

Curriculum Map: Academic English 9

Meadville Area Senior High School

English Department

Course Description: The course is designed for the student who plans to pursue a college education. Emphasis is on grammar, composition, literature, and research. In grammar, students will be required to work with verbs, nouns, and modifiers. In composition, the students will be required to understand the structure of and write narrative, descriptive, persuasive, and compare and contrast paragraphs. In literature, the students will be required to know, comprehend, apply, interpret and analyze fiction, nonfiction, poetry, and drama. A research project is required to pass the course.

Unit Title: Short story

Suggested time frame: 4 -6 weeks

Standards: CC.1.2.9-10 Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.9-10: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Essential Questions:

- How do authors convey purpose and meaning in literature?
- How does literature contribute to an understanding of ourselves?
- How do various literary criticisms impact the interpretation of a text?
- How does a writer use literary devices for specific effects in a story?

Competency	Vocabulary	Strategy	Resource
Fiction – <ul style="list-style-type: none">● Comprehend and interpret author's purpose before, during, and after reading; demonstrate fluency;● classify works of literature from different cultures and time periods;● examine the important philosophical, religious, social, political, or ethical ideas of the time;	Tone, mood, theme, character, characterization, point of view, figurative language, style, inference, genre, literary devices, literary elements, setting, plot, bias, voice, fact/opinion, allusion, author's purpose, conflict, context clues, dialect, dialogue, flashback, foreshadowing, irony,	Independent reading, summative and formative assessments, class discussion, graphic organizers, talking to the text, think-aloud, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar, Padeia, anticipation guides, SQ3R	<i>Literature: Reader's Choice-Course 4</i>

<ul style="list-style-type: none"> ● identify and analyze the differing characteristics of literary genres and universal themes with textual evidence <p>Non Fiction –</p> <ul style="list-style-type: none"> ● Comprehend and interpret author's purpose, author's effectiveness, text organization and text structure before, during, and after reading; ● demonstrate fluency; ● distinguish among facts, opinions, evidence, inference, and essential and non-essential information; ● make inferences and draw conclusions; ● analyze connections between literature and historical periods; ● examine the important philosophical, religious, social, political, or ethical ideas of the time; ● identify and analyze the differing characteristics of literary genres and universal themes with textual evidence 	<p>supporting details, main idea, narrator, symbolism, headings, graphics, charts</p>		
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Unit Title: Poetry

Suggested time frame: 1 – 2 weeks

Standards: CC.1.3.9-10: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Essential Questions:

- How is poetry both similar to and different from prose?
- How does understanding a poet’s life and historical context help us understand a poem?
- How can we determine the theme or underlying meaning of a poem?
- How many different ways can we sort and classify poems?
- How does a writer use poetic devices for certain effects in the poem?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">● Identify, explain, interpret, and analyze the effects of sound, form, and structure of poems, as well as the characteristics of genres;● Identify the differing characteristics of literary genres	Figurative language, imagery, allegory, symbolism, inference, rhyme, meter, scansion, alliteration, onomatopoeia, sonnet, personification, metaphor, simile, hyperbole, poetic forms	Read aloud, discussion, scansion, paraphrasing, talking to the text, formative and summative assessments, think aloud	<i>Literature: Reader’s Choice-Course 4</i> <i>Poetry Out Loud</i> online resources

Unit Title: Drama

Suggested time frame: 4 - 6 weeks

Standards: CC.1.3.9-10: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Essential Questions:

- How is a play similar to and different from prose and poetry?
- How has Shakespeare influenced contemporary language and culture?
- What universal themes are present in the play, and how are they relevant today?
- How can we use reading strategies to help us understand the language and syntax used by Shakespeare?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">● Identify, interpret, and analyze how dramatic conventions support, interpret, and enhance dramatic script;● Identify and analyze the differing characteristics of literary genres and universal themes with textual evidence	Stage directions, monologue, dialogue, soliloquy, dialect, chorus, dramatic structure, pun, comic relief, foil, paradox	Read aloud, role playing, pantomime, class discussion, formative and summative assessments, think pair share, paraphrase	<i>Literature: Reader's Choice-Course 4</i> Various film adaptations

Unit Title: Novels

Suggested time frame: 6 - 12 weeks

Standards: CC.1.3.9-10: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Essential Questions:

- How do historical circumstances impact the author’s choices and/or characters’ decisions?
- How are larger social themes reflected in the literature?
- Why is this work of literature important to your life, the world and humanity in general?
- How do various literary criticisms impact the interpretation of a text?
- How does a writer use literary devices for specific effects in a story?

Competency	Vocabulary	Strategy	Resource
Fiction – <ul style="list-style-type: none">● Comprehend and interpret author's purpose before, during, and after reading; demonstrate fluency;● classify works of literature from different cultures and time periods;● examine the important philosophical, religious, social, political, or ethical	Tone, mood, theme, character, characterization, point of view, figurative language, style, inference, genre, literary devices, literary elements, setting, plot, voice, allusion, author’s purpose, conflict, context clues, dialect, dialogue, flashback, foreshadowing, irony, supporting details, main idea, narrator, symbolism	Independent reading, summative and formative assessments, class discussion, graphic organizers, talking to the text, think-aloud, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar, Padeia, anticipation guides, SQ3R	<i>No Promises in the Wind</i> by Irene Hunt <i>The Outsiders</i> by S.E. Hinton <i>The Contender</i> by Robert Lipsyte <i>Chinese Cinderella</i> by Adeline Yen Mah

<p>ideas of the time;</p> <ul style="list-style-type: none">● identify and analyze the differing characteristics of literary genres and universal themes with textual evidence			
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Unit Title: Research

Suggested time frame: 4 - 6 weeks

Standards: CC.1.4.9-10: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Essential Questions:
How can accurate research improve your understanding of a topic?
What are the common characteristics and techniques of good research?
What purposes does researching serve in the real world?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">● Focus on a clear research question;● Gather and evaluate information;● Conduct inquiry-based research on topic;● Evaluate sources;● Organize information and data relevant to the topic;● Distinguish between one's own ideas and the ideas of others;● Make inferences and draw conclusions from	Research, primary source, secondary source, bias, works cited (reference page), in-text citations, heading vs. header, accuracy, validity, appropriateness, importance, social context, cultural context, classifying (more specific), categorizing (more general), sequencing	Note cards and/or outlining and/or listing, source cards are optional, rubrics	Media Center resources Databases Websites

<p>research;</p> <ul style="list-style-type: none">● Demonstrate the distinction between one's own ideas from the ideas of others			
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Unit Title: Mythology

Suggested Time Frame: 1-2 weeks

Standards: **CC.1.3.9-10:** Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.5.9-10: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions: What are the common patterns and motifs found in myths?
How do different cultures explain the beginning of the world, the origin of man, or natural phenomenon?
How do ancient cultures affect our modern culture?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">● Comprehend, interpret, and evaluate author’s purpose before, during, and after reading; demonstrate fluency● classify works of literature from different cultures and time periods● examine the important philosophical, religious, social, political, or ethical ideas of the time● Identify and analyze the differing characteristics of literary genres and universal themes with textual	Tone, mood, theme, character, characterization, point of view, figurative language, style, inference, genre, literary devices, literary elements, setting, plot, voice, allusion, author’s purpose, conflict, context clues, dialect, dialogue, flashback, foreshadowing, irony, supporting details, main idea, narrator, symbolism	Independent reading, summative and formative assessments, class discussion, graphic organizers, talking-to-the text, think-aloud, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar, Padeia,	<i>Literature: Reader’s Choice-Course 4</i> Various online resources

evidence.			
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