

**9th Grade Reading
CURRICULUM MAP
Unit 1: Me, Myself, and I**

Goals and Objectives

Students will understand the rituals and routines of our class; how to choose “just right” books for independent reading; habits of good readers and writers; character analysis; point of view; how to annotate a text; how to empathize with characters.

Major Concepts

How do my circumstances affect my thoughts, opinions, and views? How does a person’s identity shape the way that they speak? How can my language be used to convey information about me? How do my choices affect me and others? What circumstances in life do we have control over?

Process Overview:

- Set up rituals and routines
- Choose and begin reading independent reading book
- Model note-taking format
- Introduce concept of meta-cognition
- Model strategies using a shared text
- Est. workshop, journaling, and literary response guidelines, routines, and rubrics
- Confer with students daily
- Introduce elements of the memoir

Major Assessments

- Diagnostic essay
- Reading Log
- One Pagers
- Reading Quizzes
- Reading Journals (FF)
- Journals Project
- Independent Reading Reflection
- Final exam

Reading Skills

- Activating schema
- Visualizing
- Asking questions
- Determining importance
- Retelling/ synthesizing
- Use fix up strategies and monitor for meaning
- Annotating text
- Vocabulary development

Writing Skills

- Brainstorming
- Spelling
- Proper headings
- Using Evidence
- Tense

Texts/Materials Needed

- Finding Fish by Antwone Fisher, Part I
- *Antwone Fisher* Film
- June Jordan’s article “Nobody Mean More to Me than You...”
- “Secrets Never Told” Documentary by Media ‘08

**9th Grade Reading
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Unit 2: Me, My Circumstances, and My Choices (Opinions?)

Goals and Objectives Students will explore the elements of drama through play and screenplay; practice reading aloud and staging; understand character development; compare and contrast themes in different texts;		
Major Concepts What is bias? Where do our biases and opinions come from? How does the way one sees oneself differ from how one is seen by others? What is character? What defines one's character? How does one know one's self? In what ways do we reveal our identities? How does the jury system work? What is the difference between being found "not guilty" and being "innocent"?		
Process Overview <ul style="list-style-type: none">• Continue reinforcing independent reading and conferring processes• Introduce literary analysis, TIED paragraph format, writing an introduction• Introduce elements of the memoir		
Major Assessments <ul style="list-style-type: none">• POV Assignment• Compare and Contrast Essay• Reading Quizzes• Final Exam	Reading Skills <ul style="list-style-type: none">• Activating schema• Visualizing• Asking questions• Determining importance• Retelling/ synthesizing• Use fix up strategies and monitor for meaning• Annotating text• Vocabulary development• Point of View	Writing Skills <ul style="list-style-type: none">▪ Brainstorming▪ Revising/editing▪ Using TIED▪ Punctuation of dialogue▪ Other grammar as needed▪ Computer skills
Texts/Materials Needed <ul style="list-style-type: none">• <u>Monster</u>, Walter Dean Myers• <u>Twelve Angry Men</u>, Reginald Rose• <i>Twelve Angry Men</i> Film		

**9th Grade Reading
Curriculum Map
Unit 3: Me, My Voice, and My Peers**

<p>Goals and Objectives: Students will understand the power of speech; elements of fiction; point of view; voice; how to write a literary introduction; how to analyze literature; produce an expository essay; participate in a Gallery Walk; how to recognize and discuss the elements of figurative language.</p>		
<p>Major Concepts: What causes rifts among friends and peer groups? How does peer pressure affect me and the choices I make? How can our voices be heard? Why are some voices not heard? What is sexual harassment and what can I do to prevent it? How does art express ideas?</p>		
<p>Process Overview:</p> <ul style="list-style-type: none"> • Continue independent reading • Continue workshop, journaling, literary response • Introduce the expository essay • Discuss figurative language and poetic devices • Fieldtrip to Met Museum • Prepare End-of-semester Portfolio Roundtables 		
<p>Major Assessments:</p> <ul style="list-style-type: none"> • Reading Quizzes • First Amendment Paragraphs • Mandalas • Expository essay • Portfolio Night 	<p>Reading Skills:</p> <ul style="list-style-type: none"> • Literary Analysis • Recognizing & understanding figurative language • Retelling/synthesizing • Sequencing and scene changes • Tone • Irony 	<p>Writing Skills</p> <ul style="list-style-type: none"> • Literary introduction • TIED body paragraphs • Drafting & revision • Annotating text • Grammar as needed
<p>Texts/Materials Needed:</p> <ul style="list-style-type: none"> • <u>Speak</u>, by Laurie Halse Anderson • <i>Mean Girls</i> Film • <i>Speak</i> Film 		

**9th Grade Reading
CURRICULUM MAP
Unit 4: Me, My Stories, and Our Traditions
(3-week unit)**

<p>Goals and Objectives Students will familiarize themselves with major stories in the Old Testament and important Greek and Roman myths; they will understand how these stories are evident in modern culture and English language literature from all time periods.</p>		
<p>Major Concepts What is mythology? What are the stories that Western culture is founded on? Why is it important for me to know mythology? What questions did (does) mythology seek to answer? Where is mythology still referenced?</p>		
<p>Process Overview</p> <ul style="list-style-type: none"> • Questionnaire: what do you know about the Bible? What do you know about Greek mythology? • Explore origins of Greek mythology • Read selected myths • Explore origins of the Old Testament • Seek out allusions to Bible and Greek Mythology in modern culture 		
<p>Major Assessments</p> <ul style="list-style-type: none"> • Reading Quizzes (memorize names of gods/ goddesses/ biblical figures) • Storyboard myth/story • Final Exam 	<p>Reading Skills</p> <ul style="list-style-type: none"> • Reading drama • Understanding historical literature • Reading aloud • Allusion • Visualization 	<p>Writing Skills</p> <ul style="list-style-type: none"> • Descriptive language • TIED
<p>Texts/Materials Needed Genesis, <u>King James Bible</u> <u>The Bible as Literature</u>, Gabel <u>The Bible for Dummies</u> <u>Heroes, Gods, and Monsters</u>, Evslin</p>		

