

BCCS
9th Grade ENGLISH Curriculum Map
 (No Revision date as of 5-14-09)

Month	Content What topic(s) is being covered and what is the important vocabulary? What do students need to know	Skills What do students have to be able to do connected to the Content?	Essential Questions What are fundamental, enduring questions that will guide study and instruction?	Standards/ Benchmarks What benchmarks are met through this topic?	Instruction What activities are used to develop the skills and knowledge?	Resources What materials, texts, videos, internet, software, or human resources support instruction?	Assessment What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
September	<p>Topic:</p> <p><u>Pre-writing assessment: Biography</u></p> <p><u>Intro to Journal Writing</u> (ongoing)</p> <p><u>Spelling</u>, (once a week)</p> <p><u>Elements of Writing</u> (ongoing)</p> <p><u>Elements of Speaking : Talk-A-Minute</u> (ongoing, once a week, for six weeks)</p> <p><u>Independent Reading</u> (ongoing)</p> <p><u>Short Story Unit</u> (six weeks)</p> <p><u>*See October</u></p>	<p>Vocabulary:</p> <p><u>Spelling</u> (Based on early writing assignments, and prepared lists)</p>	<p>Writing and Spelling</p> <ul style="list-style-type: none"> • Demonstrate ability to write clear, grammatically correct sentences, paragraphs and compositions • Use quality narrative and informative text in their writing • Demonstrate ability to write a five-paragraph essay, using all components. • Write with focus, organization, unity, coherence and purpose • Use appropriate voice for specific audiences. • Revise and edit writing for correct use of language, spelling, punctuation and capitalization. • Work cooperatively with others while peer editing. • Integrate voice and tone in their writing so it is authentic and compelling. • Demonstrate organization and transitions in writing. • Write a five-paragraph essay. <p>SPEAKING</p> <ul style="list-style-type: none"> • Gain confidence as a speaker, both formally and informally. • Demonstrate proper use of active and passive voice. • Evaluate their power to use voice to inform, persuade, entertain and inspire. • Use the English language effectively. • Distinguish his/herself as an effective communicator. 	<p>Writing</p> <ul style="list-style-type: none"> • What is a fluent writer? • Can you identify a clear, grammatically correct sentence? • Can you demonstrate fluency in writing mechanics? • What is narrative and informative text in writing? • How do you integrate voice and tone in their writing so it is authentic and compelling? • How do you edit to improve your fluency in writing? • Can you demonstrate organization and transitions in writing? • Can you use varied sentence structure? • Can you demonstrate spelling, vocabulary and usage in your writing? • Can you work cooperatively with others while peer editing? • Can you integrate tone and voice? • Can you write a five-paragraph descriptive essay? 	<p>I CS 2 HS 3, 4</p> <p>I CS 3 HS 1, 3, 4, 7</p> <p>II CS 4 HS 1</p> <p>III CS 5 HS 1</p> <p>IV CS 6 HS 1, 2</p> <p>V CS 7 HS 1, 2, 3</p> <p>VI CS 8 HS 1</p> <p>Biography Project Student interviews a classmate and then provides a written biography, as well as collage to represent their subject.</p> <ul style="list-style-type: none"> • Brainstorming, outline • Rough Draft • Peer editing • Teacher writing conference • Final draft • Class presentation <p>Writing</p> <ul style="list-style-type: none"> • Students respond to several writing prompts (various topics based on class choice) in paragraph form • Students share their prompts in groups; or, whole-class. • Warm-ups: Students write journal responses on a daily basis; entire school year. • Students compose a five-paragraph descriptive essay, using five senses based on an outdoor observational trip. Includes a multi-step writing process, including pre-writing, outline, rough draft, peer editing, teacher conference & final draft. 	<p>Biography</p> <ul style="list-style-type: none"> • Instruction Sheet • Teacher-generated rubric • Prentice Hall Writer's Companion • Gary R. Muschla's "Writing Workshop Survival Kit" • Teacher-generated outlines, brainstorming grids, peer-editing and teacher conference sheets. • Materials for collage provided by student. <p>Writing</p> <ul style="list-style-type: none"> • Teacher-generated writing prompts (Blooms, MEAP, Writer's Companion, Writing Survival Kit) • Writing process outline • Rubric <p>Spelling</p> <ul style="list-style-type: none"> • Spelling lists generated from their own writing/teacher-generated lists/Teacher's Companion of Word Lists/Prentice Hall Writer's Companion 	<p>Biography</p> <ul style="list-style-type: none"> • Narrative essay (rubric) • Peer check-list • Brainstorming / outline • Rough Draft • Teacher conference • Oral presentation (rubric) • Collage (rubric) <p>Writing</p> <ul style="list-style-type: none"> • Paragraph writing prompts (rubric) • Journal writing responses (warm-ups, points per response) • Five-paragraph descriptive essay. <p>Spelling</p> <ul style="list-style-type: none"> • Spelling and usage tests <p>Speaking</p> <ul style="list-style-type: none"> • Speech outline • Speech <p>Independent Reading</p> <ul style="list-style-type: none"> • Writing prompts (rubric) • Independent project (rubric) • Silent reading in library

