

## ENGLISH 9 MODIFIED CURRICULUM MAP

(CREATED 3/14/19)

NOTE: This map could also be used in alternating years with the English 10 curriculum map, should students be combined in a 9/10 class.

STANDARDS	CONTENT	SKILLS	MATERIALS	ASSESSMENTS	TIMELINE
9-10R 1-6 9-10W 2 9-10SL 1-2 9-10L 3-6	<ul style="list-style-type: none"> <li>● reading comprehension skills for fiction</li> <li>● writing skills for informative/explanatory texts</li> <li>● vocabulary skills</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the central idea in a narrative text</li> <li>● Analyze character development</li> <li>● Examine rhetorical strategies, literary elements and devices employed by authors</li> <li>● Develop a topic with relevant and sufficient textual evidence</li> <li>● Express ideas clearly and persuasively</li> <li>● Apply knowledge of language</li> <li>● Determine the meaning of unknown words using context</li> <li>● Acquire and use academic words and phrases</li> </ul>	Texts <ul style="list-style-type: none"> <li>● “The Interlopers”</li> <li>● “The Necklace”</li> <li>● “The Scarlet Ibis”</li> </ul> Supplemental material <ul style="list-style-type: none"> <li>● ELA Regents exam rubric for Text Analysis Response</li> <li>● Teacher created resources</li> </ul>	Discussion  Short written responses  Quizzes—at least one on Schoology  Text Analysis Response (writing folder task)—to be submitted via Schoology	September-October (7 weeks)
9-10R 1,2,4-6 9-10SL 1-2 9-10L 3-6	<ul style="list-style-type: none"> <li>● reading comprehension skills for poetry</li> <li>● reading comprehension skills for nonfiction</li> <li>● vocabulary skills</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the central idea in a poem</li> <li>● Examine literary elements and devices employed by authors</li> <li>● Develop a topic with relevant and sufficient textual evidence</li> <li>● Express ideas clearly and persuasively</li> </ul>	Texts <ul style="list-style-type: none"> <li>● “The Raven”</li> <li>● “Fifteen”</li> <li>● “I Wandered Lonely as a Cloud”</li> <li>● “Uphill”</li> <li>● “Dream Deferred”</li> <li>● “Dreams”</li> <li>● “Summer”</li> </ul>	Discussion—including use of Schoology  Responses to informational texts  Quiz	October-November (3 weeks)

		<ul style="list-style-type: none"> <li>● Apply knowledge of language</li> <li>● Determine the meaning of unknown words using context</li> <li>● Acquire and use academic words and phrases</li> </ul>	<p>Supplemental material</p> <ul style="list-style-type: none"> <li>● Teacher created resources</li> <li>● Informational texts from Newsela related to poem topics</li> </ul>		
<p>9-10R 1-6,8</p> <p>9-10W 2</p> <p>9-10SL 1-2</p> <p>9-10L 3-6</p>	<ul style="list-style-type: none"> <li>● reading comprehension skills for nonfiction</li> <li>● writing skills for informative/explanatory texts</li> <li>● vocabulary skills</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the central idea in a variety of nonfiction texts</li> <li>● Analyze development of real people involved in events</li> <li>● Analyze how an author unfolds an analysis</li> <li>● Examine rhetorical strategies, literary elements and devices employed by authors</li> <li>● Develop a topic with relevant and sufficient textual evidence</li> <li>● Express ideas clearly and persuasively</li> <li>● Apply knowledge of language</li> <li>● Determine the meaning of unknown words using context</li> <li>● Acquire and use academic words and phrases</li> </ul>	<p>Texts</p> <ul style="list-style-type: none"> <li>● “The Washwoman”</li> <li>● “Keystone Species” (from Newsela)</li> <li>● excerpt from <i>Silent Spring</i></li> <li>● “Caucasian Mummies Mystify Chinese”</li> <li>● “New Directions”</li> <li>● “I Have a Dream”</li> <li>● “Freedom Rides” (from Newsela)</li> <li>● Rosa Parks excerpt</li> </ul> <p>Supplemental material</p> <ul style="list-style-type: none"> <li>● ELA Regents exam rubric for Text Analysis Response</li> <li>● Department created midterm assessment</li> <li>● Teacher created resources</li> </ul>	<p>Discussion—including use of Schoology</p> <p>Quizzes—at least one on Schoology</p> <p>Text Analysis Response (for “The Washwoman”)</p> <p>Midterm—including Text Analysis Response</p>	<p>November-January (8 weeks)</p>
<p>9-10R 1-6</p> <p>9-10SL 1-2</p>	<ul style="list-style-type: none"> <li>● reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the central idea in a</li> </ul>	<p>Texts</p>	<p>Discussion—including use of Schoology</p>	<p>February-March (6 weeks)</p>

