

Kent City High School Curriculum Map for : **ENGLISH 9**

Duration	Unit Name/ Essential Questions & Vocab	KCHS ELA 9-10 CCSS Standards	Assessment	Literacy Activities	Skills
30 Days	<p><i>Writer's Notebook Launch with Poetry</i> MAISA ELA 10</p> <p><u>Essential Questions:</u> As a poet, where do I find my voice? What matters to me, and what is important to express? What are poets' basic and essential decisions? What do I observe about the world I live in? What insights about my world can I give voice to? How can I use poetry to touch or influence readers? What basic decisions used by contemporary poets will help me connect to a reader?</p> <p><u>Academic Vocabulary:</u> connotation, denotation, figurative language, image, line, line breaks memory, non-judgmental response, observation, stanza white space</p>	<p>R1, 4, 5</p> <p>W2, 3, 4, 5, 10</p> <p>R2, 4, 6</p>	<p>Mid-Unit: Reflection on viewing oneself as a writer</p> <p>-Writer's notebook checks</p> <p>Close Reading Assessments - 1 per week</p> <p>Summative: Poetry portfolio of 4 different poems, including before and after revision example</p>	<p>-Create personal reading timeline</p> <p>-Teacher models, then students write various types of poems</p> <p>-Close reading and analysis of mentor text poems by known authors and teacher's models.</p> <p>-Actively listen to literature to practice comprehension</p> <p>-Peer review using nonjudgmental responses</p>	<p>-Use of poetic devices such as poetry form, alliteration, rhyme, assonance, metaphor, simile</p> <p>-Suiting the poem to the purpose, whether to express anger/hurt, autobiographical, declarative, etc.</p> <p>-Careful choice of line breaks and stanzas</p> <p>-Peer review with nonjudgmental responses</p> <p>-analysis of poetry, both mentor texts and students' writing</p>
21 Days and then ongoing for the	<p><i>Independent Reading - Fiction</i> MAISA ELA 9</p> <p><u>Essential Questions:</u> What reading and thinking habits do I have or will I learn by stretching my reading in fiction? What strategies do I use to engage in reading, in order to explore central ideas and arguments posed in fiction? What are the basic elements and structures of fiction?</p>	<p>R1, 2, 3, 10 W2, 4, 9, 10 Sp & Lis 1, 4 Lang. 1</p>	<p>Pre-Unit Assessment Respond: <i>What preferences do I have when reading independently and how will I stretch or extend</i></p>	<p>Create Personal Reading Timeline</p> <p>Student Fiction Reading Survey</p>	<p>Metacognition regarding personal reading habits</p>

rest of the year.	<p>How can I use knowledge about these elements and structures to enable myself to engage increasingly complex texts, while also identifying an author's multiple purposes in a text?</p> <p><u>Academic Vocabulary:</u></p> <p>genre elements genre structures readers' identities textual interaction</p> <p>Additional vocabulary determined by book and short fiction selection and Close Reading texts</p> <p>"The Use of Force" Vocabulary: savage, coax, contemptible, abject, clenched, diphtheria, heifer, merely, apologetic, departure, admonish, shriek, photogravure, agony</p> <p>"Encounter with Unexpected Animals" Vocabulary: skeptical, scenic, caliche, glimpsed, macaw, reputation, chassis, gnarled, moonscape, notion, abandoned, accelerate, gird, subdivision, amends, docile, douse</p>	<p>R2, 4, 6</p> <p>W2, 3, 4, 5, 10</p> <p>R1, 2, 4, 7, 9, 10</p>	<p><i>my reading habits while reading fiction?</i></p> <p>(December) Mid-Unit Assessment <i>How has your reading, identity as a reader, or preferences for reading changed?</i></p> <p>(Semester End) Post-Unit Assessment: <i>How did reading in and out of school impact your view of yourself as a reader and your ability to read fiction?</i></p> <p>Collecting Text Bookmark Checks, 1 every 2 weeks</p> <p>Close Reading Assessments, 1 per week</p> <p>Writer's Notebook Checks, 1 every 2 weeks</p>	<p>Select "Just Right" book Reader's</p> <p>Workshop-style conference with teacher</p> <p>Connecting with the Narrator</p> <p>Collecting Text Bookmarks</p> <p>Close Reading</p> <p>Write and revise text on themes of personal interest</p> <p>Novel Conversations</p> <p>Analysis of text and</p>	<p>Self-selection of reading material</p> <p>Development of ability to evaluate personal reading skills</p> <p>Increase reading comprehension through critical thinking about the text</p> <p>Noticing text features, plot points, and author's craft. Developing ability to use inference</p> <p>Ability to identify key concepts, unfamiliar vocabulary, and connections to text</p> <p>Writing with clarity, improving grammar, and careful word choice</p> <p>Hold meaningful conversations on literary topics and discuss a novel knowledgeably with appropriate literary terminology</p> <p>Becoming aware, through explicit emphasis on intellectual processes, of the nature of thinking and one's</p>