BCCS
9th Grade ENGLISH Curriculum Map
 (No Revision date as of 5-14-09)

Month	Content What topic(s) is being covered and what is the important vocabulary? What do students need to know		Skills What do students have to be able to do connected to the Content?	Essential Questions What are fundamental, enduring questions that will guide study and instruction?	Standards/ Benchmarks What benchmarks are met through this topic?	Instruction What activities are used to develop the skills and knowledge?	Resources What materials, texts, videos, internet, software, or human resources support instruction?	Assessment What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
September Continued	Topic:	Vocabulary:	INDEPENDENT READING <ul style="list-style-type: none"> • Select, read and respond thoughtfully and creatively to both classic and contemporary text. • Implement their own strategies when encountering unfamiliar texts. • Demonstrate a growing fluency in vocabulary. 	SPEAKING (ongoing) (Talk-a-Minutes) <ul style="list-style-type: none"> • What is an effective communicator? • How do you gain confidence as a speaker, both formally and informally? • What is passive voice? • What is active voice? • How do you use voice to inform, persuade, entertain and inspire? • Can you use the English effectively as a speaker? Independent reading <ul style="list-style-type: none"> • How does one select, read and respond thoughtfully and creatively to both classic and contemporary literature? • What kinds of strategies do you use when encountering unfamiliar texts? • What kind of strategies do you use when encountering unfamiliar words? 		Spelling <ul style="list-style-type: none"> • Students will spell words from lists created by teacher; then use those words properly in a sentence. Speaking <ul style="list-style-type: none"> • Students are introduced to elements of speech • Students prepare two-minute speeches using approved outline, based on specific topic and speech type (entertain, inform, persuade, etc.) • Students are also graded on listening skills. Independent Reading <ul style="list-style-type: none"> • Students spend Fridays in the library silently reading approved novel. • Students will answer writing prompts. • Students will select and then complete an independent novel project (choose from a list of 20 projects) • Students, on a monthly basis, will read text of choice (magazines, newspapers, novels, reference material) 	Speaking <ul style="list-style-type: none"> • Teacher-generated speech topic list • Rubric • Outlines • Elements of speaking, NCTE Independent Reading <ul style="list-style-type: none"> • Novels from library or own purchase • Student provides materials for independent project. 	

BCCS
9th Grade ENGLISH Curriculum Map
 (No Revision date as of 5-14-09)

