

English 9R & 9RE

Month	Content	Skills	Assessment	Essential Questions
	<p style="text-align: center;"><u>LITERATURE</u></p> <p><u>Common Required Titles for both 9R & 9RE</u></p>			
	<ul style="list-style-type: none"> • <i>The Pearl</i> (average time: 2 weeks) 	<ul style="list-style-type: none"> • to read for themes & detail • to identify plot, characterization, etc. • to understand themes on evil, ignorance, wealth, appearances • to learn about John Steinbeck as an American novelist • to practice outlining & writing a Regents-type essay 	<ul style="list-style-type: none"> • regular reading quizzes • regular discussion of novel (participation) • unit test • Regents-type writing assignment 	<ul style="list-style-type: none"> • To what degree are people responsible for their own problems? • What basic drives & motivations do all people share?

English 9R & 9RE

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	<ul style="list-style-type: none"> • <i>Romeo & Juliet</i> (average time: 6-7 weeks) 	<ul style="list-style-type: none"> • to read for themes & detail • to identify oxymorons, line rhythms, double-entendres, asides, etc. • to understand themes on young love, feuds, rashness, revenge • to learn about Shakespeare, his times & theater • to understand Shakespearean play conventions • to compare different stagings of the play • to practice outlining & writing a Regents-type essay 	<ul style="list-style-type: none"> • regular reading quizzes • regular discussion of play (participation) • tableaus of selected scenes • miscellaneous worksheets, exercises • unit test • two writing assignments, at least one of which is Regents-type 	<ul style="list-style-type: none"> • What makes a piece of literature timeless? • How do different stagings of a play affect its interpretation? • How are the sins of parents visited upon their children?

English 9R & 9RE

3

Month	Content	Skills	Assessment	Essential Questions
	<ul style="list-style-type: none"> • <i>Speak</i> (average time: 3-4 weeks) 	<ul style="list-style-type: none"> • to read for themes & detail • to identify point of view, dialect, characterization, etc. • to understand themes on sexual harassment, rape, alienation, communication • to learn about Laurie Halse Anderson • to practice outlining & writing a Regents-type essay 	<ul style="list-style-type: none"> • regular reading quizzes • regular discussion of novel (participation) • Regents-type writing assignment 	<ul style="list-style-type: none"> • What are the signs of physical or emotional trauma? • What responsibility do friends have for one another?

English 9R & 9RE

4

Month	Content	Skills	Assessment	Essential Questions
	<ul style="list-style-type: none"> • <i>To Kill A Mockingbird</i> (average time: 6-7 weeks) 	<ul style="list-style-type: none"> • to read for themes & detail • to identify point of view, juxtaposition, symbols, etc. • to understand themes on prejudice, courage, family relationships, education • to understand appropriate & inappropriate ethnic labels • to learn about Harper Lee • to practice outlining & writing a Regents-type essay 	<ul style="list-style-type: none"> • regular reading quizzes • regular discussion of novel (participation) • unit test • two writing assignments, at least one of which is Regents-type 	<ul style="list-style-type: none"> • How may prejudice be challenged & defeated? • Is covering up the truth ever justified? • How is the language of a novel affected by its time & place?

English 9R & 9RE

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	<ul style="list-style-type: none"> • <i>Who Will Tell My Brother?</i> (average time: 1-2 weeks) 	<ul style="list-style-type: none"> • to read for themes & detail • to identify point of view, figures of speech, characterization, etc. • to understand themes on respect, intolerance, individual, & civil rights, responsibility, friendship, etc. • to learn how literature can reflect our own experiences • to practice outlining & writing a Regents-type essay 	<ul style="list-style-type: none"> • regular reading quizzes • regular discussion of novel (participation) • Regents-type writing assignment 	<ul style="list-style-type: none"> • Why is tolerance extremely important? • What does it mean to stand alone?

English 9R & 9RE

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	<p><u>Additional Required Title for 9R</u></p> <ul style="list-style-type: none"> • <i>The Odyssey</i> OR <i>Adventures of Ulysses</i> (average time: 4-5 weeks) 	<ul style="list-style-type: none"> • to read for themes & detail • to identify flashback, plot sequence, characterization, etc. • to identify & understand elements of epic poetry: hero, epithet, invocation, in medias res, epic simile • to learn about Homer & ancient Greek culture • to understand universality in literature • to practice outlining & writing a Regents-type essay 	<ul style="list-style-type: none"> • regular reading quizzes • regular discussion of novel (participation) • Miscellaneous worksheets, exercises • unit test • two writing assignments, at least one of which is Regents-type 	<ul style="list-style-type: none"> • What makes a hero? • How have Greek myths & epics influenced our world? • What does the literature of a people reveal about them?

