

## **Wilson Area School District Planned Course Guide**

**Title of planned course:** English Nine

**Subject Area:** English

**Grade Level:** 9

**Course Description:** The course is designed to provide students with a firm foundation in basic literary analysis, vocabulary, grammar, and writing. In each unit, the goals of reading, writing, understanding grammar and vocabulary will be intertwined. Vocabulary study, grammar, and writing assignments will be generated from the literature in order to present a unified approach to the study of the English language. The literature is presented by theme as well as by literary technique. Within each unit, students may read short stories, literary nonfiction, poetry, and informational texts. Additionally, freshmen will read a minimum of one independent reading novel per marking period subject to the approval of their English teacher. The course reflects the newly created English Language Arts Common Core State Standards.

**Time/Credit for this Course:** Full Year Course

**Curriculum Writing Committee:** Jodi Guro, Deborah Hockman, Lacy Browne, Casey Smith

## **Wilson Area School District Planned Course Materials**

**Title of planned course:** English Nine

**Textbooks:**

*Literature*, Holt McDougal 2012

**Supplemental Books:**

*To Kill A Mockingbird*, Harper Lee, 1960

*Elements of Language*, Holt, Rinehart, and Winston 2003

**Teacher Resources:**

Teacher resources will be supplied by Holt McDougal. They include ancillary workbooks as well as CD ROMS for test construction; online editions will be available to students and teachers with additional online support such as interactive whiteboard lessons at thinkcentral.com. Supplemental video excerpts are also provided by the company which will reinforce lessons and add an American historical perspective in accordance with the Common Core Standards.

## Wilson Area School District Curriculum Map

### **August and September:**

- Summer Reading Review for students taking College Preparatory English and Honors English
- Students in Basic English Nine will extend the first two units (Narrative Structure and Characterization) in order to have greater success in the beginning of the school year. The pacing of this course will be adjusted for the Basic English classes according to the needs of the students.
- Narrative Structure in Literature
- Paragraph Writing Instruction
- Basic Sentence Structure and Run-on Sentences

### **October:**

- Characterization and Point of View in Literature
- Writing a Literary Criticism
- Quoting from a Text Correctly

### **November:**

- Setting, Mood and Imagery in Literature
- Narrative Writing
- Verb Tense Consistency

### **December:**

- Theme and Symbol in Literature
- Writing a Literary Analysis
- Comma Use in Phrases and Clauses

### **January:**

- *To Kill a Mockingbird*, by Harper Lee (for honors and college prep)
- The Author's Purpose in Literature (for all other freshmen)
- Capitalization and Complex Sentences

### **February:**

- *To Kill a Mockingbird*, by Harper Lee (for honors and college prep)
- Argument and Persuasion in Literary Nonfiction (for all other freshmen)
- Writing a Persuasive Essay
- Parallelism and Gerunds

### **March:**

- The Language of Poetry
- Writing an Analysis of a Poem
- Singular and Plural Possessives; Dashes

**April and May:**

- Shakespearean Drama: The Tragedy of Romeo and Juliet (for college prep and honors students)
- Writing a Critical Review
- Adverbial Clauses and Semicolons
- Exam Preparation

**June:** Final Exams

## Curriculum Scope and Sequence

**Unit:** *The Fault in Our Stars*: Review of Summer Reading

**Time Frame:** Two Weeks

**Common Core Standards:** RL 1-3, RL 4-6, SL 1a-d, LS 3

### **Essential Content/Objectives:**

- Students will review the plot of the novel by correctly incorporating middle school plot terms such as exposition, conflict, climax, falling action, resolution.
- Students will identify major and minor characters in the novel and trace their development.
- Students will identify and discuss major themes and symbols in the novel.
- Students will identify the narrator, the point of view, and evaluate the effectiveness of the narrative choice.

### **Core Activities:**

- Students may take notes independently, with skeleton notes, with graphic organizers, in small groups, with partners, or in large group instruction.
- Students may discuss plot, character, diction, theme, symbol, and point of view in small groups, and/or in large group instruction.

### **Extension:**

- Students may view the film adaptation of *The Fault in Our Stars* in order to compare the medium in which the message of the story is communicated.

### **Remediation:**

- Students struggling with the text may seek additional assistance after school or before school with their teacher.
- Students may view the film adaptation of *The Fault in Our Stars* in order to understand the plot, theme, and characters better.

