

Southern Cayuga Central School District – Curriculum Map

Subject: English 9 Honors

Mrs. Bartolotta

Title or Topics w/ NYS Standards	Essential Questions/Objectives	Content Skills/Objectives	Major Assessments (Tests, Projects, etc.)	Time Frame
<p><i>Summer Reading Assignment-</i></p> <p><i>The Diary of a Young Girl</i>, Anne Frank</p> <p>Supplemental Readings: “The Blink of an Eye” FacingHistory.org “I Hated Tonto (Still Do)” Alexia</p> <p>PRIORITY STANDARDS: RL.2- Identify central idea RI.3 Analyze a complex ideas or events and its impact on text W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p><u>Essential Questions:</u> <i>What makes a Hero?</i> <i>What can we learn about stereotypes/ schema?</i> <i>Why is Anne’s story still told today?</i> <i>What can we learn about ourselves, our world and society through Anne’s words?</i></p> <p><i>Who are you?</i></p>	<p>-Reading and critical analysis Anne Frank’s, <i>The Diary of a Young Girl</i></p> <p>- Tier 2 Vocabulary: Vocabulary Squares Practice Application in writing</p> <p>- Character Connections</p> <p>- Closer Review Constructed Responses: Read the articles, “The Blink of an Eye” FacingHistory.org “I Hated Tonto (Still Do)” Alexia answer corresponding constructed response questions</p> <p>- Extended Response Critical Essay</p>	<p>- Extended Response Critical Essay</p> <p>On May 22, 1944, Anne wrote, “What one Jew does reflects on all Jews.” Create your own definition of a stereotype. What stereotypes from this book still exist, and how do stereotypes continue to impact our society today?</p>	<p>Summer- Week 1</p>
<p><i>The Hero’s Journey:</i> “My Hero”</p>	<p><u>Essential Questions:</u> <i>To what extent do the forces that shaped the ancient worlds affect us today?</i></p>	<p>Content: (Incorporates all learning modalities) Close examination through class discussion and guided questions and group work will open rich conversation and deeper understanding of the plots, characters, and themes embedded within.</p>	<p><i>Oedipus & Antigone-</i> Sophocles & Ancient Greece Mini Research Project</p>	<p>4 weeks</p>

<p>Joseph Campbell's Monomyth: The Hero's Journey</p> <p>Oedipus & Antigone Sophocles</p> <p>Lore Alexandra Bracken</p> <p>Other Supplemental Text & Video</p> <p><u>PRIORITY STANDARDS:</u> RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work .RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. .RL.9-10.2 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 the text. RL.9-10.3 Analyze complex characters</p>	<p><i>How do myths and epics tie into the notion of heroism and humanity's definition of a hero?</i> <i>What is a monomyth and how do archetypes affect our everyday lives?</i></p> <p><i>Why have the myths and stories of ancient times survived the ages?</i></p> <p><i>How are they still relevant today?</i></p>	<p>Tier 2- Vocabulary Development- Embedded Tier 3 - Academic Vocabulary Elements of Greek Drama/ Epic Poetry Hero's Journey - Monomyth Allusion in literature Archetype Myth Tragedy The Fates- Fate Fatal Flaw Hero/Anti-hero cacophony sardonic</p>	<p>Lore Literature - Chapter Studies Sketchnotes: -Key Vocabulary -Figurative Language -Key Understandings/ themes/ motifs -Characterization</p> <p>CSI Project -Conspiracy Wall</p> <p>Mini Research Project- Greek Gods and Heroes</p> <p>Lore's Hero's Journey- Choice Project</p> <p>Creative Writing- modern day myth or mini-epic</p>	<p>10-12 weeks</p>
<p><i>Exploration of Literature:</i> Independent Reading-</p> <p>Choice novel from "My Canon"</p>	<p>Plot Sequence, reading strategies, literary terms and elements, figurative language. <i>Reading expands understanding of the world, its people and oneself.</i></p>	<p>Students will independently read a minimum of 2 books, of their choosing, at their reading level- in addition to the novels assigned in class. Students will maintain a reading log.</p>	<p>Reading Log Plot Sequence Critical Lens Responses Book Summary Defending the Climax</p>	<p>Winter/spring</p>

	<p>“Why do people read?” “What do people read?” “What are the benefits of reading?”</p>	<p>Students will respond critically through the reader response critical lens. Art of persuasion Public Speaking Skills</p>	<p>Book Review Google Slides Presentation -</p>	
<p><i>The Tragedy of Romeo and Juliet</i> Shakespeare</p> <p>.RL.9-10.1 Cite strong and thorough textual evidence to support analysis</p> <p>RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language</p>	<p>How much of an effect does another person' actions and choices have on others? Vocabulary: Drama Monologue Dramatic monologue Soliloquy Comic relief Foil characters Tragic Flaw</p>	<p>Read play aloud in class (whole group) Small group read aloud Study Guide Q/A GO-Character Relationships Understand Shakespearean England and spoken language- Modernize verse</p> <p>Journal Writing Close Read support articles Watch 1969 Franco Zeferelli version of <i>Romeo and Juliet</i></p>	<p>Formative Evaluations Quizzes Tests Critical Response Essays Character Analysis: Choose two characters from the play that contributed to R&J's downfall.</p>	6 weeks
<p>A Thousand Splendid Suns Khaled Hosseini Women Under the Taliban (Documentary)</p> <p><u>PRIORITY STANDARDS:</u> RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work .RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. .RL.9-10.2 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</p>	<p>How is gender a factor in the receiving of a formal education in certain places in the world? Can a woman attain wisdom and knowledge without a formal education?</p>	<p>Cross-curriculum connection- Global 9 Honors: Vocab: Islam Taliban Al Qaeda Mujahedeen Sharia Law Guide Q/A GO-Character Relationships</p> <p>Question- Answer Relationship</p> <p>Write and responded to focused questions, demonstrating understanding of the subject under investigation</p>	<p>Critical Lens Essay : Feminist Theory: <i>Who is the hero of A Thousand Splendid Suns?</i> Text Analysis: Choose from a variety of prompts that require the student to develop a thesis, identify the author's use of a writing technique that develops a central idea.</p> <p>Tile 1- Who is Khaled Hosseini Mini-Research project</p>	8 weeks