English 9R & 9RE

7

Month	Content	Skills	Assessment	Essential Questions
	<p><u>Additional Required Titles for 9RE</u></p> <ul style="list-style-type: none"> • <i>Antigone</i> (average time: 4-5 weeks) 	<ul style="list-style-type: none"> • to read for themes & detail • to identify conflict, characterization, etc. • to understand the characteristics of Greek drama and the Greek theater: theater terms, Greek unities, chorus, tragic flaw, tragic hero • to learn about Sophocles & his time • to improve oral communications • to practice outlining & writing a Regents-type essay 	<ul style="list-style-type: none"> • regular reading quizzes • regular discussion of novel (participation) • miscellaneous worksheets, exercises • unit test • effective oral reading of selected passages • Regents-type writing assignment 	<ul style="list-style-type: none"> • What is courage? • What should the individual do when his morals conflict with state law?

English 9R & 9RE

8

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	<ul style="list-style-type: none"> • <i>Mythology</i> (Edith Hamilton) (average time: 4-5 weeks) 	<ul style="list-style-type: none"> • to read for themes & detail • to understand ancient Greek culture • to analyze methods of characterization • to explore personal connections to literature • to practice outlining & writing a Regents-type essay 	<ul style="list-style-type: none"> • regular reading quizzes • regular discussion of novel (participation) • puzzles, miscellaneous exercises • periodic & unit tests • two or three writing assignments, (at least one Regents-type & one original myth) 	<ul style="list-style-type: none"> • What is the legacy of the ancient Greeks? • What does the literature of a people reveal about them?

English 9R & 9RE

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	<ul style="list-style-type: none"> • <i>The Odyssey</i> (average time: 4-5 weeks) 	<ul style="list-style-type: none"> • to read for themes & detail • to identify flashback, plot sequence, characterization, etc. • to identify & understand elements of epic poetry: hero, epithet, invocation, in medias res, epic simile • to learn about Homer & ancient Greek culture • to understand universality in literature • to practice outlining & writing a Regents-type essay 	<ul style="list-style-type: none"> • regular reading quizzes • regular discussion of novel (participation) • miscellaneous worksheets, exercises • unit test • two writing assignments, at least one of which is Regents-type 	<ul style="list-style-type: none"> • What makes a hero? • How have Greek myths & epics influenced our world? • What does the literature of a people reveal about them?

English 9R & 9RE

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	<p><u>Short Story Unit</u> Possible selections:</p> <ul style="list-style-type: none"> • <i>A Death in the House</i> • <i>Blues Ain't No Mockin' Bird</i> • <i>Early Marriage</i> • <i>Gift of Cochise</i> • <i>Man Who Shot Liberty Val.</i> • <i>The Scarlet Ibis</i> • <i>Split Cherry Tree</i> <p>(average time: 2-3 weeks)</p>	<ul style="list-style-type: none"> • to read for themes & detail • to identify & explain conflict, symbol, metaphor, foreshadowing, dialect, stereotypes, setting, characterization, mood • to practice outlining & writing a Regents-type essay 	<ul style="list-style-type: none"> • regular reading quizzes • reading questions • regular discussion of stories (participation) • unit test • Regents-type writing assignment • independent analysis paper of a story 	<ul style="list-style-type: none"> • How do literary elements enhance short stories? • What observations about human nature can we make?

English 9R & 9RE

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	<p><u>Optional Titles for 9R & 9RE</u></p> <ul style="list-style-type: none"> • <i>All Quiet on the Western Front</i> (average time: 4-5 weeks) 	<ul style="list-style-type: none"> • to read for themes & detail • to identify point of view, setting, characterization, stereotypes, etc. • to understand themes on fear, patriotism, duty, friendship, & the common humanity of soldiers on both sides of a war • to review information about World War I • to learn about Erich Maria Remarque • to practice outlining & writing a Regents-type essay 	<ul style="list-style-type: none"> • regular reading quizzes • regular discussion of novel (participation) • unit test • one or two Regents-type writing assignments 	<ul style="list-style-type: none"> • How are all soldiers & wars similar? • What good comes out of war? • What is the meaning of patriotism?