**Instructional Methods:** Instructional methods may include but are not limited to:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- *The Fault in Our Stars*, by John Green

**Assessments:** Assessments may include but are not limited to

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Textbook generated scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated assessment tools.
- Public speaking

## Curriculum Scope and Sequence

**Unit:** Narrative Structure: The Plot Thickens

**Time Frame:** Four Weeks

**Common Core Standards:** RL 1, RL 3-5, RL 7, RL 10, RI 1-7, RI 10, W 3a-e, W 4-5, W 9a-b, W 10, SL 1-2, SL 4-6, L1b, L2, L2c, L3, L4, L4b-c, L5b, L6

### **Essential Content/Objectives:**

- Students will read *Checkouts*, by Cynthia Rylant, and learn how plot stages, conflict, sequence and time, flashback, and foreshadowing function in a work of literature.
- Students will read *The Most Dangerous Game*, by Richard Connell, and learn how conflict and visualization work to create a narrative.
- Students will read *The Gift of the Magi*, by O. Henry, and focus on the function of irony and predictions in a narrative.
- Students will read *Four Good Legs Between Us*, an excerpt from *Seabiscuit*, and *Races on the Radio: Santa Anita Handicap* (a radio transcript) and focus on synthesizing information and drawing conclusions.
- Students will read *The Raven* and *Incident in a Rose Garden* and focus on narrative poetry, strategies for reading poetry.
- Students will study vocabulary in the context of each work of literature listed.
- Students will use academic vocabulary in class discussion and assignments.
- Students will write a well-developed paragraph complete with a topic sentence, clincher, and appropriate transitions. The paragraph may in some aspect reflect the literature read through the course of the unit.
- Students will begin to learn to edit each others' work with teacher direction.
- Students will learn the basic parts of a sentence and will demonstrate their ability to write sentences in a paragraph. They will learn the difference between a complete sentence, a run-on sentence, and a fragment.

### **Core Activities:**

- Students will complete the *Text Analysis Workshop* which focuses on plot and conflict through short excerpts of literature.
- Students may listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Students may take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques.
- Students will engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.

- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words.
- Students will extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.
- Students will write an organized, well-developed, coherent paragraph in multiple drafts.
- Students may complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts.

### **Extension:**

- Students may read other works in the unit that focus on *The Plot Thickens: Narrative Structure* such as *A Sound of Thunder*, by Ray Bradbury; *The Rights to the Streets of Memphis from Black Boy*, by Richard Wright; and *Sorry, Right Number*, by Stephen King.
- Students may be interested in reading novels that are related to this unit. This list is available on page 198 of their textbook and includes novels such as *The Natural*, by Bernard Malamud and *Shoeless Joe*, by W. P. Kinsella.
- Additional selection questions and ideas for extension are available in Resource Manager Unit 1.
- Students will be encouraged to use vocabulary words from the unit in their own writing.

### **Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to the tutoring lab for review or completion of assignments.
- Students may use Level Up Online tutorials.
- Teachers may use additional grammar exercises available in *Elements of Language* in teaching sentence structure to struggling students.

### **Instructional Methods:** Instructional methods may include but are not limited to:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- White board lessons
- Power point presentations



- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- *Literature*, Holt McDougal Teacher's Edition Grade 9
- Resource Manager Unit 1
- Language Handbook
- Vocabulary Practice
- Best Practices Toolkit
- PowerNotes
- Connections: Nonfiction for the Common Core
- Teacher One Stop
- Student One Stop
- MediaSmart
- WriteSmart
- GrammarNotes
- WordSharp
- *Elements of Language*, Holt Rinehart, and Winston, 2003

**Assessments:** Assessments may include but are not limited to:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Textbook-generated scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated assessment tools.

## Curriculum Scope and Sequence

**Unit:** Characterization and Point of View: People Watching

**Time Frame:** Four weeks

**Common Core Standards:** RL 1, RL 3-4, RL 6-7, RL 10, RI 1-7, RI 10, W 1a-e, W2b-c, W 4-5, W 9a-b, W 10, SL 1a-d, SL 2-4, L 1b, L 2-4, L 4a,c, L 51, L6

### **Essential Content/Objectives:**

- Students will read *Text Analysis Workshop: Character and Point of View* and learn the concepts of point of view, character traits, and motivation in fiction and nonfiction.
- Students will read *The Necklace*, by Guy de Maupassant, and make inferences about character motivation.
- Students will read *I Know Why the Caged Bird Sings*, a literary nonfiction text by Maya Angelou, and analyze characterization in an autobiography.
- Students will read *Rosa Parks*, by Douglas Brinkley, a biography in which students will analyze characterization in different genres as well as a purpose for reading.
- Students will read *Rosa*, by Rita Dove, a poem that takes on a similar subject in a different genre. Students will compare the use of different genres to treat one subject.
- Students will write a literary criticism of one piece of literature that they have read in this unit.
- Students will learn to quote correctly from a piece of literature and incorporate evidence from the text in their literary criticism.
- Students will use transitional words effectively.
- Students will incorporate previous grammar lessons and skills into current writing.
- Students will use academic vocabulary in class discussion and assignments.