**9th Grade Reading
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Unit 5: Me, Our Friendship, and Our Dreams

<p>Goals and Objectives Students will understand the development of characters, and literary elements / devices throughout the novel, such as themes, motifs, and symbols; how setting can be portrayed as a character; the connection between the experience of the characters with current issues in their lives; how to analyze the author's development of a literary theme, character or use of literary device in an appropriate written form.</p>		
<p>Major Concepts Who is John Steinbeck? What is realism? How did <u>Of Mice and Men</u> influence the literary genre of realism? Why do we have friends? What makes a friend? How important is it for human beings to have a place where they belong, where there are people who know them and love them? Why do dreams sometimes fail? What is the American Dream? Is it real? What is euthanasia? Is it justified? How do I connect a “plains and prairie” setting to my urban lifestyle? What is an allusion? What are the most common types of allusions?</p>		
<p>Process Overview</p> <ul style="list-style-type: none"> • Introduce author • Introduce genre • Guided reading of text • Literary terms analysis • Discussion and comparison/contrast of texts debating American Dream (Socratic Seminar) 		
<p>Major Assessments</p> <ul style="list-style-type: none"> • Author study • Thematic analysis essay • Routine Socratic Seminars 	<p>Reading Skills</p> <ul style="list-style-type: none"> • Critical reading of texts • Identification of literary terms • Vocabulary development • Themes • Symbols • Literary Elements 	<p>Writing Skills</p> <ul style="list-style-type: none"> • TIED- evidence • Writing a thesis • Grammar • Descriptive language • Citations
<p>Texts/Materials Needed <u>Of Mice and Men</u> by John Steinbeck <i>Of Mice and Men</i> film “All Falls Down” by Kanye West Poem “Yuba City School” by Chitra B. Divakaruni Poetry by Robert Burns “The best laid plans of mice and men often go awry.”</p>		

**9th Grade Reading
Curriculum Map
Unit 6: Us, Our Desires, and Our Conflicts**

<p>Goals and Objectives: Students will understand and translate Shakespearean English; the history and significance of Shakespeare; tragedy as it relates to literature and real life; the structure of the five act play; poetic devices.</p>		
<p>Major Concepts: Who is William Shakespeare? Why is he so important, and how do his accomplishments affect me? What meaning can I make of antiquated language? What is conflict? How do we resolve conflicts? Who am I in relationship to my family? Where do my allegiances lie? What duty do I have to family? What duty do I have to fulfill my personal desires? How do I handle conflict about my duties and desires?</p>		
<p>Process Overview:</p> <ul style="list-style-type: none"> • Continue rituals and routines concerning reading and writing workshop • Become familiar with Shakespeare’s language • Read the play aloud as a class • Regularly translate important sections of the text into modern English • Memorize passages • Rehears and perform a scene • Roundtables 		
<p>Major Assessments:</p> <ul style="list-style-type: none"> • Reading Quizzes • Translations • Memorization • Performances 	<p>Reading Skills:</p> <ul style="list-style-type: none"> • Paraphrasing and summarizing • Understanding new vocabulary using context clues • Memorization • Reading Aloud 	<p>Writing Skills</p> <ul style="list-style-type: none"> • Journaling • Citation • Using evidence • TIED • Dialogue
<p>Texts/Materials Needed:</p> <ul style="list-style-type: none"> • <u>Taming of the Shrew</u> by William Shakespeare • <u>Folger’s Shakespeare Set Free</u> • Shakespearean Sonnets • Greek Mythology (Diana) • <u>Shakespeare in Love</u> film • San Francisco Conservatory’s <u>Taming of the Shrew</u> video • <u>Taming of the Shrew</u> audio • Materials for costumes 		

**9th Grade Reading
Curriculum Map
Unit 7: Me, My Progress, Our Successes
(3-week unit)**

<p>Goals and Objectives: Students will reflect on their year's work and prepare to present portfolios to peers and parents at a Portfolio Celebration evening.</p>		
<p>Major Concepts: Who is William Shakespeare? Why is he so important, and how do his accomplishments affect me? What meaning can I make of antiquated language? What is conflict? How do we resolve conflicts? Who am I in relationship to my family? Where do my allegiances lie? What duty do I have to family? What duty do I have to fulfill my personal desires? How do I handle conflict about my duties and desires?</p>		
<p>Process Overview:</p> <ul style="list-style-type: none"> • Review and organize portfolio contents • Revise two portfolio pieces (one creative, one analytical) • Write reflection on literary analysis progress • Write reflection on independent reading progress • At Portfolio Celebration, select students will present best work, including oral presentations about units, read-alouds, and best performances from TOTS unit 		
<p>Major Assessments:</p> <ul style="list-style-type: none"> • Revisions • Reflections • Presentations • Portfolio Celebration Participation 	<p>Reading Skills:</p> <ul style="list-style-type: none"> • Summarizing • Reading aloud • Public speaking 	<p>Writing Skills</p> <ul style="list-style-type: none"> • Revision • Grammar as necessary
<p>Texts/Materials Needed:</p> <ul style="list-style-type: none"> • Portfolios • Sample reflections • Binders, etc for Portfolio presentations 		