

**Hesperia Community Schools
Curriculum Mapping**

Teacher: Katina Prado

Course: English 9

Timeline	HSCE's/GLCE's and CCSS	Content—the “WHAT” of teaching. Specific themes, units & topics.	Essential Skills: the “Important Details/Essential Questions” you are teaching (How & essential of What)	Content Vocabulary	Assessment: the products & performances of learning	Resources
First Nine weeks	CE3.1.3, CE3.1.2 CE2.1.4 CE2.1.5 CE2.1.1 CE4.1.2 CE1.2.2 CE1.1.4 CE1.1.3 CE1.3.4 CE1.5.4 CE1.5.1 CE2.3.5 CE1.2.3 CE1.4.4 CE3.1.1 CE3.1.4 CE2.1.2 CE3.3.3 CE3.3.1 CE1.3.1 CE1.3.2 CE3.1.5 CE4.1.1 CE3.1.8 CE2.1.3 CE1.4.1, CE4.1.5	<p>Short Stories: Genre Study and Literary Analysis</p> <p>Essential Questions:</p> <p>How are the characters that I read about either alike or different from me?</p> <p>What elements of a person’s character make up the essential part of who they are?</p> <p>What can I learn about myself from reading about others?</p> <p>Unit Questions:</p> <p>What terms do I need to understand to help me comprehend a short story?</p> <p>What relationships exist among these stories?</p> <p>What common lessons does each main character learn?</p> <p>How can I successfully express my thoughts and ideas about literature?</p>	<p>The student will study and demonstrate the characteristics of a short story</p> <p>Reading Comprehension Strategies</p> <ul style="list-style-type: none"> • Synthesize • Summarize <p>Examine characterization Identify theme(s), setting, characterization, plot of each short story</p> <p>Recognize plot elements, foreshadowing, conflict, cause and effect, irony</p> <p>Examine how prior knowledge and personal experience affect understanding</p> <p>Analyze characteristics specific to an author’s work</p> <p>ACT Skills: practice paragraph structure (dialogue), identifying part of speech</p> <p>Vocabulary words in context</p> <p>Introduction to compare and contrast essay</p> <p>Personal Narrative Writing</p>	<p>Literary Elements: Plot (exposition, initial incident, rising action, climax, falling action, resolution) Setting, Conflict, Theme, Character development, Mood, Tone, Style, Author’s purpose, Dialogue</p> <p>Literary Devices Narration/point of view, Speaker/audience, Figurative language, Imagery, Simile, Metaphor, Irony, Symbolism, Visualization Description, Syntax, Diction (Oral Personal Narrative) Structural conventions</p> <p>Grammar Skills: Basic Parts of Speech (noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection)</p>	<p>Comprehension Quizzes (plot structure, and literary devices)</p> <p>Grammar Quizzes (identify parts of speech in context)</p> <p>Unit Test: Applying literary devices to a reading selection</p> <p>Story Map: Use visualization to create a map reflecting elements of setting and plot</p> <p>Personal Narrative Writing: Practice paragraph writing and personal Narrative in responses to reading selections</p> <p>Compare Contrast Essay: Using two works by one author compare for style, theme, and perspective (Introduce concept of MLA notation)</p>	<p>Anchor Texts: (possible)</p> <p>“The Most Dangerous Game”</p> <p>“The Sniper”</p> <p>“A Horseman in the Sky”</p> <p>“Harrison Bergeron”</p> <p>“The Interlopers”</p> <p>“The Wife’s Story”</p> <p>“The Cask of Amontillado”</p> <p>“The Black Cat”</p> <p>“The Scarlet Ibis”</p> <p>“The Necklace”</p> <p>“The Gift of the Magi”</p>

