

HADDONFIELD PUBLIC SCHOOLS
Curriculum Map for English 9 CP

<i>Marking Period 1 (September - November)</i>			
<p>Targeted Standard(s): NJCCCS 3.1.12.A.1-2; 3.1.12.C.1; 3.1.12.D.1-3; 3.1.12.E.1-3; 3.1.12.F.1-5; 3.1.12.G.4; 3.1.12.G.5; 3.1.12.G.6; 3.1.12.G.7; 3.1.12.G.9; 3.1.12.G.10; 3.1.12.G.13; 3.1.12.G.15-18; 3.1.12.H.1; 3.1.12.H.4; 3.2.12.A.1; 3.2.12.A.3; 3.2.12.A.4; 3.2.12.A.6-9; 3.2.12.B.1-5; 3.1.12.B.11; 3.2.12.B.12; 3.2.12.C.1-2; 3.2.12.C.5-7; 3.2.12.D.1-3; 3.3.12.A.1-3; 3.3.12.B.1-5; 3.3.12.B.9; 3.3.12.C.1; 3.3.12.A.3-5; 3.4.12.B.5-6 Interdisciplinary: NJCCCS Technological Literacy 8.1A, 8.1B</p>			
<p>Enduring Understandings (<i>The big ideas</i>): (Summer Reading) Figurative language enriches a narrative. The narrative structure of a text reveals information about the characters and themes. The setting of a text influences the actions and beliefs of the characters. (Journalism) Journalists have the responsibility to be fair, accurate, and unbiased. Media analysis can lead to critical thinking and problem solving. Journalists identify essential information and make that information accessible, understandable, and memorable for their readers. (<u>Hiroshima</u>) Journalists may use literary devices to enhance their writing. People handle crises in different ways. Some writers try to balance the horror of war with the heroism of recovery. (Poetry) Rhythm and meter affect our understanding of the poem. A poet selects words and sounds that create the most powerful response in the listener/reader. Poetry can be formal or free verse.</p>			
<p>Essential Questions: How does our background influence our futures? How can one rise above his/her "limitations"? What is a literary genre? How does figurative language enrich a text? What are the parts of a sentence? What are the parts of a paragraph? What makes writing powerful? What are the principles of journalism? Is journalism always objective? Is atomic warfare necessary and justifiable? What are the moral, economic, social, and political ramifications of nuclear warfare? What is poetry and what is its value in modern society?</p>			
Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
Vocabulary Units 1-3 Sample paragraphs – descriptive, narrative, persuasive, & expository Grammar – parts of sentence MLA Format—Heading, Header, embedding quotations READINGS: <u>The House on Mango Street</u> by Sandra Cisernos (Summer Reading) <u>Under the Blood Red Sun</u> by Graham Salisbury (Summer Reading) <u>The Secret Life of Bees</u> by Sue Monk Kidd (Summer Reading) <u>Troy</u> by Adele Geras (Summer Reading) "The Jacket" by Gary Soto "The Fourth of July" by Audre Lorde "100% American" by Ralph Linton Student-selected news articles <u>Hiroshima</u> by John Hersey	<ul style="list-style-type: none"> -Identify parts of the sentence and paragraph. - Identify and create different kinds of paragraphs. - Distinguish between fact (objective) & idea/opinion (subjective) - Annotation – Critical reading & evaluation of text - Developing topic sentences - Developing thesis sentences - Identify and correct proper pronouns to agree with verbs and antecedent. - MLA Format – Heading, Header, and in-text citation - Process writing – brainstorming, outlining, drafting, revising, editing - Narrative/Descriptive writing - Argument / thesis-driven writing - Evaluate news sources and web sites 	<ul style="list-style-type: none"> - Grammar "Pre-test" – will not count as a grade - Grammar exercises (independent & group) - Vocabulary Note Cards (20 words per unit) - Vocabulary Exercises (weekly) - Figurative Language examples from Summer Reading - Sample paragraph writing exercises - Peer editing focus activities - Summary of current events articles for journalism unit - Literature Circle Roles for <u>Hiroshima</u> - ELMO & Large Group discussion of editorial writing (bias, objectivity, powerful language/description) - Personal Response journal writing for <u>Hiroshima</u> - Children's poetry & songs to 	<ul style="list-style-type: none"> - ERB Wrap Test - Vocabulary Quizzes - Vocabulary Unit test - Grammar correction quizzes - Summer Reading Log - Summer Reading Review of independently selected book - Narrative/Descriptive Vignette(s) to imitate style of Summer Reading books: 1 vignette for each of the summer reading samples - Bias and Journalism Paragraph Project - Hiroshima Double-Sided Reading Log (Objective Details vs. Subjective Description) - <u>Hiroshima</u> Newspaper - <u>Hiroshima</u> opinion essay - <u>Hiroshima</u> "found" poem - Poetry Portfolio