Month	Content		Skills	Essential Questions	Standards/ Benchmarks	Instruction	Resources	Assessment
	What topic(s) is being covered and what is the important vocabulary? What do students need to know		What do students have to be able to do connected to the Content?	What are fundamental, enduring questions that will guide study and instruction?	What benchmarks are met through this topic?	What activities are used to develop the skills and knowledge?	What materials, texts, videos, internet, software, or human resources support instruction?	What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
October	<p>Topic: <u>Short Story Unit</u> Chose from:</p> <p>The Most Dangerous Game</p> <p>All The Years of Her Life</p> <p>The Interlopers</p> <p>The Sniper</p> <p>The Landlady</p> <p>The Invalid's Story</p> <p>The Good Deed</p> <p>The Cask of Amontillado</p> <p>The Necklace</p> <p>The Speckled Band</p> <p>The Gift of The Magi</p> <p>Thank You Ma'm</p> <p>Gwilan's Harp</p>	<p>Vocabulary:</p>	<p>Short Story Unit</p> <ul style="list-style-type: none"> Understand point of view Define and understand plot and all of its elements. Understand characterization Understand first-person narration. Demonstrate how to use context clues Appreciate omniscient narration Use narration to draw conclusions. Understand points of view Define and understand setting Define and understand theme Understand irony Understand parable, symbolism Understand foreshadowing Gain fluency in reading skills by using a combination of strategies Appreciate the short story Construct a response to a writing prompt Justify a position related to literature Integrate grammar, interpretative, mechanics and comprehension skills while selecting and reading literature. 	<p>Short Story Unit</p> <ul style="list-style-type: none"> What is a short story? How do you read a short story? What is point of view? What is plot? What are the elements of plot? What is characterization? What is first-person narration? Can you use context clues while reading? Can you use narration to draw conclusions? Can you determine the point of view of a story? Can you determine points of view and give examples? Can you define and demonstrate an understanding of setting? Can you define and demonstrate an understanding of theme? What is irony? Can you justify your viewpoints? Can you respond to a writing prompt? 	<p>I CS 1 HS 2, 4</p> <p>I CS 2, HS 1, 2</p> <p>I CS 3 HS 1, 3, 5</p> <p>II CS 4 HS 3</p> <p>III CS 5 HS 1, 2, 3, 5</p> <p>IV CS 3,</p> <p>V CS 7 HS 1, 2, 3</p> <p>VI CS 8 HS 1, 2</p>	<ul style="list-style-type: none"> Students will read short stories, as a whole class, in groups, and silently. Students respond to text [verbally and in written responses (warm-ups {journals} and writing prompts)] during the reading of the short stories. Students will use graphic organizers in pre-reading exercises. Students will interpret readings and analyze literary elements by responding to questions. Students will participate in critical thinking activities. Students will outline the plot of a short story, using the plot diagram and explain by answering writing prompts. Students will participate in text-related vocabulary exercises. Students will compose expository and narrative essays as part of "Thinking and Writing" exercise. 	<ul style="list-style-type: none"> Gold Literature Series, Second Edition Prentice Hall Reflections in Literature Text, Houghton Mifflin Literature Series Dictionaries Writer's Companion, Prentice Hall From TBA, Videos: The Necklace, The Invalid's Story, The Gift of the Magi, and The Cask of Amontillado; videos on writers. Teaching Portfolio, Gold Edition Prentice Hall Lesson Plans Rubrics Graphic Organizers Writing Workshop Survival Kit, Gary R. Muschla Student journals Plot diagrams Vocabulary sheets Graphic Organizers Speech outlines 	<ul style="list-style-type: none"> Journal responses Writing prompts (Rubrics) to texts and videos. Expository and Narrative Essays (Rubrics) Selection Quizzes/Tests (Multiple -Choice, Short Answer (rubric), Vocabulary, Word Usage and Spelling Tests Speeches (topics from short stories) Dialogue Sampler Graphic Organizers (rubric) Plot diagram and analysis (rubric) Interpretative and Analytical responses (rubric) Grammar exercises, quizzes and tests Short Story (rubric)

BCCS
9th Grade ENGLISH Curriculum Map
 (No Revision date as of 5-14-09)

Month	Content What topic(s) is being covered and what is the important vocabulary? What do students need to know		Skills What do students have to be able to do connected to the Content?	Essential Questions What are fundamental, enduring questions that will guide study and instruction?	Standards/ Benchmarks What benchmarks are met through this topic?	Instruction What activities are used to develop the skills and knowledge?	Resources What materials, texts, videos, internet, software, or human resources support instruction?	Assessment What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
October Continued	<i>Topic:</i>	<i>Vocabulary:</i>				<ul style="list-style-type: none"> • Students will participate in speaking and listening exercises as part of reading and post-reading activities. • Students will complete "grammar in action" exercises. • Students will participate in a dialogue scene from a short story. • Students will write their own short story. 		

BCCS
9th Grade ENGLISH Curriculum Map
 (No Revision date as of 5-14-09)