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			Using textbooks as resources			
Second Nine Weeks	CE 1.1.1, CE1.1.2, CE1.1.3, CE1.1.4, CE1.1.5, CE1.1.7, CE1.3.1, CE1.3.2, CE1.3.4, CE1.4.4, CE1.4.5, CE 1.5.4, CE 2.1.1, CE 2.1.2, CE 2.1.3, CE 2.2.1, CE 2.2.2, CE 2.2.3, CE 2.3.1, CE 3.1.2, CE 3.1.3, CE3.1.4, CE 3.1.7, CE3.1.8, CE 3.1.9, CE 3.2.1, CE 3.3.1, CE 3.3.2, CE3.4.1, CE4.1.2, CE4.1.5, CE2.1.10, CE 1.4.3	<p>Novels</p> <p><u>Of Mice and Men</u></p> <p>Essential Questions: Could I make a difficult choice if I had to? What does it mean to be strong? What is the purpose of having a dream?</p> <p>Unit Questions: Which character did you feel the most empathy for? How was the structure of the novel unique? How was the historical time period reflected in the writing? How might the story have been different if it was set in a different time period?</p> <p><u>To Kill a Mockingbird</u></p> <p>Essential Questions: What does it mean to do the right thing?</p>	<p>Genre Study and Literary Analysis- Reading Comprehension Strategies-</p> <ul style="list-style-type: none"> • comprehension tools • ask questions • compare • predict • visualize • make connections <p>Understanding of characterization (moral dilemma, motives, etc)</p> <p>Understand connection between literature and historical themes</p> <p>Analyze portrayal of various groups and cultures</p> <p>Analyze tension among characters</p> <p>Use writing process (prewriting, organizing, drafting, revising, etc)</p> <p>Compose drafts that express opinions, express self, use appropriate language, logical thinking, and extended thesis</p> <p>Make use of multimedia presentations</p>	<p>Basic Vocabulary:</p> <p>Grammar Skills: Comma Usage Pronoun Antecedent Agreement Subject Verb Agreement</p> <p>Literary Elements: Plot, Characterization, Visualization, theme, Conflict, Resolution,</p> <p>Literary Devices Narration/point of view Figurative language imagery Implied meanings, allusion, idiom, suspense</p>	<p>Comprehension Quizzes (elements of plot and theme)</p> <p>Character Study: five paragraph essay on one character from <u>Of Mice and Men</u> (practice citations)</p> <p>Literary Analysis Paper/Writing: Chose a theme from <u>To Kill a Mockingbird</u> and discuss not only the meaning of the quote, but also how it is illustrate in the novel, and how you see the concept reflected in today's society (On Mid term exam)</p> <p>Grammar Quizzes Identify pars of speech in context (cont.)</p>	<p><u>Of Mice and Men</u></p> <p><u>To Kill a Mockingbird</u></p> <p><u>The Runner</u> (optional)</p> <p>Film: <u>Of Mice and Men</u></p> <p>Film: <u>To Kill a Mockingbird</u></p> <p>Powerpoint presentation: The Life of John Steinbeck</p> <p>Brain Pop</p> <p>Powerpoint Presentation: <u>Haper Lee and To Kill a Mockingbird</u></p> <p>Overhead projectables: 1930's America and Scottsboro</p>

