

9th Grade ELA Curriculum Map (2022-2023)

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UNIT TITLE & ESSENTIAL QUESTION	Unit Timeline	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	NEXT GENERATION/CONTENT STANDARDS
<p>UNIT 1 Theme: Identity</p> <p>New Visions (Modified) Identity and Personality</p> <p>EQ:</p> <ul style="list-style-type: none"> -How do you define who you are? -What does it mean to belong? -How does community impact our identity? -How do events in your life help to develop your identity? 	<p>6-8 weeks</p> <p>9/12-11/3</p>	<p><i>Students will know</i></p> <ul style="list-style-type: none"> -definition of narrative, fiction and nonfiction -definition of narrative features/ elements like Plot Characters Setting Theme Dialogue Sensory details climax -Meaning of pacing, description, descriptive details, sensory language, first person narrative point of view <p>Students will be able to</p> <ul style="list-style-type: none"> -summarize a story by identifying the important facts and events -generate a list of events and experiences from their lives to pull from in order to write flash narratives -Create at least 2 flash narratives building out the plot from two events generated in their brainstorm -determine a focus for personal narrative based on an event that impacted or developed their identity 	<p><u>Novel</u> The Absolutely True Diary of a Part Time Indian- Sherman Alexie</p> <p><u>Mentor texts</u> Fish Cheeks by Amy Tan A Plate of Peas by Rick Beyers Ms. Donahoe Personal Narrative</p> <p><u>Additional Texts</u> How You See Yourself</p> <p>Little Wounds Warriors</p> <p>CommonLit Resources</p> <ul style="list-style-type: none"> -Behind the Native American Achievement Gap -Life on Reservations - American Indian School a Far Cry From the Past 	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Warm Up Reponses • Exit Tickets • Edgenuity lessons and assessment • Class discussions • Reading comprehension questions • Drafting process (rough draft, revision, peer feedback and editing) <p><u>Summative-</u> Writing- Personal Narrative Essay Students will create a personal narrative about an experience from their life that impacted/ shaped their identity. Students will study mentor texts to analyze features of this writing to understand writers craft prior to drafting their own story</p> <p>Reading- Novel Project</p> <p>Students will be given a list of project options to show their understanding of the themes presented in the novel. The project options allow students to be creative while showing their understanding of the novel</p> <ul style="list-style-type: none"> • Comic strip • Book to movie adaptation • Rewrite a scene • Create a song/ rap 	<p><u>In this unit, students will...</u></p> <ul style="list-style-type: none"> -Draw upon your past learning, prior experiences, and the richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis. <p>Connect in-school learning with the world outside the classroom.</p> <p>Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic.</p> <p>Take risks and view mistakes as opportunities to grow academically and emotionally.</p>	<p><u>READING</u> 9-10R1 9-10R2 9-10R3 9-10R5 9-10R6</p> <p><u>WRITING</u> 9-10W3 9-10 W 4 9-10W5</p> <p><u>LISTENING AND SPEAKING</u></p> <p>9-10SL1 9-10SL4 9-10SL6</p> <p><u>LANGUAGE</u> 9-10L3 9-10L4 9-10L5 9-10L6</p>

		<p>-develop a plan for your personal narrative by identifying the events in your flash narrative and -</p> <p>reorganizes them sequentially, looking for the key change, the events that led up to or caused the change, and the importance or impact of the change</p> <p>-create a setting using precise language as well as descriptive and sensory details</p> <p>-include clues to the conflict of the story in the introduction</p> <p>-develop the conflict through a natural progression of key events</p> <p>-convey the emotion, motives, and background of the character through dialogue, mood, tone, or sensory language</p> <p>-correctly punctuate a conversation between two characters</p> <p>-create a list of transitional words, phrases, and clauses</p> <p>-craft a strong conclusion that shows the impact the change had on the subject and allows the reader to consider how this event would impact their own life</p> <p>-resolve the conflict of the story</p> <p>-revise the story to add necessary details and to subtract irrelevant details</p>				