Month	Content What topic(s) is being covered and what is the important vocabulary? What do students need to know		Skills What do students have to be able to do connected to the Content?	Essential Questions What are fundamental, enduring questions that will guide study and instruction?	Standards/ Benchmarks What benchmarks are met through this topic?	Instruction What activities are used to develop the skills and knowledge?	Resources What materials, texts, videos, internet, software, or human resources support instruction?	Assessment What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
November	<p>Topic: <u>Family Unit</u></p> <p><u>Short Stories:</u> choices: Before the End of Summer Uncle Marcos The Man to Send Rain Clouds Scarlet Ibis Gift of the Magi</p> <p><u>Audio Book:</u> Tuck Everlasting</p> <p><u>Films:</u> Simon Birch Ordinary People On Golden Pond (A & E) Novel: To Kill a Mockingbird</p> <p><u>Non-fiction:</u> Of Dry Goods and Black Bow Ties Sayonara</p>	<p>Vocabulary: (See text)</p>	<p>Family Unit</p> <ul style="list-style-type: none"> Set personal goals for the quality of future family life Identify your perceptions of family Define family Describe your family Define what you perceive as your future "immediate" family Identify a healthy family relationship Compare and contrast other families across cultures Analyze different perspectives of family Demonstrate the ability to respond in a variety of activities to writing, verbal and visual prompts. 	<ul style="list-style-type: none"> What is family? What is the function of family? What is a healthy family relationship? How does our culture influence our perceptions of family? What are your expectations and hopes about family life? How are families in other cultures different? What different perspectives do you find in a family? What is your family like? 	<p>I CS 1 HS 1, 5 I CS 2 HS 1, 2 I CS 3 HS 1, 3, 8 III CS 5 HS 2, 3, 5 V CS 7 HS 2, 3 VI CS 8 HS 1, 2, 4, 5 VII CS 9 HS 1, 2 VIII CS 10 HS 1 VIII CS HH HS 1</p>	<ul style="list-style-type: none"> Students will write journal responses Students will participate in writing prompts to both text and films. Students will compose a narrative essay in response to On Golden Pond, following the writing process guidelines. Students will illustrate the relationships between the characters in Uncle Marcos. Students will write an obituary and an epitaph for both Simon Birch and Doodle (from the Scarlet Ibis) Students will write their own obituary and epitaph and present to the class. Students will create a family timeline and one from another culture (based on their research of another culture). Students will discuss character's attitudes toward marriage and then 	<ul style="list-style-type: none"> Gold Literature Series, Second Edition Prentice Hall Film, On Golden Pond Student Journal Books Obituary worksheets Paper, markers, etc. Primary resources (library and internet) Computers Rubrics 	<ul style="list-style-type: none"> Reader response questions Response to Film Journal writing Writing prompts Timeline Obituary/epitaph Research process/product All assessment rubric based.

BCCS
9th Grade ENGLISH Curriculum Map
 (No Revision date as of 5-14-09)

Month	Content		Skills	Essential Questions	Standards/ Benchmarks	Instruction	Resources	Assessment
	What topic(s) is being covered and what is the important vocabulary? What do students need to know		What do students have to be able to do connected to the Content?	What are fundamental, enduring questions that will guide study and instruction?	What benchmarks are met through this topic?	What activities are used to develop the skills and knowledge?	What materials, texts, videos, internet, software, or human resources support instruction?	What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
December	Topic: Shakespeare Drama: Tragedy of Romeo and Juliet **December and January	Vocabulary: Pernicious Augmenting Grievance Transgression Heretics Kinsmen Cunning Procure Vile Sallow Waverer Lamentable Unwieldy Gallant Fray Martial Agile Exile Tedious Eloquence Fickle Abhors Pensive Vial Enjoined Dismal Loathsome Pilgrimage Remnant Penury Haughty Sepulcher Ambiguities Scourge *student generated	<ul style="list-style-type: none"> Respond to prior knowledge prompts Appreciate blank verse Interpret the effect of imagery Appreciate the significance of the soliloquy Recall, interpret and apply while responding to literature Understand dramatic foil Interpret personification Demonstrate how to use dialogue in Shakespearian play. Appreciate the significance or prologue in drama Develop a connection to characters in the play Understand allusions in a play Write and then present a soliloquy Explain dramatic irony. Explain monologue in a play. Understand dramatic irony. Demonstrate how to predict outcomes. Demonstrate how to write an ending to a play. Relate the tragedy to real life. Understand tragedy and theme. Interpret metaphorical language. Respond to literary criticism. Explain how theme is revealed through character. 	<ul style="list-style-type: none"> What do you know about Romeo and Juliet? Why is blank verse an important element of Shakespeare's tragedies? What is a soliloquy? How does one response to literature? What is dramatic foil? Why is it important? What is personification? How is it used in the tragedy? How us dialogue used in a Shakespearian play? How can one connect to the characters in the play? What are allusions? How does one write a soliloquy? How does one present a soliloquy? What is dramatic irony? What are some examples? How does Shakespeare use monologue? What kind of predictions can be made from act to act? What alternative endings to the play can be written? How can this tragedy be related to real life? How is tragedy and theme related? How does one interpret metaphorical language? How does one respond to literary criticism? How can theme be explained through the characters? 	I CS 1 HS 2, 3, 4 I CS 2 HS 2, 3, 4 I CS 3 HS 1, 3, 5, 6, 7, 8 II CS 4 HS 1, 4 III CS 5 HS 1, 2, 3 IV CS 6 HS 2, 3 V CS 7 HS 1, 3 VI CS 8 HS 2, 4 VII CS 9 HS 1 VIII CS 10 HS 1	<ul style="list-style-type: none"> Read the play, taking on the roles of the character. Respond to writing prompts in their journals. Discuss the various issues that arise. Write blank verse Write and present a soliloquy. Write & present, in a pair exercise, a dialogue between two characters. Create a glossary of words they do not understand, & use those words correctly in sentences. View the film, viewing it after each act; & then respond in writing to make comparisons between the film and the play. Take quizzes after each act (written response and multiple choice). Make predictions in writing and discussion exercises. Write an ending & present it in the form of a puppet show. Write an essay discussing theme and character. Take a cumulative exam. 	<ul style="list-style-type: none"> Gold Literature Series, Second Edition Prentice Hall Film, Tragedy of Romeo and Juliet. Rubrics for writing and presentation exercises. Journals 	<ul style="list-style-type: none"> Journal entries Soliloquy Dialogue Glossary/Sentence mechanics Blank verse Film response Quizzes-written response, multiple choice Discussion group exercises Puppet show Essay (theme/character) Cumulative exam