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		<p>How do my actions affect others? In what ways does making snap judgments harm others?</p> <p>Unit Questions: What prejudices exist in our society?</p> <p>What can we learn about today's society by reading about the past?</p> <p>What is equality? How do we achieve it?</p> <p>How can I apply a single theme to a variety of circumstances?</p>	<p>ACT Skills: pronoun antecedent agreement, subject verb agreement</p> <p>Vocabulary skills: Root words and words in context</p> <p>Historical/ Cultural: Examine Racism, Great Depression, dust bowl, Migration, etc.</p>			Trial
3 rd nine weeks	<p>CE 3.1.1, CE3.1.3, CE 3.1.8, CE 3.2.2, CE 4.2.1, CE 3.3.1, CE 3.2.3, CE 2.1.8, CE 2.2.1, CE 2.2.2, CE 2.2.3, CE 2.1.7, CE 4.1.4, CE4.1.5, CE 1.3.6, CE1.3.7, CE 1.3.8, CE 1.3.9</p>	<p>Poetry Essential Questions: What are the limits to the imagination?</p> <p>What do we consider before making an important choice?</p> <p>How is every person unique?</p> <p>Can words and language be powerful?</p> <p>Unit Questions How do poets help us view ordinary aspects of life in new ways?</p> <p>How does poetry encourage us to express ourselves?</p>	<p>Genre Study and Literary Analysis- The student will study and demonstrate the following :</p> <p>Use formal and stylistic conventions of a variety of genres in speaking, writing, and multimedia presentations</p> <p>Participate collaboratively and productively in groups</p> <p>Evaluate ones own and</p>	<p>Literary Elements:Poetic forms, narrative, dramatic, concrete, lyric, epic, free verse, blank verse</p> <p>Literary Devices: simile, metaphor, onomatopoeia, imagery, symbolism, figurative language, analogy, diction, repetition</p> <p>Grammar Skills: Gerunds, Infinitives,</p>	<p>Poetry Collage Original works of poetry Poetry terms quizzes Comprehensive study (comprehension questions, quizzes, opinion writings, short essay) on the work of one poet (varies year to year)</p>	<p>Holt Elements of Literature</p> <p>Supplemental poetry by Robert Frost, Emily Dickinson, Edgar Lee Masters...</p> <p>Powerpoint Example: 6 word memoirs</p>

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		How can we chose our words more wisely in order to express extraordinary information?	<p>others effectiveness in groups</p> <p>Examine differing and diverse interpretations of literature</p> <p>Demonstrate understanding of historical, political, cultural, and philosophical themes and questions raised by literary works</p> <p>Interpret literary language (imagery, symbolism, metaphor, etc)</p> <p>ACT Skills: Students will practice correct comma usage and capitalization rules, gerunds and participles</p> <p>Vocabulary skills: Prefix/suffix, words in context</p>	and Participles	<p>6 Word Memoirs</p> <p>Grammar quizzes Agreement, gerunds, participles and infinitives.</p>	
3 rd Nine Weeks	CE 3.2.3, CE 3.1.3, CE 3.1.2, CE 2.2.1, CE 2.2.2, CE 2.2.3, CE 3.2.4, CE 3.2.5, CE 3.1.8, CE 3.2.1,	<p>Drama</p> <p><u>Romeo and Juliet</u></p> <p>Essential Question: How are the themes in <u>Romeo</u></p>	<p>Literary Analysis- Use modern and archaic language</p> <p>Write opinion paragraph</p>	<p>Elements and structure of Shakespearian drama: iambic pentameter, blank</p>	<p>Reading Quizzes</p> <p>Timed writings (various topics) one</p>	<p>Holt Elements of Literature</p> <p>Film: Romeo</p>