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<p>Begin Poetry Packet Selections: "The White House" by Claude McKay "To a Daughter Leaving Home" by Linda Pastan "Theme for English B" by Langston Hughes "Those Winter Sundays" by Robert Hayden "For Anne Gregory" by William Butler Yeats "Advice for a Stegosaurus" by Jessica Goodheart "A Narrow Fellow in the Grass" by Emily Dickinson "Spring and Fall" by Gerard Manley Hopkins "Stopping by Woods on a Snowy Evening" by Robert Frost "The Tyger" by William Blake "This Is Just To Say" by William Carlos Williams "Jabberwocky" by Lewis Carroll "Solo for Saturday Night Guitar" by Carl Sandburg "Twice Shy" by Seamus Heaney "Symptoms of Love" by Robert Graves "The More Loving One" by W. H. Auden</p>	<ul style="list-style-type: none"> - Identify figurative language & poetic devices - Identifying rhyme scheme - Identifying meter - Identifying different poetic forms (stanza, quatrain, couplet, sonnet) - Writing poems of different forms and rhyme schemes - Extended analysis of a poem and/or song lyrics 	<p>demonstrate how memorable poetry is and what memories we associate with certain rhymes/songs</p> <ul style="list-style-type: none"> - Partner work with "Nonsense" poetry (after Lewis Carroll's "Jabberwocky") - Act out Heaney's "Twice Shy" - Video adaptations of "Stopping By Woods on a Snowy Evening" and "Spring and Fall" - Group Poem Analysis – as a class to model how one interprets a poem and how one writes about its elements and meaning - Create and share one's "Anthem for English 9 CP" after song lyric analysis - Interview with a poem project - Peer Editing 	<p>- Song / Poem Analysis Essay (Interview with a Poem)</p>
<p>Resources/Technology:</p> <ul style="list-style-type: none"> - Computer Lab for working on drafts - ELMO projector for grammar and revision workshops - HMHS Library Databases for research on Hiroshima / WWII background - BBC Documentary on Hiroshima - Poetry CDs for recordings during the Poetry Unit - PowerPoint Presentations for Hiroshima History and Poetry Terminology 			

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Curriculum Map for English 9 CP -- Vermaat