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		<p>-use a checklist or rubric to peer- and self-edit a story</p> <p>-edit the story to correct grammar, spelling, and conventions of writing</p> <p>-reflect on the choices I made as a writer in order to formulate goals for the next unit</p>				
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<p>UNIT 2</p> <p>Theme: Society vs Individual</p> <p>New Visions: Society and its Structures (modified)</p> <p>EQ:</p> <p>-What is the relationship between decisions and consequences?</p> <p>-How can a person's decisions and actions change his/her life?</p> <p>-How do decisions, actions, and consequences vary depending on the different perspectives of the people involved?</p> <p>-To what extent does power or the lack of power affect individuals?</p> <p>-How are prejudice and bias created? How do we overcome them?</p>	<p>7 weeks</p> <p>11/7-12/23</p>	<p>Students will be able to</p> <p>-summarize texts to review important events</p> <p>- analyze text structure</p> <p>- understand mood and tone as used in work of literature</p> <p>- create thesis and use relevant evidence to support thinking</p> <p>- Analyze and explain evidence to support thesis</p> <p>-draft, edit and revise writing</p> <p>-make text to self, text to world and text to text connections</p>	<p><u>Novel</u></p> <p>Monster by Walter Dean Meyers</p> <p>*Movie as well (Netflix)</p> <p>Animal Farm by George Orwell</p> <p><u>Play</u></p> <p>12 Angry Men</p> <p><u>Other texts</u></p> <p>-Identities by W.D. Valgardson</p> <p>The OpEd Project</p> <p>Those Who Dont by Sandra Cisneros</p> <p>"Are we in Control of our Own Decisions?" TED Talk by Dan Ariely</p>	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Warm Up Responses • Exit Tickets • Edgenuity lessons and assessment • Class discussions • Reading comprehension questions <p><u>Summative (Literary Analysis Essay)</u></p> <p>Project or essay- Is Steve innocent? Support your analysis using evidence from the text.</p> <p>Project</p> <p>Steve is a filmmaker at heart and used the filmmaking medium to understand his experience. Use your understanding of the text to create one pager project</p>	<p>Students will</p> <p>Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society.</p> <p>Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways.</p> <p>Work cooperatively toward goals and hold each other accountable in supportive ways.</p> <p>Connect in-school learning with the world outside the classroom.</p>	<p><u>Reading</u></p> <p>9-10R1</p> <p>9-10R5</p> <p>9-10R6</p> <p>9-10R9</p> <p><u>Writing</u></p> <p>9-10W2</p> <p>9-10W5</p> <p>9-10W6</p> <p>9-10W7</p> <p><u>Speaking and Listening</u></p> <p>9-10SL1</p> <p>9-1-SL2</p> <p>9-10SL3</p> <p>9-10SL4</p> <p><u>Language</u></p> <p>9-10 L4</p> <p>9-10L6</p>

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<p>UNIT 3 Title: Can you change the world? Youth Led Movements</p> <p>EQ:</p> <p>How powerful is your voice?</p> <p>What are the most effective ways to make a change?</p> <p>Can youth led movements work?</p>	<p>4 week Unit</p> <p>Jan 3- Jan 31</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> -Understand the parts of an argument (claim, reason, evidence, counterclaim, rebuttal) -Use their understanding of parts of an argument to write an argumentative letter <ul style="list-style-type: none"> - craft research questions -conduct research to evidence of support and opposition - understand and use Rhetorical Devices in their own writing - analyze informational articles - determine relevant from irrelevant information 	<p>How the #NeverAgain Movement Gained Momentum After Parkland</p> <p>Groundbreaking Youth Led