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20 days	<p><i>Basics of Argumentation - Advertisement MAISA ELA 9</i></p> <p><u>Overarching Questions</u></p> <p>What is being sold?</p> <p>What does marketing do to the potential buyer?</p> <p>How do marketing and media create real and perceived value to persuade a consumer to buy?</p> <p><u>Essential Questions</u></p> <ol style="list-style-type: none"> 1. What values do advertisers use to persuade consumers? 2. How do advertisers influence a consumer? 3. What methods do advertisers use in print and non-print texts? What makes these methods effective? <p><u>Academic Vocabulary:</u> audience, context, hook, perceived value, purpose, real value</p>	<p>W1, 4, 7, 9, 10 Sp &Lang 1, 4 Lang. 1, 2</p>	<p>Pre-Unit Assessment: How influenced are you by advertisements and media?</p> <p>Mid-Unit:What methods do advertisers use to influence consumers?</p> <p>Post-Unit:What is being sold? After reading a variety of advertisements across the sub-genres of consumer marketing, write a comparison/contrast essay that compares the methods advertisers use and argues which methods most effectively acquire and persuade consumers.</p>	<p>media advertisements</p> <p>View and compare popular media advertisements as partners</p> <p>Analyze word choice and hook in media advertisements</p> <p>Research and rate 24 advertisements</p> <p>Write Argumentative Essay</p>	<p>mental capability to control attitudes</p> <p>Developing a repertoire of cognitive and meta-cognitive skills and strategies for problem solving, decision making, and inquiry</p> <p>Engaging in authentic learning experiences to maximize learning</p> <p>Using thinking skills, through numerous experiential activities, to increase independence and responsibility</p> <p>Students will practice comprehension regularly.</p> <p>Analysis and revision skills</p>
20 days	<p><i>Informational Reading MAISA ELA 9</i></p>	<p>R1, 2, 3, 6, 7, 10 W2, 7, 8, 9, 10</p>	<p>Close Reading Assessments, 1 per week</p> <p>Writer's Notebook checks, 1 every 2 weeks</p>	<p>Writer's Notebook RADR</p> <p>Read multiple magazine articles</p>	<p>· Develop a multi-draft reading process for a range of current-event articles: magazine and news</p> <p>· Cite strong and thorough textual evidence to support</p>

	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. How can identifying text structures help in reading nonfiction text? 2. How do the text features of nonfiction texts help the reader to understand the author's purpose? 3. How do good readers draw inferences from nonfiction texts? <p><u>Academic Vocabulary:</u> author's intent, bias, inference, non-fiction, premise, purpose, text features, text structures</p>	<p>S&L 1 Lang 6</p>	<p>Formative Assessment: After reading an article, reflect upon how reading strategies help you to be a better reader.</p> <p>Post-Unit Assessment: <i>Students reflect upon their learning about a topic.</i></p> <p>Close Reading Assessments, 1 per week</p> <p>Writer's Notebook checks, 1 every 2 weeks</p>	<p>Notice text features and structures</p> <p>Keep a reading log of articles read</p> <p>Create a bibliography</p> <p>Identify audience, bias, and purpose of an article</p> <p>Create multimedia presentation pulling from multiple sources to inform on a central topic</p>	<p>analysis of what the text says explicitly as well as inferences drawn from the text</p> <ul style="list-style-type: none"> · Determine a central idea or multiple central ideas of a text. · Analyze how the author uses text structure and text features to shape and refine specific details; provide an objective summary · Identify and analyze types of structural organization · Identify and analyze types of text features · Identify, analyze, and evaluate the impact and effectiveness of these authoring decisions on meaning and author intent/central idea in current print media · Write an objective summary of parts of a text to identify the function of the part and its relationship to other parts of the text <p>Identify and analyze diction for bias</p> <ul style="list-style-type: none"> ● become more flexible in their writing and thinking as they have time to explore ideas and topics of interest. ● develop a repertoire of strategies for researching ideas and topics of interest, including both primary