<i>Marking Period 2 (November - January)</i>			
<p>Targeted Standard(s): NJCCCS 3.1.12.A.2; 3.1.12.C.1; 3.1.12.D.2; 3.1.12.D.3; 3.1.12.E.2; 3.1.12.F.1-5; 3.1.12.G.2-4; 3.1.12.G.6-14; 3.1.12.H.1; 3.1.12.H.4; 3.2.12.A.1; 3.2.12.A.3-9; 3.2.12.B.1; 3.2.12.B.3; 3.2.12.B.4; 3.2.12.B.8; 3.2.12.B.9; 3.2.12.B.11-12; 3.2.12.C.1-7; 3.2.12.D.2; 3.2.12.D.4; 3.2.12.D.4; 3.3.12.A.1-3; 3.3.12.B.1-5; 3.3.12.C.2; 3.3.12.D.1; 3.4.12.A.1; 3.4.12.A.3; 3.4.12.A.4; 3.3.12.B. 1; 3.4.12.B.6; 3.5.12.A.1-4 Interdisciplinary: NJCCCS Technological Literacy 8.1A, 8.1B</p>			
<p>Enduring Understandings (<i>The big ideas</i>): Good analytical writing requires careful reading of a text. Citations are necessary to show from where an idea or information came. (<i>Mythology / The Odyssey</i>) Humans have a need to describe their world in terms they can comprehend. Humans have a need to explain the motivations and emotional responses of others. Mythology has been adapted and popularized through films. A hero might not always do what the reader feels is "right." The qualities / expectations of a hero may change depending on the culture and/or time period. Authors continue to analyze how much free choice (responsibility) people have over their lives and how much is determined (fate). (<i>Romeo & Juliet</i>) Shakespeare's plays were meant to be heard and to be performed. Elizabethan England was dramatically different from modern day America, but Shakespeare's plays are still studied because of their universal appeal to people from all cultures during different time periods. All choices have consequences. Irrational hatred has devastating effects on the individual, the community, and the world. Tragedy often follows misunderstanding or lack of communication. Literary devices and motifs enhance the drama and make the characters / events memorable to the audience.</p>			
<p>Essential Questions: Does mythology have relevance in modern times? What was the role of mythology in Ancient Greece? What is a hero? What is the value of a hero in today's society? What components of the Epic Hero Cycle are still used in current fantasy novels/films? What is the relationship between fate and personal responsibility? What was the English Renaissance and how did it influence Shakespeare? Why are Shakespeare's plays still popular today? How do literary devices contribute to the drama in <i>Romeo & Juliet</i>? In what ways do pride, love, and hate affect the choices one makes?</p>			
Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<p>Vocabulary Units 4-6 (If needed, continue Poetry Unit from MP 1) Grammar –Punctuation and subject & verb agreement MLA Format – Creating a Works Cited Page for a poem and a play</p>	<p>- Grammar – using quotations marks, commas, semicolons, solons, and apostrophes - Identify and correct proper pronouns to agree with verbs and antecedent. -Identify the roles of the gods/goddesses in The Odyssey</p>	<p>- Vocabulary Note Cards - Vocabulary Exercises - Grammar exercises (independent & group based on skills that need more practice) - MLA citation game using cards – place cards in correct order for Book,</p>	<p>- Vocabulary Quizzes - Vocabulary Unit Test - Grammar Correction quizzes - Climbing Mt. Olympus Presentation - Mythbook Page - Comparison/Contrast paragraph</p>

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<p>Shakespeare & Elizabethan England background READINGS: <u>Mythology</u> by Edith Hamilton (selections on Greek mythology) <u>The Odyssey</u> by Homer <u>Romeo and Juliet</u> by William Shakespeare</p>	<ul style="list-style-type: none"> - Explain and apply the different components of the Epic Hero Cycle - Identify symbols and allusions in a text - Use contextual clues (historical, political, social, and literary) to interpret a text - Writing introductions – use different kinds of hooks - Writing conclusions – use different kinds of closing statements - Select quotations appropriate for a theme-based essay - Embed quotations using MLA format - Create a MLA Works Cited page for a poem and a play. - Defining and identifying literary elements in a text (puns, dramatic irony, oxymoron, malapropism, iambic pentameter, soliloquy) - Research information through databases (not internet search engines) to understand Elizabethan England and Shakespeare's stage - Oral reading skills (most of <u>Odyssey</u> and <u>Romeo and Juliet</u> are read out loud) 	<p>essay, poem, etc. citation</p> <ul style="list-style-type: none"> - Mythology “dramatic” presentations (individual and/or partner) - Create Mythbook page for assigned character; use book as a study guide for <u>The Odyssey</u> - Guided reading and SSR of <u>The Odyssey</u> - Quick writes on Odysseus's journey - Creation of Character Shield to represent the qualities of character in <u>The Odyssey</u> - Quick creative writing on “The Cyclops” chapter from Polyphemus's perspective - WebQuest of Shakespearean England (Group Roles Differentiated) - Guided Reading of <u>Romeo and Juliet</u> - Quotation log for appropriate support of <u>Romeo & Juliet</u> Essay - Letter to Friar Lawrence (from perspective of Romeo & Juliet) - Create one's own ending to the play (discuss how other directors have changed the ending & why) - Peer Editing 	<p>on God/Goddess and modern equivalent</p> <ul style="list-style-type: none"> - Epic Hero Cycle Response to fantasy movie/book - Formal Letter to Odysseus - <u>Odyssey/Mythology Essay (in class)</u> - Elizabethan England Group Research Project—“Day in the Life of Shakespeare” - <u>Romeo & Juliet analysis essay</u> - <u>Mid-term exam</u>
<p>Resources/Technology:</p> <ul style="list-style-type: none"> - Computer Lab for working on essay drafts - ELMO projector for grammar and revision workshops - VHS of <u>The Odyssey</u> (1997 version directed by Andrei Konchalovsky) - HMHS Subscription Databases for research on Elizabethan England for “Day in the Life of Shakespeare” activity. - Scenes from DVD <u>In Search of Shakespeare</u> (PBS – Michael Wood) - DVDs of <u>Shakespeare in the Classroom</u> (Miramax), Baz Luhrmann's <u>Romeo + Juliet</u>, and Franco Zeffirelli's <u>Romeo and Juliet</u>. 			