### **Core Activities:**

- Students will complete the *Text Analysis Workshop* which focuses on point of view, character traits, and motivation through short excerpts of literature.
- Students may listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Students may take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques.
- Students will engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.

- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words.
- Students will extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.
- Students will write a literary criticism paper which incorporates direct evidence from the text as well as inferences based on the text.
- Students may complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts.

### **Extension:**

- Some classes may be ready to write an essay at this point. These classes should discuss essay structure including introductions with a clear thesis statement, conclusions, and appropriate transitions.
- Some classes may be ready for further reading in this unit which may include *Pancakes*, by Joan Bauer; *A Voice*, by Pat Mora; and *My Father's Song*, by Simon J. Ortiz.
- Additional selection questions and ideas for extension are available in Resource Manager Unit 2.
- Additional novels for independent reading related to this unit are available on page 326 of the textbook. Two examples of related texts are *Into the Wild*, by John Krakauer and *Pride and Prejudice*, by Jane Austen.

### **Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to the tutoring lab to review or complete work.
- Students may use Level Up Online tutorials.
- Teachers may use additional grammar exercises available in *Elements of Language* in teaching sentence structure to struggling students.

### **Instructional Methods:** Instructional methods may include but are not limited to:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- White board lessons
- Power point presentations
- Games, puzzles, jigsaws

- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials and Resources:**

- *Literature*, Holt McDougal Teacher's Edition Grade 9
- Resource Manager Unit 2
- Language Handbook
- Vocabulary Practice
- Best Practices Toolkit
- PowerNotes
- Connections: Nonfiction for Common core
- Teacher One Stop
- Student One Stop
- WriteSmart
- GrammarNotes
- WordSharp
- *Elements of Language*, Holt Rinehart, and Winston, 2003

**Assessments:** Assessments may include but are not limited to:

- class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Textbook-generated scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated assessment tools.

## Curriculum Scope and Sequence

**Unit:** Setting, Mood, and Imagery: A Sense of Place

**Time Frame:** 4.5 weeks

**Common Core Standards:** RL 1, RL 3-5, RL 7, RL 10, RI 1-2, RI 4, RI 6, W 2b, W 3a-e, W 4-6, W 9a, W10, SL 1-2, SL 5, L 1, L 1b, L 2, L 2c, L 3-4, L 4a-d, L 5b, L 6

### **Essential Content/Objectives:**

- Students will read the *Text Analysis Workshop: Setting, Mood, and Imagery* and analyze the effect setting has on characters, conflict, imagery and mood.
- Students will read *A Christmas Memory*, by Truman Capote, and examine the details of the setting to determine the purpose of the imagery the author employs.
- Students will read *Through the Tunnel*, by Doris Lessing, in order to understand the setting itself can be symbolic.
- Students will read *The Cask of Amontillado*, by Edgar Allan Poe, to identify mood and its relationship to setting.
- Students will read *A Walk in the Woods*, an excerpt from this informational text of literary nonfiction by Bill Bryson, in order to evaluate how setting and mood in nonfiction may affect the author's perspective.
- Students will read *Wilderness Letter*, a letter written by Wallace Stegner, in order to gain practice in reading and citing evidence from primary sources.
- Students will learn to use participles in writing.
- Students will review the use of quotation marks.
- Students will incorporate previous grammar strategies into their current writing.
- Students will use academic vocabulary in class discussion and assignments.

### **Core Activities:**

- Students will complete the *Text Analysis Workshop* which focuses on setting, mood, and imagery in short excerpts of literature.
- Students may listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Students may take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques.
- Students will engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete

exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words.

- Students will extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.
- Students may complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts.

**Extension:**

- Students may read additional works related to the theme, *A Sense of Place*, which may include *The Sharks*, by Denise Levertov, and *The Peace of Wild Things*, by Wendell Berry.
- Additional selection questions and ideas for extension are available in Resource Manager Unit 3.
- Students may be interested in reading additional novels related to the unit theme. A list which includes titles like *The Call of the Wild*, by Jack London, and *One Flew Over the Cuckoo's Nest*, by Ken Kesey, is available on page 430 of the textbook.
- Students may write a portion or a complete narrative short story.

**Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to review or complete work in the tutoring lab.
- Students may use Level Up Online tutorials.
- Teachers may use additional grammar exercises available in *Elements of Language* in teaching sentence structure to struggling students.

**Instructional Methods:** Instructional methods may include but are not limited to:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- White board lessons
- Power point presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction

**Materials and Resources:**

- *Literature*, Holt McDougal Teacher's Edition Grade 9
- Resource Manager Unit 3
- Language Handbook
- Vocabulary Practice
- Best Practices Toolkit
- PowerNotes
- Connections: Nonfiction for Common Core
- Teacher One Stop
- Student One Stop
- MediaSmart
- WriteSmart
- GrammarNotes
- WordSharp
- *Elements of Language*, Holt Rinehart, and Winston, 2003

**Assessments:** Assessments may include but are not limited to:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Textbook-generated scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated assessment tools.

## Curriculum Scope and Sequence

**Unit:** Theme and Symbol: Getting the Message

**Time Frame:** 4.5 weeks

**Common Core Standards:** RL 1-4, RL 6-7, RL 10, RI 1-6, RI 10, W 2a-f, W 4-5, W 9a-b, W 10, SL 1a-d, SL 4, L 1b, L 2c, L 3, L 4a-d, L 5, L 5b, L 6

### **Essential Content/Objectives:**

- Students will read the *Text Analysis Workshop: Theme and Symbol* which will focus on identifying universal themes and symbols.
- Students will read *The Scarlet Ibis*, by James Hurst, and identify the symbols as well as make inferences about characters.
- Students will read *Poem on Returning to Dwell in the Country*, by T'ao Ch'ien; *My Heart Leaps Up*, by William Wordsworth; and *The Sun*, by Mary Oliver to determine universal themes in poetry.
- Students will purposefully compare themes across different genres while reading *Two Kinds*, by Amy Tan, and *Rice and Rose Bows Blues* by Diane Mei Lin Mark.
- Students will write an analysis of theme and/or symbol in a work read in this unit.
- Students will learn to use commas in relation to phrases and clauses.
- Students will incorporate previous grammar lessons and skills into their current writing.
- Students will use academic vocabulary in class discussion and assignments.

### **Core Activities:**

- Students will complete the *Text Analysis Workshop* which focuses on theme and symbol in short excerpts of literature.
- Students may listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Students may take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques.
- Students will engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words.



- Students will extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.
- Students may complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts.
- Students will participate in editing which may include teacher-directed editing, peer editing, group editing, and/or class editing.

**Extension:**

- Students may read additional works related to the theme, *Getting the Message*, such as *The Sniper*, by Liam O’Flaherty; *Marigolds*, by Eugenia Collier; *Math and After Math*, by Lensey Maioka, *The Future in My Arms*, by Edwidge Danticat.
- Additional selection questions and ideas for extension are available in Resource Manager Unit 4.
- Students may be interested in reading additional novels related to the unit theme. A list of novels such as *The Once and Future King*, by T.H. White, and *The Other Side of the Mountain*, by Evans G. Valens, occurs on page 548 of the textbook.

**Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to tutoring lab to review or complete assignments.
- Students may use Level Up Online tutorials.
- Teachers may use additional grammar exercises available in *Elements of Language* in teaching sentence structure to struggling students.

**Instructional Methods:** Instructional methods may include but are not limited to:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- White board lessons
- Power point presentations
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Projects created by groups, partners, or individuals
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- *Literature*, Holt McDougal Teacher's Edition Grade 9
- Resource Manager Unit 4
- Language Handbook
- Vocabulary Practice
- Best Practices Toolkit
- PowerNotes
- Connections: Nonfiction for Common Core
- Teacher One Stop
- Student One Stop
- WriteSmart
- GrammarNotes
- WordSharp
- *Elements of Language*, Holt Rinehart, and Winston, 2003

**Assessments:** Assessments may include but are not limited to:

- Class discussion
- Individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Textbook-generated scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated assessment tools.

