

Southern Cayuga Central School District – Curriculum Map

Subject: English 9

Title or Topics w/ NYS Standards	Essential Questions	Content Skills	Major Assessments (Tests, Projects, etc.)	Time Frame
"Great Expectations"	<i>What are your high school expectations? - Who are you?</i>	-Sociogram	Cornell/Sketch Notes Sociogram	week 1
<p><i>The Hero's Journey:</i> "Heroes Past & Present"</p> <p>Joseph Campbell's Hero's Journey</p> <p>Novel: <u>Lore</u> Alexandra Bracken</p> <p>Other supplemental videos & text</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</p> <p>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.</p>	<p>Essential Questions: <i>To what extent do the forces that shaped the ancient and medieval worlds affect us today? How do myths and epic tales tie into the notion of heroism and humanity's definition of a hero? What characteristics do heroes possess? How do Archetypes and the idea of a hero fit into our modern world? What is Joseph Campbell's Hero's Journey?</i></p>	<p>SWBT determine and outline the Hero's Journey as it is presented in Bracken's modern day myth <u>Lore</u>. SWBT write and respond to higher level critical questioning that displays a deeper understanding of the content of the novel.</p> <p>Tier 2- Vocabulary Development- Embedded in text</p> <p>Tier 3 - Academic Vocabulary <i>Elements of Greek Drama/ Epic Poetry</i> <i>Hero's Journey - Monomyth</i> <i>Allusion in literature</i> <i>Archetype</i> <i>Myth</i> <i>Tragedy</i> <i>The Fates- Fate</i> <i>Fatal Flaw</i> <i>Hero/Anti-hero</i> <i>cacophony</i> <i>sardonic</i></p> <p>Tier 2- Vocabulary Development- Embedded in text</p>	<p>Chapter SketchNotes: -Key Vocabulary -Figurative Language -Key Understandings/ themes/ motifs -Characterization</p> <p>Lore's Hero's Journey- Choice Project</p> <p>Visual Hero's Journey with Playlist Creative Writing: Write your own modern day myth or mini-epic poem</p>	12 weeks

RL.9-10.3 Analyze complex characters				
<i>Exploration of Literature: Independent Reading</i>	Plot Sequence, reading strategies, literary terms and elements, figurative language. <i>Reading expands understanding of the world, its people and oneself. "Why do people read?" "What do people read?" "What are the benefits of reading?"</i>	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. Students will respond critically through the reader response critical lens. Art of persuasion Public Speaking Skills	Reading Log Plot Sequence Critical Lens Responses Book Summary Defending the Climax Book Review/Google Slides Presentation -	Winter/ Spring
<i>The Tragedy of Romeo and Juliet</i> Shakespeare PRIORITY STANDARDS: .RL.9-10.1 Cite strong and thorough textual evidence to support analysis 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	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	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 Journal Writing Close Read support articles Watch 1969 Franco Zeffirelli version of <i>Romeo and Juliet</i>	Formative Evaluations Quizzes Tests Critical Response Essays Character Analysis: Choose two characters from the play that contributed to R&J's downfall.	6 weeks
Grammar- NoRedInk	Conventions of English- Parts of Speech Structure of Sentence/Punctuation	NoRedInk Grammar Lessons Working toward Mastery	Lessons and Sample sentences with dissection/correction	On-going
Vocabulary : Tier 2 Weekly Words Tier 3 Embedded	Anglo-Saxon Prefix Latin Prefix/Latin Root	Specific and Embedded Vocabulary Weekly words and sentence building using Sketch/Notebook Using Context Clues Strategies- Tier 2 , Tier 3-	Sketch/Notes Vocabulary BINGO Vocabulary Quizzes Using Resources- definition Practical Application/Usage	On-going
<i>The Power of Storytelling</i> Short Stories (Several selections to support concepts and/or to connect to novel studies,	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	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	Formative & Summative Assessments: Classwork, Group work, Stations, Quizzes/Tests, Vocabulary Discussion/cooperative groups Critical Analysis short response	On-going

<p>global studies, current events)</p>	<p>Tension Plot Line Characterization Point of View Theme Figurative Language Symbolism</p> <p>Global Connection to history.</p>	<p>Students will read and write critically. <i>Literary Analysis of several genres of literature: Determine cause / effect Identify similarities / differences Interpret textual inferences Document responses Compare / contrast social awareness Understand subtle nuances / degree of irony Motivation of characters Recognize inter-relationship of plot and subplots Characterize the ramifications of the struggles between good vs. evil</i></p>	<p>Creative Writing – Short Stories</p>	
<p><i>I Am Malala</i> Malala Yousafzai Women Under the Taliban (Documentary) 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>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? Vocab: Islam Taliban Al Qaeda Mujahedeen Sharia Law</p>	<p>Chapter Study Guide: Graphic Organizers Cross-curriculum Connection- Global 9- Vocab: Islam Taliban Al Qaeda Mujahedeen Sharia Law Guide Q/A</p>	<p>Critical Lens: Feminist Theory 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. Who is Malala - Mini Research Malala the Hero! Comic</p>	<p>8 Weeks</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) PRIORITY STANDARDS:</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>Literary terms, Elements of poetry, Close reading strategies, embedded vocabulary</p> <p>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></p> <p>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. Poetry</p>	<p>On-going</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</p> <p>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?</p> <p>How do you use MLA for various sources?</p>	<p>Provides standards for writing citations</p> <p>Protection from plagiarism</p> <p>Readers can easily check where you got your information from- citing from different sources</p>	<p>Most written responses</p> <p>Research Paper (connection and collaboration with Global Studies)</p> <p>In-text citations MLA formatting your document Works Cited</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</p>	<p>What are the various research tools available?</p>	<p>Naviance: Career Survey Road Trip</p> <p>Exploration of the Naviance Website and resources</p>	<p>Graphic Organizer</p> <p>Set up Naviance account</p>	<p>2 weeks</p>

<p>the text says explicitly as well as inferences drawn from the text.</p>	<p>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>			
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Each Unit above collectively addresses all of the NYS Common Core Standards for ELA & Literacy.