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30 Days	<p><i>Informational Essay and Writing Structures</i></p> <p>Overarching Question:</p> <p>How do we find valid evidence to support a claim about a trend?</p> <p>How do researchers evaluate sources for validity and bias?</p> <p>How do researchers decide upon topics of interest to study?</p> <p>How do researchers identify what the trend is, how it has changed over time, and who participates in the trend?</p> <p>Enduring Understandings:</p>	R1, 3, 7 W2, 7, 9 SL1	<p>Pre-Unit Assessment Task</p> <p>Students will fill out the Non-fiction Reading Survey they completed at the beginning of the Non-fiction Reading Unit. Assess changes in their non-fiction reading habits and practices and</p>	<p>Read and question guidelines and rubric for the project as a continuation of previous unit of study</p> <p>Students learn how to narrow the focus of research through classroom lesson, conferring with the teacher, teacher modeling, and guided practice</p> <p>Graphic Organizers and teacher modeling help students distinguish between and use primary and</p>	<p>and secondary research.</p> <ul style="list-style-type: none"> practice a variety of ways to generate ideas and revise writing, including inserting, cutting, or reducing words. investigate the ways other writers write about complex ideas, and craft an essay using a range of research options: print, digital, image, or speech. <p>Gain the ability to identify and use correct grammar and word choice</p> <p>Analyze the speaking and writing of various speakers and authors for grammar and word choice</p> <p>Draft and edit students' own written work for errors and make appropriate corrections</p>
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<p>5 days during this unit and continuing through out the rest of the year</p>	<p>Researchers use methods to engage in primary, and secondary research. Researchers choose from a variety of digital products to design, plan, and write a digital product based on multi-media research. Researchers make purposeful choices to create a balance of information to include in their final product.</p> <p>Language Development: Essential Questions: How do writers and speakers express meaningful ideas clearly?</p>	<p>L1, 2, 3</p>	<p>preparedness for completing the research for this unit. Mid-Unit Formative Assessment Task Assess students' understanding of crafting and supporting a central idea using the "Confirming or Disconfirming a Theory and Creating a Central Idea" handout. They should only proceed with research if they have sufficient evidence to support their central idea. Post-Unit Summative Assessment Task Students present their theories about a trend and support it with evidence from their research in the form of an oral presentation with Powerpoint slides or video. Pre-assessment: Grammar, usage, and parts of speech quiz Formative Assessment: Evidence in Writer's Notebook,</p>	<p>secondary sources</p> <p>Collecting and Making Sense of Information lesson guides students through the process of synthesizing information from multiple sources.</p> <p>Students are guided through text and modeling regarding how to develop a theory based on evidence.</p> <p>Direct instruction in grammar and usage</p> <p>Grammar games</p> <p>Evaluation of grammar in media</p> <p>Evaluation of grammar in drafts of informational essay</p>	<p>-Students will see that sentences can have many different structures.</p> <p>-Students will be able to create sentences with varying structure and form.</p> <p>-Students will understand that sentence structure can impact their writing style.</p>