BCCS
9th Grade ENGLISH Curriculum Map
 (No Revision date as of 5-14-09)

Month	Content What topic(s) is being covered and what is the important vocabulary? What do students need to know		Skills What do students have to be able to do connected to the Content?	Essential Questions What are fundamental, enduring questions that will guide study and instruction?	Standards/ Benchmarks What benchmarks are met through this topic?	Instruction What activities are used to develop the skills and knowledge?	Resources What materials, texts, videos, internet, software, or human resources support instruction?	Assessment What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
January	Topic: Rome and Juliet (cont.) *see December (Assign second novel – independent reading, ongoing)	Vocabulary:						

BCCS
9th Grade ENGLISH Curriculum Map
 (No Revision date as of 5-14-09)

Month	Content		Skills	Essential Questions	Standards/ Benchmarks	Instruction	Resources	Assessment
	What topic(s) is being covered and what is the important vocabulary? What do students need to know		What do students have to be able to do connected to the Content?	What are fundamental, enduring questions that will guide study and instruction?	What benchmarks are met through this topic?	What activities are used to develop the skills and knowledge?	What materials, texts, videos, internet, software, or human resources support instruction?	What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
February	<p>Topic:</p> <p><u>Poetry Unit</u> "Sympathy" "Raven" "Charge of the Light Brigade" "The Runaway" "Winter" "The Funeral" "Meeting at Night" "Memory" "To Be of Use" "A Dream Deferred" "The Sky is Slow" "Splinter" "I Hear America Singing" "There Will Come Soft Rains" "The Sound of The Sea" Assortment of Contemporary Poems; Writing Poetry</p>	<p>Vocabulary:</p> <p>Casey at Bat: Pallor Wreathed Writhing Tumult</p> <p>The Raven: Auaint Beguiling Respite Desolte Pallid</p> <p>The Charge of the Brigade: Dismayed Volleyed Reeled Sundered</p> <p>The Seven Ages of A Man: Woeful Treble</p> <p>*Student generated</p>	<ul style="list-style-type: none"> Define poetry Question, clarify, listen, summarize and paraphrase poetry. Define and apply literary devices. Understand the a poet's use of symbols Appreciate narrative poetry Write narrative verse Understand the use of repetition and refrain. Demonstrate the ability to make inferences about the speaker. Respond to criticism Identify and understand the use of rhythm. Demonstrate the ability to read with expression. Demonstrate the ability to read dramatic dialogue. Define and identify lyric poetry. Interpret connotative meaning. Write about a lyric poem. Identify symbols. Determine word choice. Define imagery and appreciate its effects. Write a poem with imagery. Identify and understand similes. Analyze a poem. Demonstrate an understanding of structure. Demonstrate an understanding of free verse. 	<ul style="list-style-type: none"> What is poetry? Can you actively read poetry by questioning, clarifying, listening, summarizing, and paraphrasing? Can you define & apply literary devices? Can you understand symbols? How do you appreciate narrative poetry? Can you write narrative verse? Can you understand the use of repetition and refrain? How do you make inferences about the speaker? How do you respond to criticism? Can you understand rhythm? Can you read with expression? How can you determine point of view? Can you read dramatic dialogue aloud? Can you define lyric poetry? Can you interpret connotative meaning? Can you write about a lyric poem? Can you identify symbols? Can you determine word choice? Can you define imagery and appreciate its effects? Can you write a poem with imagery? Do you understand similes? How do you analyze a poem? Can you understand structure? Do you understand free verse? Can you identify & understand meter? personification? Can you recognize repetition and parallelism? 	<p>I CS 1 HS 1, 2, 3, 4</p> <p>I CS 2 HS 1, 2</p> <p>I CS 3 HS 1, 3, 4</p> <p>II CS 4 HS 3, 4</p> <p>III CS 5 HS 1, 2, 3</p> <p>IV CS 6 HS 2, 3</p> <p>V CS 7 HS 1, 2</p> <p>VI CS 8 HS 2, 4</p> <p>VII CS 9 HS 1</p>	<ul style="list-style-type: none"> Students will listen to poetry read aloud by teacher. Students will read poetry aloud and silently. Students will write journal responses. Students will participate in various writing prompts as they interpret the various kinds of poetry. Students will write a variety of verse. Students will participate in close-reading exercises and then present their findings to the class. Students will view film biographies of various poets. Students will create various images in response to poetry. Students will participate in a "Tea Party" of famous poets. 	<ul style="list-style-type: none"> Gold Literature Series, Second Edition Prentice Hall Journal questions Writing prompt hand-outs Rubrics for writing and response exercises. Videos on poets. Materials for Tea Party (art supplies for cards, food, etc.) Library or Internet access for inquiry to prepare for Tea Party. Art supplies Reading and writing guides and organizers. 	<ul style="list-style-type: none"> Discussion exercises Journal entries Writing prompts Tea Party Poetry (student) Close-reading exercises Inquiry Illustrations

