9.B<br>Text Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.<br>CC.1.3.9.C<br>Literary Elements: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.<br>CC.1.3.9.F<br>Vocabulary: Analyze how words and phrases shape meaning and tone in texts.<br>CC.1.3.9.I<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br>CC.1.4.9.F<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br>CC.1.4.9.L<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br>CC.1.4.9.M<br>Write narratives to develop real or imagined experiences or events.<br>CC.1.4.9.O<br>Content: Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.<br>CC.1.4.9.P<br>Organization: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, | | | | |

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| | or resolved over the course of the narrative.<br>CC.1.4.9.Q<br>Style: Write with an awareness of the stylistic aspects of writing.<br>CC.1.4.9.Q2<br>Style: Use various types of phrases and clauses to convey meaning and add variety and interest.<br>CC.1.4.9.R<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | | | | |
| | CC.1.2.9.A<br>Main Idea: Determine a central idea of a text and analyze 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 the text.<br><br>CC.1.2.9.C<br><br>Text Analysis: Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.<br><br>CC.1.2.9.E<br>Text Structure: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.<br><br>CC.1.2.9.F<br>Vocabulary: Analyze how words and phrases shape meaning and tone in texts.<br><br>CC.1.2.9.J<br>Acquire and use accurately general academic and domain-specific words and phrases, | Invincible<br>Ironclad<br>Withstand | “The Mystery of the Indestructible Beetle” | Short story<br>Selection tests<br>Unit 5 test | Critical Thinker/Empathetic |

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| | sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.<br><br>CC.1.2.9.K<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br><br>CC.1.3.9.I<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br><br>CC.1.3.9.J<br>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.<br><br>CC.1.4.9.A<br>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.<br><br>CC.1.4.9.E<br>Style: Write with an awareness of the stylistic aspects of composition.<br><br>CC.1.4.9.E1<br>Style: Use precise language and domain-specific vocabulary to manage the complexity of the topic.<br><br>CC.1.4.9.F | | | | |

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| | Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br><br>CC.1.4.9.L<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br><br>CC.1.4.9.Q<br>Style: Write with an awareness of the stylistic aspects of writing.<br><br>CC.1.4.9.Q2<br>Style: Use various types of phrases and clauses to convey meaning and add variety and interest.<br><br>CC.1.4.9.R<br>Conventions of Language: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br><br>CC.1.4.9.U<br>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.<br><br>CC.1.5.9.F<br>Multimedia: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. | | | | |
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College Prep English 9
Curriculum Map

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# Resources

Primary Resource: Savvas My Perspectives (2027)
Novels: Call of the Wild by Jack London, Flowers for Algernon by David Rogers