Curriculum Map for English 9 CP – Foster-Stout

<i>Marking Period 3 (January – April)</i>			
<p>Targeted Standard(s): NJCCCS 3.1.12.A.1-2; 3.1.12.C.1; 3.1.12.D.1-3; 3.1.12.E.1-3; 3.1.12.F.1-5; 3.1.12.G.2-4; 3.1.12.G.6-9; 3.1.12.G.12-14; 3.2.12.A.1-; 3.2.12.A.3-9; 3.2.12.B.1; 3.2.12.B.3-6; 3.2.12.B.8-9; 3.2.12.B.11; 3.2.12.C.1-6; 3.2.12.D.1-5; 3.2.12.D.7; 3.3.12.A.1-4; 3.3.12.B.1-8; 3.3.12.C.1; 3.3.12.D.1; 3.4.12.A.3; 3.4.12.A.4; 3.4.12.B.1; 3.4.12.B.5; 3.5.12.A.1; 3.5.12.A.4; 3.5.12.C.1 Interdisciplinary: NJCCCS Technological Literacy 8.1A, 8.1B</p>			
<p>Enduring Understandings (<i>The big ideas</i>): Transitions in writing are “guideposts” for the reader to help him/her follow the writer’s ideas. Varying sentence structure and embedding quotations develop a stronger voice and style for the writer. (Short Story Unit) Not all short stories will have all of the components (exposition, rising action, climax, falling action, resolution) easily recognizable. Dialogue and action can reveal more about a character than expository description. An author may use elements from other genres (gothic, horror) to create an emotional response in the reader. (<u>To Kill a Mockingbird</u>) The age of the narrator influences how we understand the plot and themes of the novel. People see the world through their own lens of experience (background, age, education, etc.). Empathy and compassion can overcome any social/age/ethnic barriers. The loss of innocence accompanies the recognition of man’s cruelty and inhumanity to his fellow man.</p>			
<p>Essential Questions: How do character, plot, theme, and setting influence a short story? What is irony and how do authors use this device in their writing? What similarities does the Short Story share with other literary genres? Are traditions always positive for society? What are the different ways an author can develop a character? What does it mean to be brave? How does appearance affect the way people are judged? What is prejudice? How does prejudice appear in our lives? How does perspective determine how one understands the world, and how is that perspective shaped?</p>			
Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
Vocabulary Units 7-9 Transitions in writing – between and within paragraphs MLA – Embedding Quotations – different approaches	- Identify parts of the short story— exposition, rising action, climax, falling action, resolution - Character Analysis (motivations, physical attributes, psychological	- Vocabulary Note Cards (20 per unit) - Vocabulary Weekly Exercises - Grammar exercises for review of punctuation, pronoun usage, and capitalization.	- Vocabulary Quizzes - Vocabulary Unit Test - Grammar correction quizzes - Short Story Quizzes (do not count as a grade—will count toward extra