BCCS
9th Grade ENGLISH Curriculum Map
 (No Revision date as of 5-14-09)

Month	Content		Skills	Essential Questions	Standards/ Benchmarks	Instruction	Resources	Assessment
	What topic(s) is being covered and what is the important vocabulary? What do students need to know		What do students have to be able to do connected to the Content?	What are fundamental, enduring questions that will guide study and instruction?	What benchmarks are met through this topic?	What activities are used to develop the skills and knowledge?	What materials, texts, videos, internet, software, or human resources support instruction?	What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
March	<p>Topic:</p> <p>Novel Unit (4-6 weeks depending on selection)</p> <p>Animal Farm</p> <p>To Kill A Mockingbird</p> <p>Flowers for Algeron</p> <p>The Bell Jar</p> <p>Of Mice & Men</p>	<p>Vocabulary:</p> <p>*Depends on novel, and also student choice of unfamiliar words</p>	<ul style="list-style-type: none"> • Define a novel. • Identify and then give examples of a novel. • Identify, and respond to, the main theme of a novel. • Identify, and respond to, the other themes in a novel. • Determine point of view. • Actively read a novel b questioning, clarifying, listening, summarizing and paraphrasing. • Understand characterization. • Draw conclusions about characters. • Respond to the novel (writing prompts, journal entries, and group and class discussion) • Demonstrate an understanding of plot and subplot in a novel. • Demonstrate the ability to predict outcomes. • Understand a novel as a whole. • Use criteria to evaluate a novel. • Respond by using artistic expression. 	<ul style="list-style-type: none"> • What is a novel? • What are the elements of a novel? • Can you identify (and respond to) the main theme in a novel? • Can you identify (and respond to) the other themes in a novel? • Can you determine point of view? • Can you actively read a novel by questioning, clarifying, listening, summarizing, and paraphrasing? • Do you understand characterization? • Can you draw conclusions about characters? • Can you personally respond to the novel? • Can you understand plot and subplot in a novel? • Can you predict outcomes? • Can you extend the story of a novel? • Can you understand a novel as a whole? • Can you use criteria to evaluate a novel? <p>Can you respond to the novel by using artistic expression?</p>	<p>I CS 1 HS 2, 3, 4</p> <p>I CS 2 HS 1, 2,</p> <p>I CS 3 HS 1, 3, 5, 8</p> <p>III CS 5 HS 1, 2, 3, 5</p> <p>IV CS 6 HS 2, 3</p> <p>V CS 7 HS 1, 2, 3</p> <p>VI CS 8 HS 1, 2, 4, 5</p> <p>VII CS 9 HS 1</p> <p>VIII CS 10 HS 1,</p>	<ul style="list-style-type: none"> • Students will read the novel, both aloud as a whole class and in discussion study groups (literature circle format). During this activity, students will identify and then discuss the various elements of the novel. They will record their findings and then share with the whole class. • Students will silently read portions of the novel and participate in personal written responses. • Students will respond to written prompts about the novel's elements (journal entries). • Students will chart plot of the novel. • Students will study the characters of the novel by creating character sketches (illustrations and written responses). • Students will use timeline organizer to follow setting changes and character development within the novel. 	<ul style="list-style-type: none"> • Novel sets • Activity sheets for both individual and group work. • Journal books. • Written prompts. • Art supplies. • Films • Internet, library access. • Plot diagrams • Timeline diagrams • Student-supplied materials • Quizzes • Exam • Rubrics 	<ul style="list-style-type: none"> • Class participation (discussion) • Activity sheets completed (group and individual) • Presentations • Written prompts • Journal entries • Timeline • Plot diagram • Reader's Theater presentation • Memory Box • Movie Poster • Quizzes • Exams • Diary • Novel Ending