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25 days	<p>Why is the structure of the language important?</p> <p><u>Academic Vocabulary:</u> Complete subject, simple subject, complete predicate, simple predicate, sentence complement, predicate adjective, predicate nominative, direct object, indirect object, object of preposition, parallel structure</p> <p><i>Writing the Argument: Personal Essay</i> Overarching Questions: What do I believe? What drives my beliefs? How do my beliefs impact my thoughts, actions, and interactions with others?</p> <p>Enduring Understanding Beliefs and values drive the ways we think and act. Examination of my beliefs and values enables me to be a critical consumer of texts and an advocate for social issues that matter to me.</p> <p><u>Academic Vocabulary:</u> audience, context, personal belief, purpose story as evidence, Toulmin model of argument</p>	<p>RLit 1,3,9 RInfo 1,3,8,10 W1,4,9,10 SL1,4 L1,2,6</p>	<p>quizzes</p> <p>Summative Assessment: Grammar, usage, and parts of speech assessment</p> <p>Pre-Unit Assessment: Prior knowledge connection to beliefs and habits</p> <p>Formative Assessment: What strategies and habits help you become a critical reader?</p> <p>Formative Assessment: Review of writer's notebook entry demonstrating thought on a belief</p> <p>Formative Assessment: Review project folder and map your thinking</p> <p>Post-Unit Assessment: Personal Essay - What do you believe?</p>	<p>Connect prior knowledge T-chart</p> <p>Teacher models and thinks aloud: first-draft read</p> <p>Set a purpose for two-draft reading</p> <p>Teacher models, then students explore and select beliefs to write about</p> <p>Students write 2 pages of belief in dialogue</p> <p>Students choose and write about a belief that is common to the group</p> <p>Idea-Maker exploration exercise Sentence Work Editing lessons and practice</p> <p>Read and bracket 3 parts of micro story</p> <p>Close read and highlight important</p>	<p>Students become more flexible in their writing and thinking as they examine their own lives, looking for ideas to explore and develop inquiries around. Students develop a repertoire of strategies for analyzing an author's purpose, craft, and structure within and across texts and/or argumentative genres. Students practice a variety of rhetorical modes in order to write a multi-modal essay that establishes a line of reasoning. Students engage with increasingly complex texts. Students investigate the ways other writers write about complex ideas, synthesize the ideas of others in order to confirm or disconfirm their theories, and create an argumentative essay.</p> <p>Students apply their understanding of narrative genres to do strategic and extended thinking with a novel from the canon.</p>
30 days or until the end		<p>R1,2,3,5,10 W4, 10 SL1</p>	<p>Pre-Unit Assessment:</p>		

of the year	<p><i>Narrative Reading</i></p> <p>Overarching Questions</p> <p>How do good readers approach fiction? How is a novel from the literary canon still relevant for a reader in today's world?</p> <p>Enduring Understandings</p> <p>Readers know how fiction texts are structured. Readers know how characters influence a text. Readers track important details to understand theme(s). Readers monitor their comprehension and use strategies to check and fix their understanding. Readers of fiction connect to other texts and to their own lives.</p> <p>Essential/Focus Questions:</p> <p>How do readers monitor their understanding?</p> <p>What do readers know about how stories are structured?</p> <p>How do readers accumulate story details to understand theme and author's purpose?</p> <p>Why do we read fiction? How does it impact our lives?</p> <p><u>Academic Vocabulary:</u></p> <p>character conflict/resolution dialogue fiction point of view reading comprehension setting theme three parts of a story</p>	L6	<p>How do good readers approach fiction?</p> <p>Mid-Unit Assessment: “Independent Practice: Applying Comprehension Strategies and Knowledge of Text Structure.”</p> <p>Post-Unit Assessment: How is a novel from the literary canon still relevant for a reader in today's world?</p>	<p>details</p> <p>Read and analyze genre in the craft and structure of short stories</p> <p>Read and identify characters' wants, changes or lack, and the cost</p> <p>Conduct historical period research</p> <p>Identify elements of an engaging short story</p> <p>Analyze character relationships in a novel</p> <p>Connect to other texts, other genres, and their world</p>	<p>students will read various pieces of micro fiction, short stories, and one whole-class novel from the literary canon. They will create a collage that addresses the essential question and analyzes the novel, providing examples from the novel and the writer's own life to illustrate and clarify.</p>
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