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<p>READINGS: <i>Short Story Unit</i>— "The Life You Save May Be Your Own" by Flannery O'Connor "Lamb to the Slaughter" by Doald Dahl "The Secret Life of Walter Mitty" by James Thurber "The Lottery" by Shirley Jackson "A Rose for Emily" by William Faulkner "The Duchess and the Jeweller" by Virginia Woolf <u>To Kill a Mockingbird</u> by Harper Lee</p>	<p>characteristics, speech & actions toward other characters) - Connect the setting of the story to the theme and plot. - Recognizing point of view (1st, 2nd, 3rd, limited or omniscient) - Define and recognize situational irony, dramatic irony, literal irony - Develop and support a theme with text - Infer word meaning from context - Identify and predict conflicts (man vs. man, man vs. self, man vs. nature, man vs. society) - Predict outcomes of plot - Utilize & strengthen transitions within and between paragraphs - Use a variety of methods to embed quotations in a formal essay</p>	<p>- Journal writing - "The Lottery" game – examine parts of the short story in small groups - Identify gothic elements in "A Rose for Emily" with a partner and contribute to class list - Present at least one part of the Short Story Menu project with class - Class or group recreation of Maycomb through different character's perspectives - Act out courtroom/trial scene in <u>TKAM</u> - Creation of class list of evidence for/against Tom Robinson - Create a paragraph describing Haddonfield as Lee describes Maycomb (attention to setting) - Neighborhood newspaper writing of <u>TKAM</u> Chapters (may vary depending on scene) - Character comparison/contrast charts - Peer Editing</p>	<p>credit on project) - Short Story Menu Project with Character Analysis - Create 2-page short story - <u>To Kill a Mockingbird</u> quizzes - <u>To Kill a Mockingbird</u> Allusion Project - <u>To Kill a Mockingbird Theme Essay (perspective & courage)</u></p>
<p>Resources/Technology: - Computer Lab for drafting and revising writing - VHS version of <u>Lamb to the Slaughter</u> (excerpts) - VHS version of <u>The Secret Life of Walter Mitty</u> (excerpts) - DVD of <u>To Kill a Mockingbird</u> (selected scenes) - VHS version of <u>The Scottsboro Boys</u> (excerpts from PBS documentary) - Student-created Power-Point presentations for Short Story Menu assignment</p>			

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<i>Marking Period 4 (April – June)</i>			
<p>Targeted Standard(s): NJCCCS 3.1.12.A.1-2; 3.1.12.C.1; 3.1.12.D.1-3; 3.1.12.E.1-2; 3.1.12.F. 1-5; 3.1.12.G.2-4; 3.1.12.G.8; 3.1.12.G.13; 3.1.12.G.14; 3.1.12.G.15-18; 3.1.12.G.21; 3.1.12.G.24; 3.1.12.H.1; 3.1.12.H.3-9; 3.2.12.A.1-9; 3.2.12.B.2; 3.2.12.B. 3; 3.2.12.B.6; 3.2.12.B.7; 3.2.12.B. 9-12; 3.2.12.C.1-7; 3.2.12.D.1-5; 3.2.12.D.7; 3.3.12.A.3; 3.3.12.B. 3; 3.3.12.B. 4; 3.3.12.B.5; 3.3.12.B. 8; 3.3.12.B.9; 3.3.12.C.1; 3.3.12.D.1; 3.3.12.D.3; 3.4.12.A.1-3; 3.4.12.A.5; 3.4.12.B. 1-4; 3.4.12.B.7; 3.5.12.A.1-4; 3.5.12.B. 1-4; 3.5.12.C. 1; 3.5.12.C.2; 3.5.12.C.3; 3.5.12.C.4. Interdisciplinary: NJCCCS Technological Literacy 8.1A, 8.1B</p>			
<p>Enduring Understandings (<i>The big ideas</i>): Research is a lengthy process that requires good evaluation of sources and a strong focus on a topic. Evaluating and responding to research is just as important as collecting the information. Synthesizing research in an argument essay requires a thorough outline to organize the information. (<i>12 Angry Men</i>) Being a juror requires patience, open-mindedness, good listening skills, and a sense of justice (what is right from wrong). People hold their own biases and prejudices, which may prevent them from finding justice for others. Directors position the actors, lighting, and scenery to create a desired effect on the viewer. (<i>Animal Farm</i>) There are many kinds of government; each has its strengths and weaknesses. Literature reflects and affects social change. Historical events can inspire authors to write for a political purpose. Revolution may instigate social change, but not all revolutions have positive outcomes. Humans can be manipulated by language, visual images, and ideas, but education helps one become an informed and responsible citizen. Propaganda has been a persuasive and pervasive force in societies. Propaganda presented by the media should be examined critically.</p>			
<p>Essential Questions: How does a director capture the irrational behavior and prejudices of man? What are the responsibilities of a juror? What are the benefits and possible drawbacks of the American justice system? What are the different kinds of government? What beliefs shape those kinds of governments? What is satire? How effective is satire? What is allegory? Does propaganda always overthrow one's beliefs? Does power corrupt one's intentions? How has propaganda been used in the past by governments and corporations?</p>			
Core Content/Objectives		Instructional Actions	
Concepts	Skills	Activities/Strategies	Assessment
<i>What students will know</i>	<i>What students will be able to do</i>	<i>Learning Activities/ Differentiation</i>	<i>How learning will be assessed</i>