BCCS
9th Grade ENGLISH Curriculum Map
 (No Revision date as of 5-14-09)

Month	Content What topic(s) is being covered and what is the important vocabulary? What do students need to know		Skills What do students have to be able to do connected to the Content?	Essential Questions What are fundamental, enduring questions that will guide study and instruction?	Standards/ Benchmarks What benchmarks are met through this topic?	Instruction What activities are used to develop the skills and knowledge?	Resources What materials, texts, videos, internet, software, or human resources support instruction?	Assessment What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
April	Topic: <u>The Epic: Odyssey</u>	Vocabulary: Plunder Squall Dispatched Mammoth Bereft Cherishes Insidious Dissemble Lithe Incredulity Bemusing Glowering Maudlin Contempt Siren Song: Beached Picturesque Amber Ebony Defrauded *Student generated	<ul style="list-style-type: none"> Define epic. Define and identify the epic hero. Identify and explain the qualities of the epic hero. Demonstrate an understanding of the oral tradition. Identify Homer. Illustrate an example of a storyteller. Become familiar with characters by making a character map. Interpret epithets. Write a narrative essay about an epic hero. Demonstrate an understanding of plot by using a diagram. Explain customs and beliefs of ancient peoples. Interpret Homeric similes. Demonstrate an understanding of literary criticism by writing an essay. Create a map to illustrate the travels of Odysseus. Demonstrate how a story is told in the oral tradition. Apply a modern interpretation of the Odyssey. 	<ul style="list-style-type: none"> What is an epic? What is an epic hero? What are the qualities of an epic hero? What is oral tradition? Who is Homer? What is a storyteller? Can you identify and follow the five main themes? Can you become familiar with the characters? Can you interpret epithets? Can you recognize allusions? Can you write about an epic hero? Can you understand the plot? Can you diagram the plot as you read? Can you infer customs and beliefs of ancient peoples from an epic? Can you interpret Homeric similes? Can you write an essay responding to literary criticism? Can you create a map to follow the travels of Odysseus? Can you create a story in an oral tradition? Can you apply a modern interpretation of the Odyssey? 	CS 1 HS 2, 3, 4 I CS 2 HS 1, 2, 3, 4 I CS 3 HS 1, 3, 4, 5 II CS 4 HS 2, 3, 4 III CS 5 HS 1, 2, 3, 4, 5 IV CS 6 HS 2, 3 V CS 7 HS 1,34 VI CS 8 HS 1, 2, 3, 4 VII CS 9 HS 1 VIII 10 CS 10 1 VI CS 11 HS 1, 2 X CS 12 HS 1, 3	<ul style="list-style-type: none"> Students will listen to the Odyssey read aloud. Students will read portions of the epic aloud for the class. Students will participate in prior knowledge exercises. Students will respond to writing prompts in their journals, and share with the class. Students will participate in discussion groups, and as whole class, about the themes and characterization. Students will diagram the plot during the reading. Students will write a narrative about an epic hero. Students will participate in various interpretation activities Students will research customs and beliefs of ancient peoples from the epic, then write an expository essay. They will first have to participate in writing process exercises about expository essays. They will present their essay to the class. Students will create a map to illustrate the travels of Odysseus, using map skills. Students will write a story in the oral tradition and then present it to the class. Students will read two poems, "Siren Song," and "Ithaca" & then participate in interpretation exercises. 	<ul style="list-style-type: none"> Gold Literature Series, Second Edition Prentice Hall Journal questions. Activity sheets. Rubrics. Journal and writing prompts. Discussion questions. Plot diagrams. Library and internet access for inquiry project. Mapping materials Atlas and classroom maps. Art materials. 	<ul style="list-style-type: none"> Reading and listening. Writing prompts. Presentations. Discussion group participation. Narrative essay. Interpretation activities. Inquiry project (expository essay). Story (oral tradition) Modern interpretations based on reading poetry-written and oral response.

