

### Griswold High School Grade 9 English Curriculum Map

<b>Subject/Course Title:</b> Freshman English	<b>Unit Title:</b> Unit I - <i>The Odyssey</i>
---	--

<b>Unit Overview</b>
----------------------

This unit encompasses *The Odyssey*, mythology, poetry, and other selected texts, including non-fiction pieces. The unit provides a foundation for future study of classic literature and an understanding of how a society’s values are reflected in its “mythology.” There is a strong emphasis on reading strategies and evidence-based writing practice. Vocabulary instruction is text-based.

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
One semester	<ul style="list-style-type: none"> <li>● <b>RL.9-10.1</b></li> <li>● <b>RL.9-10.2</b></li> <li>● <b>RL. 9-10.5</b></li> <li>● <b>W.9-10.2 (A-F) B</b></li> <li>● <b>W.9-10.7</b></li> </ul>	<ol style="list-style-type: none"> <li>1. How does an enduring work reveal universal themes/main ideas and the values of a society?</li> <li>2. How does Odysseus’s heroic journey correlate to my life journeys as well as those of other contemporary figures?</li> </ol>	<ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● close reading</li> <li>● activating prior knowledge</li> <li>● direct instruction</li> <li>● Lecture</li> <li>● Modeling</li> <li>● cooperative learning</li> <li>● Nonlinguistic representations</li> <li>● Journaling</li> <li>● Read-aloud</li> <li>● inquiry-based learning</li> <li>● Strategic grouping homework and practice</li> <li>● Integration of content areas</li> <li>● Summarizing</li> <li>● Graphic organizers</li> <li>● note cards</li> <li>● effective internet research</li> </ul>	<ul style="list-style-type: none"> <li>● Literary terms pre-test</li> <li>● Mythology review</li> <li>● Hero project</li> <li>● Lessons learned essay</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Prentice-Hall The Odyssey</i></li> <li>● <i>Hamilton's Mythology</i></li> <li>● Outside reading books aligning with heroic journey</li> </ul>

<b>Subject/Course Title: Freshman English</b>	<b>Unit Title: Unit 2 - Laws of Life</b>
---	--

**Unit Overview**

Students will expand and hone their essay writing skills through the use of mentor texts and the writing process. There is a strong focus on the crafting of paragraph introductions and conclusions. The unit culminates with students articulating in essay form the laws of life that mean the most to them.

<b>Time Frame</b>	<b>Priority Standards</b>	<b>Essential Questions</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Key Resources/Texts</b>
Three weeks	<b>RI.9-10.3</b> <b>W.9-10.2</b> <b>(A-D, F)</b> <b>W.9-10.3</b> <b>W.9-10.4</b>	<ol style="list-style-type: none"> <li>1. What are your personal values?</li> <li>2. What are the features of an effective essay?</li> </ol>	<ul style="list-style-type: none"> <li>• Modeling</li> <li>• Conferencing</li> <li>• Direct instruction</li> <li>• Collaboration</li> <li>• Flexible/strategic grouping</li> <li>• Graphic organizers</li> <li>• Reinforcing effort and providing recognition</li> </ul>	Laws of Life essay	Sample essays from a variety of sources Nancie Atwell - <i>Lessons That Change Writers</i>

<b>Subject/Course Title: Freshman English</b>	<b>Unit Title: Unit 3 - <i>Romeo and Juliet</i></b>
---	---

**Unit Overview**

This unit focuses on introducing students to the conventions of drama, teaching students close reading strategies, examining the impact of Shakespeare on the cultural and literary canons, exploring relationships and their effects on values, choices, and lives.

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
Ten Weeks	<b>RL.9-10.2</b> <b>RL.9-10.3</b> <b>RL.9-10.4</b> <b>RL.9-10.5</b> <b>W.9-10.4</b> <b>W.9-10.7</b>	<ol style="list-style-type: none"> <li>1. What is “true” love?</li> <li>2. How much responsibility do we hold for the events that occur in our lives?</li> <li>3. How do humans deal with the conflicting elements within their personalities?</li> <li>4. What are the themes of Romeo and Juliet? How are these themes present in our lives today?</li> </ol>	<ul style="list-style-type: none"> <li>● Frontloading</li> <li>● Role play/simulation</li> <li>● Jigsaw</li> <li>● Non-linguistic interpretations</li> <li>● Cooperative learning</li> <li>● Close read</li> <li>● Direct instruction</li> <li>● Summarizing</li> <li>● Graphic organizers</li> <li>● Identifying similarities and differences</li> <li>● Flexible grouping</li> <li>● Effective questioning</li> <li>● Academic vocabulary and language</li> <li>● Discovery/inquiry-based learning</li> <li>● Reading and writing across the curriculum</li> <li>● Homework and practice</li> </ul>	<p>“What’s in a Name” research paper</p> <p>Original sonnet</p> <p>Enduring value essay</p> <p>*Final exam</p>	<p><i>Romeo and Juliet</i></p>

**Subject/Course Title: Freshman English**

**Unit Title: Unit 4 - Literary Elements and the Short Story**

**Unit Overview**

This unit focuses on reviewing the elements of fiction and encouraging independent analysis. Students will create original pieces that demonstrate their understanding of story elements.

<b>Time Frame</b>	<b>Priority Standards</b>	<b>Essential Questions</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Key Resources/Texts</b>
Three weeks	<b>RL.9-10.2</b> <b>RL.9-10.3</b> <b>RL.9-10.5</b> <b>W.9-10.2</b> <b>W.9-10.4</b>	<ol style="list-style-type: none"><li>1. What tools does an author carry in his/her toolbox?</li><li>2. How does he/she use them to most effectively carry out his/her purpose?</li></ol>	<ul style="list-style-type: none"><li>● Scaffolding</li><li>● Close reading</li><li>● Modeling</li><li>● Annotating</li><li>● Activating prior knowledge</li><li>● Academic vocabulary and language</li><li>● Homework and practice</li><li>● Cooperative learning</li><li>● Effective questioning</li><li>● Peer teaching</li></ul>	<ul style="list-style-type: none"><li>● Literary analysis</li><li>● Original short story with analysis</li></ul>	Short stories from either <i>Prentice-Hall</i> or <i>Coming of Age</i>