<p>details; provide an objective summary of the text.</p> <p>RL.9-10.3 Analyze complex characters</p>				
<p>Vocabulary : Tier 2 Weekly Words Tier 3 Embedded</p>	<p>Anglo-Saxon Prefix Latin Prefix/Latin Root</p>	<p>Specific and Embedded Vocabulary Weekly words and sentence building using SketchNotebook Using Context Clues Strategies- Tier 2 , Tier 3-</p>	<p>SketchNotes Vocabulary BINGO Vocabulary Quizzes Using Resources- definition Practical Application/Usage</p>	<p>On-going</p>
<p><i>The Power of Storytelling</i> Short Stories</p> <p>(Several selections to support concepts and/or to connect to novel studies, global studies, current events)</p>	<p>How do stories instruct or inspire us? How do stories reflect personal or cultural values? What are the primary elements of literature in short stories and how are they developed? Mystery Tension Plot Line Characterization Point of View Theme Figurative Language Symbolism</p> <p>Global Connection to history.</p>	<p>Students will read various short stories to develop an understanding of literary elements, plot structure, thematic analysis, through critical lenses. CET- common- embedded task – material supports topics/contents being covered to deepen student understanding. Embedded Vocabulary Students will read and write critically. <i>Literary Analysis of several genres of literature:</i> <i>Determine cause / effect</i> <i>Identify similarities / differences Interpret textual inferences Document responses</i> <i>Compare / contrast social awareness Understand subtle nuances / degree of irony</i> <i>Motivation of characters Recognize inter-relationship of plot and subplots</i> <i>Characterize the ramifications of the struggles between good vs. evil</i></p>	<p>Various Formative & Summative Assessments: Classwork, Group work, Stations, Quizzes/Tests, Vocabulary Discussion/cooperative groups Critical Analysis short response Creative Writing</p>	<p>Embedded</p>
<p><i>Artistic Expression</i> Poetry</p> <p>Personal/emotional response</p> <p>(Selections change annually as support materials to teach concepts and/or to connection to novel studies)</p>	<p>Literary terms, Elements of poetry, Close reading strategies, embedded vocabulary Poetic Terms Types of poems What literary devices are employed by poets? How is poetry different from prose? What personal, social influences affect a poet's perspective? How does style affect the tone of a poem?</p>	<p><i>Identify poetic devices and understand the elements of poetry</i> <i>Poem Explication</i> Interpret textual inferences & document responses Understand subtle nuances / degrees of irony Identify change in tone Recognize the impact of change in style Cooperative learning activities Graphic organizers pertaining to poetic devices Common embedded themes/content Embedded Vocabulary</p>	<p>Explication Discussion/cooperative groups</p> <p>Finding connections</p> <p>S.L.A.M. I.T. for Poetry</p>	<p>On-going</p>

<p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>		<p>Poetry Poetry Friday Poetic Terms Select a poem Read poem aloud in class Identify two literary elements and their effect Discuss cultural/social/historical context Weekly Presentation (2x per student /year) Weekly</p>		
<p>Non- Fiction- *Essays/ Articles (selections change annually in support of content and/or connection to novel studies)</p>	<p>Reading for Information and Understanding Reading challenging, thought provoking texts through a variety of lenses- social/cultural, feminist, historical, etc.</p>	<p><i>Close read and analyze documents for information and understanding</i> <i>Margin notes- M.I.P strategy</i></p> <p>Common embedded themes/content Embedded Vocabulary</p>	<p>Peer/group discussions Critical responses Commonlit</p>	<p>On-going</p>
<p>Using MLA Style Modern Language Association RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>What is MLA and why do we need to know it? How do you use MLA for various sources?</p>	<p>Provides standards for writing citations Protection from plagiarism Readers can easily check where you got your information from- citing from different sources</p>	<p>Most written responses Research Paper (connection and collaboration with Global Studies) In-text citations MLA formatting your document Works Cited</p>	<p>On-going</p>
<p>Grammar- NoRedInk</p>	<p>Conventions of English- Parts of Speech Structure of SentencePunctuation</p>	<p>NoRedInk Grammar Lessons Working toward Mastery</p>	<p>Lessons and Sample sentences with dissection/correction</p>	<p>On-going</p>
<p>Introduction to Naviance- Career Research Project- RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>What are the various research tools available? What skills are necessary to complete senior level research work? How can one determine the reliability of individual sources? How does one decipher valuable information from multiple resources? Resume Cover letter Interview</p>	<p>Naviance: Career Survey Road Trip Exploration of the Naviance Website and resources</p>	<p>Graphic Organizer Set up Naviance account</p>	<p>2 weeks</p>

Each Unit above collectively addresses all of the NYS Common Core Standards for ELA & Literacy.