BCCS
9th Grade ENGLISH Curriculum Map
 (No Revision date as of 5-14-09)

Month	Content What topic(s) is being covered and what is the important vocabulary? What do students need to know		Skills What do students have to be able to do connected to the Content?	Essential Questions What are fundamental, enduring questions that will guide study and instruction?	Standards/ Benchmarks What benchmarks are met through this topic?	Instruction What activities are used to develop the skills and knowledge?	Resources What materials, texts, videos, internet, software, or human resources support instruction?	Assessment What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
May	Topic: Non-fiction essays Unit "A Neighbor of Mine" "From a Lincoln Preface" "From Kon Tiki" "Nameless Tennessee" "I Have A Dream (audio)" "Single Room Earth View" "Butch Cassidy" Film: "Castaway"	Vocabulary: A Lincoln Preface: Depostic, Droll Chattel, Ciper Slouching Censure, Gaunt Raillery Of Dry Goods and Black Bow Ties: Expediency Confident, Awe Repository Tycoon, Typhoon Exhilarated KonTiki: Ominious Idyllic, Laconic Lagoon, Elation Plaiting Nameless Tennessee: Slaves, Blight Lore, Gaunt Sayonara: Conglomerate Kimonos, Bravado Doggerel Intricately Raveled, Sedative Admonition I Have A Dream: Creed, exalted, Oppression, Oasis, hamlet, prodigious Death of A Tree: Ebbs, venerable, Dissolution, tumult, Gilded, resiliency, protozoa, prostrate	<ul style="list-style-type: none"> Define non-fiction. Identify elements of non-fiction. Appreciate the different kinds of non-fiction. Demonstrate an active reader. Use strategies of an active reader. Identify & explain anecdotes. Demonstrate sentence completion. Write about a profession. Identify and explain features of biography. Write a biographical sketch. Demonstrate an understanding of an autobiography. Identify and explain sequence of events in autobiography. Explain a narrative essay Demonstrate a narrative essay. Define dialect & how it used. Identify & explain elements of a descriptive essay. Compare/contrast words of farewell. Demonstrate how to write a descriptive essay. Identify and explain persuasive techniques (speaking and writing). Summarize a speech (given via audio). Demonstrate an understanding of purpose, techniques, support & arrangement in essays. Demonstrate ability to meet goals of writing process (essays). 	<ul style="list-style-type: none"> What is non-fiction? What are the elements of non-fiction? What are the different kinds of non-fiction? What is an active reader? What kind of strategies does one use to become an active reader? What are anecdotes? How does one recognize generalizations? Can you demonstrate sentence completion? Can you write about a profession? Can you understand the features of biography? Can you write a biographical sketch? Can you understand the features of an autobiography? What is the sequence of events in autobiography? What is suspense in autobiography? What is a narrative essay? What are the features of a narrative essay? What is dialect? Can you write a narrative essay? What are the elements of a descriptive essay? Can you compare and contrast the words of farewell? Can you demonstrate how to write a descriptive essay? What are the elements of a persuasive essay? Can you recognize persuasive techniques? Can you deliver a persuasive speech? Can you summarize a recording of a speech? Can you demonstrate an understanding of purpose, techniques, support and arrangement in essays? 	I CS 1 HS 1, 2, 3, 4, 5 I CS 2 HS 1, 2, 3, 4 I CS 3 HS 1, 2, 3, 4, 5, 7, 8 II CS 4 HS 1, 2, 4, 5 III CS 5 HS 1, 2, 4 IV CS 6 HS 1, 2, V CS 7 HS 1, 2, 3 VI CS 8 HS 3, 4, 5 VII CS 9 HS 2,3 V CS 10 HS 1, 2	<ul style="list-style-type: none"> Students will read aloud and silently various essays. Students will participate in active reading exercises. Students will listen to teacher read essays. Students will listen to taped-recording of Martin Luther King's speech, "I Have a Dream." Students will view film, "Castaway," after reading Kon-Tiki; write narrative essay about character. Students will produce, in groups, radio play about Kon-Tiki (writing their own ending). Students will respond to writing prompts. Students will write journal entries. Students will participate in various group and individual exercises while responding to the text. Students will write narrative and descriptive essay. Students will give a persuasive speech (theme: I Have A Dream for America). Students will write an autobiography. Students will interview a neighbor & present the interview to the class. Students will take quizzes & a unit test. 	<ul style="list-style-type: none"> Gold Literature Series, Second Edition Prentice Hall Journal questions. Activity sheets. Rubrics. Journal and writing prompts. Discussion questions. Internet access. Cassette tape. Video, "Castaway." Speech outlines. Essay process worksheets. Rubrics Interview packet. Radio Play packet. Quizzes Test 	<ul style="list-style-type: none"> Listening and reading exercises. Descriptive and narrative essays. Essay process (peer editing, rough draft, teacher conference, final draft) Persuasive speech. Radio Play. Journal entries. Writing prompts. Summaries. Response (group and individual) activities. Vocabulary reading activities. Interview Quizzes Tests