

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- Symbolism	Doodle Sketch Notes Sociogram	1week
<i>SEL- Social Emotional Learning- Character Strong</i>	<i>How can we build a more positive, safe, learning environment?</i>	Embedded into the curriculum over the course of the year, the Character Strong curriculum focuses on building the whole student. For the character component of our work, we focus on the Eight Essentials: Patience, Kindness, Humility, Respect, Selflessness, Forgiveness, Honesty, Commitment.	Doodle Notes/OnePagers, Journals and Writing pieces: Ranging from journal responses to formal academic pieces	on-going
<p><i>Knowing Your Audience:</i></p> <p>Email Etiquette</p> <p>PRIORITY STANDARD:</p> <p>RL. 9-10.6- Analyze grasping point of view requires distinguishing what is directly stated from what is really meant.</p>	<p>What is the purpose of email and how can we communicate properly?</p> <p>Tone</p> <p>Voice</p> <p>Rhetoric- 3 Appeals (ethos, logos, pathos)</p> <p>Audience</p> <p>Point of View</p> <p>*addressee *salutation</p> <p>*subject line *body</p> <p>*closing *signature</p> <p>What is rhetoric?</p> <p>Why is it considered an art?</p>	<p>In this lesson students will be able to review digital communication etiquette and learn how to use email as a communication tool.</p> <p>How to properly write an email to any V.I.P:</p> <p>Students will be able to...</p> <ol style="list-style-type: none"> 1. Format an email and use all necessary parts: addressee, subject line, salutation, body, closing, signature 2. Proofread for correct grammar and full sentences. 3. Clearly state the purpose of the email using the appropriate Tone and Voice required for a professional vs. personal email. 4. Understand their audience and employ the appropriate Rhetorical devices (ethos, logos, pathos) 5. Know to save problems, complaints, and other issues for face-to-face discussion. 6. Avoid anything that might be considered rude (check the message over to make sure nothing could be misconstrued). 	<p>Mini- Lesson on Tone, Voice and Aristotle's 3 Appeals: (How to close read and take doodle/sketch notes)</p> <p>Email Mrs. Bartolotta (cc your parents) explaining your understanding of our classroom expectations and rules, especially regarding due dates, cell phone use/access/accessibility and ethics.</p>	2 weeks

<p><i>Mythology & Our World</i></p> <p>Greek Mythology Various supplemental videos & text</p> <p>PRIORITY STANDARDS: 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>RL.9-10.3 Analyze complex characters</p>	<p>Essential Questions: <i>To what extent do the forces that shaped the ancient worlds affect us today?</i> <i>How do myths and epic tales tie into the notion of heroism and humanity's definition of a hero?</i> <i>What characteristics do heroes possess?</i> <i>How do Archetypes and the idea of a hero fit into our modern world?</i></p>	<p>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 Vocabulary for the College Bound Student: Attack #3: Learning Vocabulary Derived from Greek Learning vocabulary derived from mythology 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 Tier 3 - Academic Vocabulary</p>	<p>Chapter SketchNotes: -Key Vocabulary -Figurative Language -Key Understandings/ themes/ motifs -Characterization</p> <p>Visual Hero's Journey with Playlist Creative Writing: Write your own modern day myth or mini-epic poem</p>	<p>6 weeks</p>
<p><i>Exploration of Literature: Independent Reading</i> Fall Winter Spring RL.2- Identify central idea RI.3 Analyze a complex ideas or events and its impact on text 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 W.2 Write informative/explanatory texts to examine and convey complex ideas,</p>	<p>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></p>	<p>Students will independently read a minimum of 3 books, of their choosing, at their reading level (recommendations given) in addition to the novels assigned in class.</p> <p><u>Reading Skills:</u> Students will maintain a reading log. Students will show an understanding of story elements, characterization, figurative language, author's purpose, rhetoric, and theme.</p> <p><u>Writing Skills:</u>Summary, Book Review, Text Analysis essay, Critical Lens essay.</p> <p><u>Speaking Skills:</u> Public Speaking Skills</p>	<p>Reading Log for ALL 3 IRP 1. Book Report Google Slides & Presentation - Dramatis Personae: Character Analysis -Critical Lens - Text Analysis- Figurative Language and Author's Purpose 2. Book Review 3. Figurative Language Report</p>	<p>Fall/ Winter/ Spring</p>
<p>The Tragedy of Romeo and Juliet Shakespeare PRIORITY STANDARDS:</p>	<p>How much of an effect does another person' actions and choices have on others? Vocabulary: Drama</p>	<p>Read sections of the play aloud in class (whole group) Small group read aloud Study Guide Q/A GO-Character Relationships Understanding the Prologue and the Chorus</p>	<p>Formative Evaluations Quizzes Tests Critical Response Essays Character Analysis: Choose</p>	<p>4 weeks</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>Monologue Dramatic monologue Soliloquy Comic relief Foil characters Tragic Flaw</p>	<p>Understand Shakespearean England and spoken language- Modernize verse</p> <p>Journal Writing Close Read support articles Watch 1969 Franco Zeffirelli version of <i>Romeo and Juliet</i></p>	<p>two characters from the play that contributed to R&J's downfall.</p>	
<p>The Conventions of English: Grammar- NoRedInk Daily Oral Language - Q.O.D</p>	<p>What basic issues can we master in order to be more prepared as writers?</p>	<p>NoRedInk-Grammar Lessons :Working toward Mastery Question of the Day (Q.O.D) Daily Oral Language skill practice Including (but not limited to): Parts of Speech Structure of Sentence , Punctuation, Capitalization, Spelling</p>	<p>Lessons and Sample sentences with dissection/correction</p>	<p>On-going</p>
<p>Vocabulary : Tier 2 Weekly Words Tier 3 Embedded</p> <p><i>Vocabulary for the College Bound Student</i>, Amsco</p>	<p>How is language developed? Why is it important to vary and grow our written and spoken vocabulary?</p>	<p>Words derived from Greek Anglo-Saxon Prefix Latin Prefix/Latin Root Specific and Embedded Vocabulary Weekly words and sentence building using SketchNotebook Using Context Clues Strategies- Tier 2 , Tier 3-</p>	<p>Vocabulary for the College Bound Student activities, tests and quizzes SketchNotes WIDE Vocabulary Practical Application/Usage</p>	<p>On-going</p>
<p><i>The Power of Storytelling Short Stories</i></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</i> <i>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>Formative & Summative Assessments: Classwork, Group work, Stations, Quizzes/Tests, Vocabulary Discussion/cooperative groups Critical Analysis short response</p> <p>Creative Writing – Short Stories</p>	<p>On-going</p>