English 9R & 9RE

12

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	<ul style="list-style-type: none"> • <i>House on Mango Street</i> 	<ul style="list-style-type: none"> • to read for themes & detail • to identify point of view, setting, characterization, stereotypes, etc. • to analyze methods of characterization • to explore personal connections to literature 	<ul style="list-style-type: none"> • regular reading quizzes • regular discussion of novel (participation) • one or two Regents-type writing assignments 	<ul style="list-style-type: none"> • How does a person identify himself? • What are the various forces that work on a person's self-image? • What role does one's heritage play?

English 9R & 9RE

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	<ul style="list-style-type: none"> • <i>Les Miserables</i> 	<ul style="list-style-type: none"> • to read for themes and detail • to identify point of view, setting, characterization, stereotypes, etc. • to understand themes on justice, redemption, forgiveness, and the treatment of convicts • to learn the aftermath of the French Revolution • to learn about Victor Hugo • to practice outlining and writing a Regents-type essay 	<ul style="list-style-type: none"> • regular reading quizzes • regular discussion of novel (participation) • one or two Regents-type writing assignments 	<ul style="list-style-type: none"> • How does society make it difficult for ex-convicts? • How can we truly redeem ourselves? • When do we stop paying for old sins? • Where does our true duty lie?

English 9R & 9RE

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	<p><u>Non-Fiction Prose Unit</u> (selections from various genres: diary, speech, interview, letter, essay) (average time: 2-3 weeks)</p> <p>• <i>The Slave Dancer</i> (average time: 3 weeks)</p>	<ul style="list-style-type: none"> • to read for information • to appreciate the impact of time & place on people • to understand the effect & types of imagery • to recognize dialect & non-standard English • to recognize & analyze rhetorical devices • to practice outlining & writing a Regents-type essay • to read for themes & detail • to identify point of view, characterization, etc. • to understand themes on American life in 1840s, good & evil, duty • to learn about historical fiction • to learn about Middle Passage & slave trade • to learn about Paula Fox • to practice outlining & 	<ul style="list-style-type: none"> • reading questions • regular discussion of works (participation) • recorded/written speech comparison • letter • unit test • Regents-type writing assignment • regular reading quizzes • regular discussion of novel (participation) • unit test • Regents-type writing assignment 	<ul style="list-style-type: none"> • What are important differences between fiction & non-fiction? • What role does non-fiction play in their lives? • What are the legacies of slavery? • How is sadism addictive? • What are the dangers of complacency?

English 9R & 9RE

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	<ul style="list-style-type: none"> • <i>A Summer to Die</i> (average time: 2-3 weeks) 	<ul style="list-style-type: none"> • to read for themes & details • to identify plot, characterization, etc. • to understand themes on death, sibling rivalry • to learn about Lois Lowry • to practice outlining & writing a Regents-type essay 	<ul style="list-style-type: none"> • regular reading quizzes • regular discussion of novel (participation) • unit test • Regents-type writing assignment 	<ul style="list-style-type: none"> • How is death arbitrary & mysterious? • What cycle of life is found in both nature & people?

English 9R & 9RE

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<p>Curriculum Map Revision – October 2004</p>	<p><u>VOCABULARY,</u> <u>GRAMMAR,</u> <u>RESEARCH</u></p> <ul style="list-style-type: none"> • Vocabulary Lists • Grammar exercises • Business letter 	<ul style="list-style-type: none"> • strengthen oral & written vocabulary • to eliminate comma splices • to eliminate run-on sentences • to eliminate fragments • to eliminate common misspellings • to eliminate contractions & refs. to self • to use verb tense & possessive case correctly • to eliminate awkward wordings • to eliminate basic usage problems • to practice appropriate paraphrasing • to apply formal business 	<ul style="list-style-type: none"> • vocabulary tests • worksheets • Regents-type essays noted above • writing assignment – business letter 	

English 9R & 9RE

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	<ul style="list-style-type: none"> • Literary Analysis – Research Project 	<ul style="list-style-type: none"> • to analyze individually a literary selection • to review note-taking procedures • to practice library research • to use proper documentation • to develop outline for research paper • to demonstrate the proper use of quotations • to develop Works Cited page 	<ul style="list-style-type: none"> • worksheets • exercise on introductions • outline • title page, Works Cited page • rough draft & final paper 	