Movements</p> <p>Gen Z is making change, one protest at a time</p> <p>Teen Girls Organized Nashville's Largest Protest. They Joined A Long History of Black Women Activists (Commonlit resource)</p> <p>These Kids Are Done Waiting for Change</p> <p>Sources based on individual research topic/ focus</p>	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Warm Up Responses • Exit Tickets • Edgenuity lessons and assessment • Class discussions • Research GO • Drafting process <p><u>Summative-</u></p> <p>Argumentative letter to member of school administration or elected official in community. Students will research possible solutions to a problem they see/ know is impacting their community. They will then write a letter to a governing body they feel will have the most power to help put their solution into action to help improve the lives of their community members</p>	<p>Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group work) that accommodate the diverse learning styles and interests of those in the class community.</p> <p>Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders.</p> <p>Connect in-school learning with the world outside the classroom.</p>	<p><u>Reading</u></p> <p>9-10R1 9-10R3 9-10R8 9-10R9</p> <p><u>Writing</u></p> <p>9-10W1 9-10W6 9-10W7</p> <p><u>Speaking and Listening</u></p> <p>9-10SL2 9-10SL3 9-10SL4:</p> <p><u>Language</u></p> <p>9-10L3 9-10L4 9-10L6</p>

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<p>UNIT 4</p> <p>Title: Teenage love- is it worth it?</p> <p>New visions:(modified) Coming of Age/Challenging truths</p> <p>EQ: What influence could a long-dead writer like Shakespeare have on our lives?</p> <p>Is hate/violence/revenge ever justified?</p> <p>How do relationships shape values, actions, and lives?</p> <p>Are teenagers too young to understand real love, consequences and fate?</p> <p>If any, what are the boundaries of love and sacrifice, and where does one draw the line between them?</p>	<p>Six weeks</p> <p>Feb10- March 24</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> -analyze themes - understand elements of drama - connect themes to present day - interpret language to create meaning - compare different interpretations of the text through images and video - develop argument by gathering evidence from text -summarize text in order to understand central idea - gather relevant evidence to support analysis 	<p>Romeo and Juliet(original text audio)</p> <p>Romeo and Juliet (graphic novel)</p> <p>Clips from different film adaptations of the play</p> <p>"On Revenge" by Francis Bacon</p> <p>The Teen Brain: Still Under Construction</p> <p>Teenage Brains are Malleable and Vulnerable. Researchers say</p> <p>Understanding the Mysterious Teenage Brain</p> <p>Why its time to lay the stereotype of the 'teenage brain' to rest</p>	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Warm Up Reponses • Exit Tickets • Edgenuity lessons and assessment • Class discussions • Reading comprehension questions <p><u>Summative:</u> Debate- students work in groups/ pairs to debate different themes/ events connected to the plot of the play. Students will work to gather evidence and shape their claim for their side of the debate before conducting a debate with the opposing side.</p>	<p>Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways.</p> <p>Take risks and view mistakes as opportunities to grow academically and emotionally.</p> <p>Draw upon your past learning, prior experiences, and the richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis.</p> <p>Collaborate peers to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community.</p>	<p><u>Reading</u> 9-10R1 9-10R2 9-10R3 9-10R4 9-10R7 9-10R9</p> <p><u>Writing</u> 9-10W1 9-10 W 4 9-10W5</p> <p><u>Speaking and Listening</u> 9-10SL1 9-10SL3 9-10SL6</p> <p><u>Language</u> 9-10L4 9-10L5 9-10L6</p>