<p>Novel Study: <i>Of Mice and Men</i> John Steinbeck</p> <p>SUPPORTING MATERIALS Photo: Migrant Mother by Dorothea Lange</p> <p>Article: "Letter to My Son" by Ta-Nahisi Coates</p> <p>Article: "Friendship in an Age of Economics" by Todd May</p> <p>Article: "The Harvest Gypsies: Article I" by John Steinbeck (San Francisco News, 1936)</p> <p>Video: "Of Mice and Men (1/10) Movie CLIP - Lennie's Dead Mouse (1992) HD" by Movieclips (YouTube)</p> <p>Article: "John Steinbeck Biography"</p> <p>Poem: "To a Mouse" Dreams from My Father by Barack Obama</p>	<p>What is a novella? What are the boundaries of love and sacrifice, and how do we know when to draw the line?</p> <p>What is friendship? What are the elements that develop these relationships?</p> <p>How is conflict an inevitable part of relationships?</p> <p>What can we learn from previous generations? Continuity and change..</p>	<p>Theme Questions:</p> <ul style="list-style-type: none"> American Dream: Can the American Dream be for everyone? What is the line between dreams and reality? Power: How do power dynamics affect the lives of people? What is the role of an outsider in text? In life? Friendship: What is true friendship? Betrayal and Compassion: When is the hard decision the right one? The compassionate one? When is it betrayal? <p>Skill Questions:</p> <ul style="list-style-type: none"> What techniques does Steinbeck use to convey his ideas in fiction? In nonfiction? What role does conflict play in a novel? How does the author use it to establish mood? Theme? Characterization? 	<p>Text Analysis Essay</p> <p>Chapter Quizzes Unit Exam- Multiple Choice Short Answer Response</p> <p>S.P.Y Analysis Tool</p> <p>Doodle Notes AnnoLighting Strategy - Close Reading</p>	<p>5 weeks</p>
<p><i>Artistic Expression</i> Poetry Personal/emotional response (Selections change annually as support materials to teach concepts and/or to connection to novel studies) PRIORITY STANDARDS: 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 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. 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 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 <u>RL.9-10.1</u> 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>Introduction to Naviance- Career Research Project- <u>RL.9-10.1</u> 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.

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 that is particular to the topic

9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (examine rhetorical strategies, literary elements and devices).

9-10W 1-1a-1f- Writing arguments to support precise claims using appropriate reasoning, tone, vocabulary.