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		<i>Interdisciplinary Connections</i>	
<p>-Vocabulary Units 10-12 - Research on propaganda and “ideal / utopian” societies - Courtroom Vocabulary</p> <p><u>-12 Angry Men</u> <u>-Animal Farm</u> “Doublespeak” by William Lutz (excerpt) -Independent Reading (from any genre – selection should come from HMHS library or book room and must be approved by teacher)</p>	<p>- Analyze elements of film (color, lighting, angle, dialogue, scenery, atmosphere, frame, suspense, sound, pace, structure=plot) - Define the responsibilities of a juror. - Define and identify the elements of allegory - Define the different kinds of government (monarchy, aristocracy, democracy, tyranny, oligarchy, anarchy) and the characteristics of each - Identify and apply the components of propaganda and manipulation of language - Identify historical characters in literature - Evaluate the use of language and image in advertisements and speeches - Develop a thesis for a research-based essay - Develop a research paper outline - Create an argument-driven research paper related to theme of propaganda, manipulation of language, and society - Prepare a MLA Works Cited page for research paper (using variety of sources) - Select and utilize different close reading strategies for independent novel unit - Form a well-supported opinion for a book review - Refine public speaking for Book Review presentation</p>	<p>- Vocabulary Note Cards (20 words per unit) - Vocabulary Weekly Exercises - Grammar Review Exercises - Peer Editing - Journal response writing - Mock jury activity - Discuss Machiavelli’s “Circles of Government” and as a group provide examples of past & present countries that had or have those kinds of governments - Literature Circle Roles for <u>Animal Farm</u> - Samples of propaganda class discussion and analysis - Collection of articles and advertisements for research paper - Guided instruction on how to evaluate media sources - Guided instruction on how to create an annotated bibliography using NoodleBib - Guided class discussion and evaluation of thesis statement preparation for research essay - Guided group instruction on creating an outline using Microsoft Word OR a provided template - Independent Reading Log Activity– students select 4 different activities to complete while reading (1 for each week they are reading) - Student presentations on their independent reading along with their visual element (book jacket, prop, PowerPoint, etc.) to “sell” or “sink” the book.</p>	<p>-Vocabulary Quizzes <u>-Vocabulary Unit Test</u> -Grammar correction quizzes <u>-12 Angry Men Quiz</u> (Response Questions) - <u>Animal Farm</u> Quizzes - <u>Animal Farm</u> Propaganda <u>Research Project</u> - Independent Reading Presentation and Book Review Project <u>-Final Exam</u></p>
<p>Resources/Technology: Computer Lab for drafting and revising writing - DVD of <u>12 Angry Men</u></p>			

- DVD of The Persuaders (excerpts of PBS Frontline presentation)
- Computer Databases for research on propaganda