<p>9-10L 3-6</p>	<p>skills for fiction or drama</p> <ul style="list-style-type: none"> <li>• writing skills</li> <li>• vocabulary skills</li> </ul>	<p>novel or nonfiction dramatized text</p> <ul style="list-style-type: none"> <li>• Analyze development of real people involved in events</li> <li>• Analyze how an author unfolds an analysis</li> <li>• Examine rhetorical strategies, literary elements and devices employed by authors</li> <li>• Develop a topic with relevant and sufficient textual evidence</li> <li>• Express ideas clearly and persuasively</li> <li>• Apply knowledge of language</li> <li>• Determine the meaning of unknown words using context</li> <li>• Acquire and use academic words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Whirligig</i> (novel) or <i>The Miracle Worker</i> (play)</li> <li>• informational texts from Newsela</li> </ul> <p>Teacher created resources</p>	<p>Short written responses</p> <p>Quizzes—at least one on Schoology</p>	
<p>9-10R 1-8 9-10W 1,5 9-10SL 2,4 9-10L 3-6</p>	<ul style="list-style-type: none"> <li>• reading comprehension skills for informative texts</li> <li>• writing skills for argument</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a claim based on textual evidence</li> <li>• Distinguish claim from counterclaims</li> <li>• Evaluate evidence to establish support for claim and counterclaim</li> </ul>	<p>ELA Regents exam structured recess argument task</p> <p>Sample argument essay</p> <p>Graphic organizers</p>	<p>Argument essay</p>	<p>March-April (3 weeks)</p>

		<ul style="list-style-type: none"> <li>• Organize ideas</li> <li>• Express ideas clearly and persuasively</li> <li>• Apply knowledge of language</li> <li>• Determine the meaning of unknown words using context</li> <li>• Acquire and use academic words and phrases</li> </ul>	ELA Regents exam rubric for Writing from Sources		
9-10R 1-6 9-10W 2 9-10SL 1-2 9-10L 3-6	<ul style="list-style-type: none"> <li>• reading comprehension skills for fiction</li> <li>• writing skills for informative/explanatory texts</li> <li>• vocabulary skills</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the central idea in a narrative text</li> <li>• Analyze character development</li> <li>• Examine rhetorical strategies, literary elements and devices employed by authors</li> <li>• Develop a topic with relevant and sufficient textual evidence</li> <li>• Express ideas clearly and persuasively</li> <li>• Apply knowledge of language</li> <li>• Determine the meaning of unknown words using context</li> <li>• Acquire and use academic words and phrases</li> </ul>	“The Most Dangerous Game”  Supplemental material <ul style="list-style-type: none"> <li>• ELA Regents exam rubric for Text Analysis Response</li> <li>• Teacher created resources</li> </ul>	Discussion  Quiz  Text Analysis Response	April-May (4 weeks)
9-10R 1-8 9-10W 1-2	<ul style="list-style-type: none"> <li>• reading comprehension skills</li> <li>• writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the central idea in narrative and information texts and in poems</li> </ul>	Texts—to be determined for review of skills studied during the year and needed for final exam	Discussion  Short written responses	May-June (4 weeks)

<p>9-10SL 1,2,4 9-10L 3-6</p>	<ul style="list-style-type: none"> <li>● vocabulary skills</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze character development</li> <li>● Analyze development of real people involved in events</li> <li>● Analyze how an author unfolds an analysis</li> <li>● Examine rhetorical strategies, literary elements and devices employed by authors</li> <li>● Develop a topic with relevant and sufficient textual evidence</li> <li>● Develop a claim with textual evidence</li> <li>● Distinguish claim from counterclaims</li> <li>● Evaluate evidence to establish support for claim and counterclaim</li> <li>● Organize ideas</li> <li>● Express ideas clearly and persuasively</li> <li>● Apply knowledge of language</li> <li>● Determine the meaning of unknown words using context</li> <li>● Acquire and use academic words and phrases</li> </ul>		<p>Quizzes—at least one on Schoology</p> <p>Completed graphic organizer to review argument task</p>	
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