## Curriculum Scope and Sequence

**Unit:** To Kill a Mockingbird

*Note: This unit is designed for students who are taking Honors or College Prep English Nine. Students in other classes will substitute the two units following this one.*

**Time Frame:** 7 weeks

**Common Core Standards:** RL 1-2, RL 3-4, RL4- 6,SL 1, LS 3, W 1a-e, W 4-5, W 9a-b, W 10, SL 1a-d, SL 2, SL 3, SL 6, L 1, L 1a, L 2, L 2c, L 3, L 4, L 4c, L 51, L 6

### **Essential Content/Objectives:**

- Students will read *To Kill a Mockingbird*, by Harper Lee.
- Students will learn about the historical setting of the novel.
- Students will learn about realism and realistic diction.
- Students will identify elements of plot: exposition, rising action, climax, falling action, resolution.
- Students will trace character development throughout the novel.
- Students will identify and discuss major themes in the novel.
- Students will identify and discuss symbolism in the novel.
- Students will identify and discuss the narrator, the point of view, and evaluate the effectiveness of the narrative choice.
- Students will discuss and evaluate the current relevance of the novel.
- Students will incorporate previous grammar lessons and skills into their current writing.
- Students will write a persuasive text related to the novel.
- Students will review capitalization and complex sentences.
- Students will use academic vocabulary in class discussion and assignments.

### **Core Activities:**

- Students will read the novel aloud or independently according to the teacher's discretion and the needs of the students.
- Students may take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques.
- Students will engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words.

- Students will extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.
- Students may complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts.
- Students will write a persuasive text.
- Students may write and deliver a speech if time allows.
- Students will participate in editing which may include teacher-directed editing, peer editing, group editing, and/or class editing.

**Extension:**

- Students may complete historical research into the Civil Rights movement.
- Students may watch the movie in order to compare the effectiveness of the message in two different sources.

**Remediation:**

- Students may seek additional help from teachers before and after school.
- Students may use an audio version of the novel.
- Students may watch the movie in order to reinforce the novel but not supplant it.
- Teachers may use additional grammar exercises available in *Elements of Language* in teaching sentence structure to struggling students.

**Instructional Methods:** Instructional methods may include but are not limited to:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- White board lessons
- Power point presentations
- Projects created by groups, partners or individuals
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- *To Kill a Mockingbird*, Harper Lee
- Language Handbook
- Vocabulary Practice
- Best Practices Toolkit
- PowerNotes
- WriteSmart
- GrammarNotes
- WordSharp
- *Elements of Language*, Holt Rinehart, and Winston, 2003

**Assessments:** Assessments may include but are not limited to:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Textbook-generated scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated assessment tools.

## Curriculum Scope and Sequence

**Unit:** Author's Purpose: Ideas Made Visible

**Time Frame:** 4.5 weeks

**Common Core Standards:** RL 1, RL 3-4, RL 6, RL 10, RI 2-7, RI 1-, W 2a-f, W 4-7, W 9b, W 10, SL 1-2, SL 5, L 1b, L 2, L 2c, L 4, L 4a-c, L 5a, L 6

### **Essential Content/Objectives:**

- Students will read the Text Analysis Workshop: Author's Purpose and focus on purpose, organization, and format in literature.
- Students will read the National Geographic article *Who Killed the Iceman* as well as *Skeletal Sculptures*, a process description, in order to practice taking notes and to become cognizant of text features.
- Students will read *The Lost Boys*, a magazine article by Sara Corbett, to identify the author's purpose and interpret graphic aids.
- Students will read *Consumer Documents: From the Manufacturer to You* in order to gain experience reading consumer documents and to understand that sometimes reading rates must be adjusted according to the complexity of the text.
- Students will incorporate previous grammar lessons and skills into their current writing.
- Students will write a business letter to convey written information in a standard format.
- Students will review capitalization and complex sentences.
- Students will use academic vocabulary in class discussion and assignments.

### **Core Activities:**

- Students will complete the *Text Analysis Workshop* which focuses on the author's purpose and perspective as well as organization and format in short excerpts of literature.
- Students may listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Students may take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques.
- Students will engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete

exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words.

- Students will extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.
- Students may complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts.
- Students will write a business letter.
- Students will participate in editing which may include teacher-directed editing, peer editing, group editing, and/or class editing.

### **Extension:**

- Students may read additional works related to the theme, Ideas Made Visible, such as *Island Morning*, a descriptive essay by Jamaica Kincaid; *Georgia O'Keeffe*, a biographical essay by Joan Didion; *Nine Coal Miners Brought Up Safely*, presented by NBC News; *All Nine Pulled Alive from Mine*, presented by CNN.com; *The Open Window*, by Saki; and an excerpt from *The House on Mango Street*, by Sandra Cisneros.
- Additional selection questions and ideas for extension are available in Resource Manager Unit 5.
- Students may be interested in reading additional novels related to the unit theme. A list of novels such as *The Kitchen God's Wife*, by Amy Tan, and *Fahrenheit 451*, by Ray Bradbury, is available on page 650 of the textbook.

