

Curriculum Map: Accelerated 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. The student should be reading at or above grade level and be writing free of mechanical errors and in complete sentences. Emphasis is on composition, grammar, literature, and research. In grammar the student will work with various functions of nouns, verbs, adjectives, adverbs, prepositional phrases, clauses, and verbals. In composition the student will be required to write multiparagraph narrative, descriptive, persuasive, and compare and contrast essays. In literature, the student 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 Stories (Fiction/Nonfiction)

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.

CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

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
<i>Fiction:</i> <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	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, supporting details, main idea, narrator, symbolism, headings,	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, SQ3R	<i>Glencoe Literature: Reader’s Choice-Course 4</i>

<p>characteristics of literary genres and universal themes with textual evidence.</p> <p><i>Nonfiction:</i></p> <ul style="list-style-type: none">● Comprehend, interpret, and evaluate 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 to the time● identify and analyze the differing characteristics of literary genres and universal themes with textual evidence.	graphics and charts		
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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.

CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

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 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, talk-to-the-text, formative and summative assessments, think-aloud	<i>Glencoe Literature: Reader's Choice-Course 4</i> PoetryOutLoud 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.

CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

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 scriptIdentify 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, pantomime	Read aloud, role-playing, pantomime, class discussion, formative and summative assessments, think-pair-share, paraphrase	<i>Glencoe Literature: Reader's Choice-Course 4 – Romeo and Juliet</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.

CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

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
<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 evidence	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>The Outsiders</i> by S.E. Hinton <i>The Fault in Our Stars</i> by John Green <i>The Red Badge of Courage</i> by Stephen Crane <i>Great Expectations</i> by Charles Dickens

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: 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 evidence.	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>The Odyssey</i> by Homer Various online resources

Unit Title: Grammar and Writing

Suggested Time Frame: 4-6 weeks

Standards: **CC.1.4:** Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

How does writing help people discover and understand what they are thinking?

How does writing shape what others think of us?

What are the common characteristics and techniques of good writing shared across genre?

What purposes does writing serve in the real world?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">• Identify and correctly use parts of speech, punctuation, sentence structure, and mechanics. Introduce idioms, clichés and commonly confused words.• Write poems, short stories, and plays with standard organizational methods, specific details, and dialogue to develop character and plot, write complex informational pieces that use precise language, primary/secondary	Affix, antonym, compare/contrast, connotation, explain, generalization, informational text, multiple-meaning words, prefix, sentence variety, suffix, summarize	Drafting, revising, peer-editing,	<i>Write Source</i> – Blue Edition Various outside sources as needed

<p>sources, and make and support inferences with relevant and substantial evidence and details, identify and assess the impact of perceived ambiguities</p> <ul style="list-style-type: none">● develop a thesis for informational pieces● write with a clear focus● develop topic-appropriate content incorporating specialized vocabulary● design controlled and/or subtle organization with a sustained logical order and subtle transitions and include an effective introduction and conclusion● create, review, evaluate, revise, edit, and proofread writing to achieve appropriate style using precise language, action verbs, sensory details, appropriate modifiers, and the active voice use grade appropriate conventions when writing and editing (spelling, capitalization, punctuation, grammar, sentence formation).			
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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; ● Demonstrate the distinction between 	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	MASH Media Center resources Databases Websites

one's own ideas from
the ideas of others