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<p>UNIT 5 Title:Coming of age New Visions: Establishing truths (modified)</p> <p>EQ:</p> <p>In the face of adversity, what causes some individuals to prevail while others fail?</p> <p>Is growing up finite (having a definite end) or perpetual?</p> <p>What does it mean to grow up? When does an adolescent become an adult?</p>	<p>Six weeks</p> <p>March 27- May 5</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> -create thoughtful, open ended questions -engage in discussion around a shared text -analyze the development or characters, theme and plot in a novel - summarize text in order to understand central idea - gather relevant evidence to support analysis 	<p>Mosaic Literature circles</p> <ul style="list-style-type: none"> • Not the Girls You're Looking For by Aminah Mae Safi • Darius the Great is Not Okay by Adib Khorram • We Are Not Free by Traci Chee • We Didn't Ask for This by Adi Alsaid • Like Home by Louisa onome 	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Warm Up Reponses • Exit Tickets • Edgenuity lessons and assessment • Reading Journal Responses • Literature Circles <p><u>Summative:</u></p> <p>Socratic Seminar</p> <p>One pager/ book review- create a one page review of the novel you read in your group. Include images, important quotes, themes and symbols connected to the heart of the novel. Use it to "sell" your novel to its next reader.</p>	<p>Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways.</p> <p>Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions. Work cooperatively toward goals and hold each other accountable in supportive ways.</p> <p>Connect in-school learning with the world outside the classroom.</p> <p>Collaborate peers to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community.</p>	<p><u>Reading</u> 9-10R1 9-10R2 9-10R3 9-10R4 9-10R9</p> <p><u>Writing</u> 9-10W2 9-10W5:</p> <p><u>Speaking and Listening</u> 9-10SL1 9-10SL3 9-10SL4 9-10SL6</p> <p><u>Language</u> 9-10L3 9-10L5 9-10L6</p>
<p>UNIT TITLE & ESSENTIAL QUESTION</p>	<p>Unit Timeline</p>	<p>UNIT CONTENT & SKILLS</p>	<p>CORE TEXTS & MATERIALS</p>	<p>FORMATIVE & SUMMATIVE ASSESSMENTS</p>	<p>CSRE ALIGNMENT</p>	<p>NEXT GENERATION/ CONTENT STANDARDS</p>
<p>UNIT 6</p> <p>Title: Poetry</p> <p>EQ:</p> <p>What can poetry teach readers about</p>	<p>4 week unit</p> <p>May 8- June 2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> - analyze a variety of poetic forms -understand definitions and examples of different figurative language: 	<p>The Poet X by Elizabeth Acevado</p> <p>Brown Girl Dreaming by Jaqueline Woodson</p>	<p><u>Formative</u></p> <ul style="list-style-type: none"> • Warm Up Reponses • Exit Tickets • Edgenuity lessons and assessment • Reading Journal Responses 	<p>Take risks and view mistakes as opportunities to grow academically and emotionally.</p> <p>Experience multiple perspectives on a topic and be afforded the</p>	<p><u>Reading</u> 9-10R1 9-10R2 9-10R3 9-10R4 9-10R5: 9-10R9</p> <p><u>Writing</u></p>

<p>themselves, society and the human condition?</p>		<ul style="list-style-type: none"> - mood and tone - symbol - metaphor - simile - onomatopoeia - rhythm and rhyme - personification -hyperbole -imagery -Identify examples of figurative language in poetry -use text evidence to support and validate personal interpretation - explain personal and text connections to themes in the texts 	<p>Brave New Voices videos</p> <p>Works from Sarah Kay (TED Talk) Maya Angelou And Still I Rise Tupac Shakur The rose that grew from concrete I cry</p> <p>Hanging Fire by Audre Lorde</p> <p>Identity by Julio Noboa Polanco</p> <p>Still Here by Langston Hughes</p>	<p><u>Summative</u> Students will create a poetry anthology. Students will identify a theme they find powerful and create an anthology of 5-8 poems that are connected to that theme. The poems can be a combination of works from authors they research and their own personal works.</p>	<p>opportunity to draw your own conclusions on that topic.</p>	<p>9-10W2 9-10 W 4 9-10W5</p> <p><u>Speaking and Listening</u></p> <p>9-10SL1 9-10SL2: 9-10SL4 9-10SL5: 9-10SL6</p> <p><u>Language</u> 9-10L4 9-10L3 9-10L5 9-10L6</p>
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