### **Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to tutoring lab to review or complete assignments.
- Students may use Level Up Online tutorials.
- Teachers may use additional grammar exercises available in *Elements of Language* in teaching sentence structure to struggling students.

### **Instructional Methods:** Instructional methods may include but are not limited to:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- White board lessons
- Power point presentations
- Projects created by groups, partners or individuals
- Games, puzzles, jigsaws

- Class editing, peer editing, independent editing
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- *Literature*, Holt McDougal Teacher's Edition Grade 9
- Resource Manager Unit 5
- Language Handbook
- Vocabulary Practice
- Best Practices Toolkit
- PowerNotes
- Connections: Nonfiction for Common Core
- Teacher One Stop
- Student One Stop
- MediaSmart
- WriteSmart
- GrammarNotes
- WordSharp
- *Elements of Language*, Holt Rinehart, and Winston, 2003

**Assessments:** Assessments may include but are not limited to:

- Class discussion, individual discussion
- Quizzes, tests
- Writing assignment rough and/or final drafts
- Games, puzzles
- Textbook-generated scoring rubrics, teacher-generated scoring rubrics, or other teacher-generated assessment tools.



## Curriculum Scope and Sequence

**Unit:** Argument and Persuasion: Taking Sides

**Time Frame:** 2.5 weeks

**Common Core Standards:** RL 1-2, RL 10, RI 1-10, WW 1a-e, W 4-5, W 9a-b, W 10, SL 1a-d, SL 2, SL 3, SL 6, L 1, L 1a, L 2, L 2c, L 3, L 4, L 4c, L 51, L 6

### **Essential Content/Objectives:**

- Students will complete the *Text Analysis Workshop: Argument and Persuasion* which will focus on elements of argument, persuasive techniques, and rhetorical devices.
- Students will read and view the *I Have a Dream* speech, by Dr. Martin Luther King Jr., to understand the historical context of the speech as well as identify the author's use rhetorical devices to further an argument.
- Students will read *Testimony Before the Senate*, a speech by Michael J. Fox, in order to learn and practice the elements of summary and understand persuasive techniques used in a speech.
- Students will read *How Private is Your Life*, by Andrea Rock, and *The Privacy Debate: One Size Doesn't Fit All* to differentiate between fact and opinion while recognizing bias.
- Students will write a persuasive essay using techniques learned in the literature lessons.
- Students will use gerunds and parallel structures effectively in writing.
- Students will incorporate previous grammar lessons and skills into their current writing.
- Students will use academic vocabulary in class discussions and assignments.

### **Core Activities:**

- Students will complete the *Text Analysis Workshop* which focuses on argument and persuasion in short excerpts of literature.
- Students may listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Students may take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques.
- Students will engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete

exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words.

- Students will extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.
- Students may complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts.
- Students will write a persuasive essay.
- Students will participate in editing which may include teacher-directed editing, peer editing, group editing, and/or class editing.

### **Extension:**

- Students may read additional works related to the theme, *Taking Sides*, such as “*Billy Thomas*,” a public service announcement from the Boys and Girls Clubs of America; “*Life is Calling*,” a public service announcement from the Peace Corps; *Primal Screen*, an essay by Ellen Goodman; *The Pedestrian*, a short story by Ray Bradbury; and *TV Master*, an advertisement.
- Additional selection questions and ideas for extension are available in Resource Manager Unit 6.
- Students may be interested in reading additional novels related to the unit theme. A list of novels such *The Firm*, by John Grisham, and *Still Me*, by Christopher Reeve, is available on page 736 of the textbook.

### **Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to review or complete an assignment in the tutoring lab.
- Students may use Level Up Online tutorials.
- Teachers may use additional grammar exercises available in *Elements of Language* in teaching sentence structure to struggling students.

**Instructional Methods:** Instructional methods may include but are not limited to:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- White board lessons
- Power point presentations
- Projects created by groups, partners or individuals
- Games, puzzles, jigsaws

- Class editing, peer editing, independent editing
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- *Literature*, Holt McDougal Teacher's Edition Grade 9
- Resource Manager Unit 6
- Language Handbook
- Vocabulary Practice
- Best Practices Toolkit
- PowerNotes
- Connection: Nonfiction for Common Core
- Teacher One Stop
- Student One Stop
- MediaSmart
- WriteSmart
- GrammarNotes
- WordSharp
- *Elements of Language*, Holt Rinehart, and Winston, 2003

## Curriculum Scope and Sequence

**Unit:** The Language of Poetry: Special Effects

**Time Frame:** Two weeks

**Common Core Standards:** RL 1-4, RL 10, RI 2, RI 4, RI 10, W1a-b, W2a-f, W 4-5, W 9a, W 10, SL 1, SL 4, SL 6, L 1, L 1b, L 2, L 2c, L 4, L 4c, L s

### **Essential Content/Objectives:**

- Students will read the *Text Analysis Workshop: The Language of Poetry* and focus on form, poetic elements, sound devices, imagery, and figurative language.
- Students will read three poems about nature entitled *Spring is like a perhaps hand*, by E. E. Cummings; *Today*, by Billy Collins; *Elegy for the Giant Tortoises*, by Margaret Atwood in order to identify an elegy, evaluate diction, and paraphrase poetry.
- Students will read *My Papa's Waltz*, by Theodore Roethke, in order to identify lyric poetry and evaluate how imagery enables readers to make inferences about the author's purpose.
- Students will read *The Road Not Taken*, by Robert Frost, in order to understand the elements and purpose of a dramatic monologue and review theme and symbolism in poetry.
- Students will write an analysis of a poem.
- Students will review possessives and their punctuation as well as dashes.
- Students will incorporate grammar lessons and skills learned earlier in the year into their current writing.
- Students will use academic vocabulary in class discussions and assignments.

### **Core Activities:**

- Students will complete the *Text Analysis Workshop* which focuses on form, poetic elements, sound devices, imagery, and figurative language.
- Students may listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Students may take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques.
- Students will engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete

exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words.

- Students will extend their academic vocabulary through a variety of methods which may include note taking, class discussion, worksheets, graphic organizers, games, flashcards, writing assignments, quizzes, and tests.
- Students may complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts.
- Students will write a poetry analysis.
- Students will participate in editing which may include teacher-directed editing, peer editing, group editing, and/or class editing.

### **Extension:**

- Students may write poetry to practice applying their understanding of poetic devices and to express their inner artist.
- Students may listen to music with lyrics that are similar in theme or style to poems that they have read. They may compare the lyrics to the poems and evaluate how the sound of the music works with the theme or style. Projects, activities, and writing assignments may be assigned on this subject.
- Students may read and analyze, discuss, or write about the other poems in this unit such as *Not in a Silver Casket. . .*, by Edna St. Vincent Millay; *I Am Offering This Poem*, by Jimmy Santiago Baca; *I Ask My Mother to Sing*, by Li-Young Lee; *Grape Sherbet*, by Rita Dove; *400-Meter Free Style*, by Maxine Kumin; *Bodybuilders' Contest*, by Wislawa Szymborska; *For Poets*, by Al Young; *Ode to My Socks*, by Pablo Neruda; *egg horror poem*, by Laurel Winter; *O What Is That Sound*, by W. H. Auden; and *The Seven Ages of Man*, by William Shakespeare.
- Students may compare themes from poems that they have read in this unit to works in other genres with similar themes. They may analyze how an author uses a genre to express a similar theme and evaluate the effectiveness of the genre.

### **Remediation:**

- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to the tutoring lab in order to review or complete and assignment.
- Students may use Level Up Online tutorials.
- Teachers may use additional grammar exercises available in *Elements of Language* in teaching sentence structure to struggling students.

**Instructional Methods:** Instructional methods may include but are not limited to:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- White board lessons
- Power point presentations
- Projects created by groups, partners or individuals
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- *Literature*, Holt McDougal Teacher's Edition Grade 9
- Resource Manager Unit 7
- Language Handbook
- Vocabulary Practice
- Best Practices Toolkit
- PowerNotes
- Connections: Nonfiction for Common Core
- Teacher One Stop
- Student One Stop
- WriteSmart
- GrammarNotes
- WordSharp
- *Elements of Language*, Holt Rinehart, and Winston, 2003

## Curriculum Scope and Sequence

**Unit:** Shakespearean Drama: *The Tragedy of Romeo and Juliet*

**Time Frame:** Six weeks

**Common Core Standards:** RL 1-6, RL 9-10, RI 2-3, RI 8, RI 10, W 1a-e, W 4-s, W 9, RL 7, W 9a, RL 9, W 9b, RL 8, W 10, SL 1, SL 1a, SL 2, WL 3, L 1, L 1a, L 1b, L 2a, L 3, L 4, L 4a-d, L 5a L 6

### **Essential Content/Objectives:**

- Students will understand and be able to discuss the history of William Shakespeare's theater.
- Students will be able to read and discuss *Romeo and Juliet*.
- Students will be able to identify and discuss dramatic techniques and literary techniques employed by Shakespeare.
- Students will identify the key attributes of a critical review.
- Students will learn to identify and apply adverbial clauses in their writing.
- Students will use semicolons correctly.
- Students will incorporate previous grammar lessons and skills into current writing.
- Students will use academic vocabulary in class discussion and assignments.

### **Core Activities:**

- Students will read and take notes on *Shakespeare's World*.
- Students will complete the *Text Analysis Workshop: Shakespearean Drama*.
- Students will read and take notes on *The Tragedy of Romeo and Juliet* introductory information.
- Students will read *The Tragedy of Romeo and Juliet* including the prologue and acts one through five.
- Students will read *Great Movies: Romeo and Juliet*, a critical review.
- Students will complete the *Text Analysis Workshop* which focuses on characteristics of Shakespearean tragedy, the language of Shakespeare, and tips on reading Shakespeare.
- Students may listen to, read aloud, or read independently the texts listed above according to the teacher's discretion and the needs of the students.
- Students may take notes independently or through guided note-taking processes such as skeleton notes or graphic organizers. Students may also answer questions at the end of a reading or participate in teacher-generated activities which further the understanding of the theme and/or literary techniques.
- Students will extend their academic vocabularies through a variety of methods which may include note taking, class discussions, worksheets, graphic organizers, games, and flashcards.

- Students will engage in classroom discussions that may include but are not limited to theme, literary techniques, characters, and students' personal involvement with the text.
- Students will develop their vocabulary through the study of vocabulary in context. Students may study word roots, prefixes, and suffixes, complete exercises, apply their knowledge through writing, play games, and create study tools (like flashcards) in order to reinforce the words.
- Students will extend their academic vocabulary.
- Students may complete both teacher-generated and/or textbook generated grammar exercises as needed, as well as create their own examples of grammar concepts. Games, group activities, and partner activities may also be used to reinforce grammar concepts.
- Students will write a critical review.
- Students will participate in editing which may include teacher-directed editing, peer editing, group editing, and/or class editing.
- Students will incorporate previous grammar lessons and skills into their current writing.

### **Extension:**

- Students may perform parts of the drama.
  - Students may recite the prologue.
  - Students may perform a particular scene.
  - Students may rewrite a scene to reflect a modern but similar situation with modern diction, setting, and characters.
- Students may research The Globe Theater in more detail by taking an online virtual tour.
- Students may research aspects of Elizabethan culture to further understand Shakespeare's life and times. Such aspects might include food, games, garb, rituals like weddings and funerals, social classes, law and justice.
- Students may write a critical review.

### **Remediation:**

- Some classes may read excerpted sections of the play rather than the play in its entirety based on the teacher's discretion and time remaining in the school year.
- Teachers may use the Adapted Reader or the Interactive Reader published by Holt McDougal which contains more guided reading strategies for struggling students.
- Students may seek additional help from teachers before and after school as well as in the tutoring lab.
- Students may be assigned to tutoring lab in order to review or complete assignments.
- Students may use Level Up Online tutorials.
- Teachers may use additional grammar exercises available in *Elements of Language* in teaching sentence structure to struggling students.



**Instructional Methods:** Instructional methods may include but are not limited to:

- Direct instruction
- Large and small group discussion
- Independent practice, group practice
- White board lessons
- Power point presentations
- Projects created by groups, partners or individuals
- Games, puzzles, jigsaws
- Class editing, peer editing, independent editing
- Reading support techniques such as talking to the text in various formats as well as other teacher-generated activities focusing on the literature, grammar, vocabulary and writing instruction.

**Materials and Resources:**

- *Literature*, Holt McDougal Teacher's Edition Grade 9
- Resource Manager Unit 10
- Language Handbook
- Vocabulary Practice
- Best Practices Toolkit
- PowerNotes
- Connections: Nonfiction for Common Core
- Teacher One stop
- Student One Stop
- MediaSmart
- WriteSmart
- GrammarNotes
- WordSharp
- *Elements of Language*, Holt Rinehart, and Winston, 2003