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	<p>CE 2.1.4, CE 2.1.5, CE2.3.5,CE 2.1.2, CE2.1.7, CE2.1.1,CE 2.3.4, CE4.1.1, CE4.1.2,CE 2.1.3, CE1.1.4, CE1.3.4,CE1.4.2, CE1.2.3, CE2.1.10, CE2.1.11, CE1.3.2, CE2.3.8, CE2.1.12, CE2.1.6,CE1.4.3 CE4.1.3, CE4.1.5</p>	<p><u>and Juliet</u> still relevant today?</p> <p>Why is Shakespeare still read and studied in schools today?</p> <p>Unit Questions: Who is responsible for the tragic deaths in <u>Romeo and Juliet</u>?</p> <p>How do the themes of responsibility and conflict relate to modern society?</p> <p>How does Shakespeare’s language differ from modern English?</p> <p>How does <u>Romeo and Juliet</u> fit the definition of a tragedy?</p> <p>How does Romeo fit the definition of a tragic hero?</p>	<p>Re-enact scenes/role play</p> <p>Participate in whole class, small group, peer discussions focus questions</p> <p>Perform/memorize a soliloquy</p> <p>Practice with Reader’s Theater, choral reading</p> <p>Compare/contrast differing versions of the play, films, and other R&J stories</p> <p>ACT/Grammar Skills: Students will practice sentence structure: fragments, run on, and comma splice</p> <p>Vocabulary skills: anonyms and synonyms and words in context</p>	<p>verse, sonnet, acts, scenes, stage direction, prologue</p> <p>Literary Elements/Devices: pun, repetition, rhyme, monologue, soliloquy, aside, dialogue, comic relief, tragedy, foreshadowing, figurative language, dramatic irony, foils</p> <p>Grammar & mechanics: homophones, sentence syntax, revision practice, writing complex/compound sentences, supporting details, focus, purpose of essay, taking a clear position, sound devices</p>	<p>per act</p> <p>Character Diary: Student will choose a principal character and diary in the first person exhibiting voice and perspective</p> <p>Speaking: Student will perform a memorized set of lines aloud to the class</p> <p>Essay: Student will find a modern piece of television or film which portrays the major themes from Romeo and explain how they feel the modern work was influenced either directly or indirectly by Shakespeare’s work. (Use proper Shakespeare citations)</p>	<p>and Juliet (Zeffereilli version)</p> <p>Film: Romeo and Juliet (Baz Luhrmann 1996)</p> <p>Film clip: Shakespeare in Love (1998)</p> <p>Film clip: Ferris Bueller’s Day Off</p> <p>Visual images: Romeo and Juliet through the eyes of Artists</p>
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<p>4th Nine weeks</p>	<p>CE1.1.7, CE1.1.4, CE1.3.1, CE1.3.5, CE1.3.2, CE1.3.4 CE1.4.1, CE1.4.4 CE1.4.6, CE1.4.7, CE2.1.2, CE2.1.4, CE2.1.3, CE2.1.5, CE2.1.7, CE2.1.11 CE3.1.1, CE3.1.2, CE3.1.3, CE3.1.5, CE3.1.8, CE4.1.1, CE4.1.2, CE4.1.4, CE4.1.5</p> <p>CE1.2.3, CE1.5.1, CE1.5.2, CE1.5.3, CE2.3.5, 3.2.1, CE3.2.2, CE3.2.5</p>	<p>Epic: <u>The Odyssey</u> & Greek Mythology/Heroes journey</p> <p>Essential Questions: What, if any, are the consequences of too much pride?</p> <p>What characteristics make a person a hero?</p> <p>Who can be a hero?</p> <p>Unit Questions: How are polytheistic gods central to all aspects of ancient Greek life?</p> <p>What was the Trojan war?</p> <p>What were the effects of this war? Is Odysseus a hero?</p> <p>What, if any, heroic qualities does Odysseus possess?</p> <p>What is the central theme of the Odyssey and how is it relevant today?</p>	<p>Literary Analysis and Genre study: Students will critically read and interpret the Greek classic <u>The Odyssey</u> as well as other Greek myths.</p> <p>Compare and Contrast Homer’s Odyssey with other print and non print texts</p> <p>Explore and discuss the role of gender and age in literature</p> <p>Understand the historical and social context of Homer’s work</p> <p>Review prior knowledge and Identify allusions to common Greek Gods and myths within modern society</p> <p>Explore the concept of an Odyssey, as it applies to the story and their lives.</p> <p>ACT/Grammar Skills: Students will practice paragraph writing,</p>	<p>Literary Elements: Epic poetry, Oral tradition, Greek Tragedy, Epic Hero</p> <p>Literary Devices: Symbolism, Character development, archetypal character, foils, backdrop setting, historical context, suspense, stereotypes, Homeric epithet</p> <p>Grammar Skills: Complete sentences, Comma splices, fragments, and run on sentences. Choosing powerful language and revision. Identify common grammatical errors</p>	<p>Reading Quizzes</p> <p>Personal Odyssey Poster Project</p> <p>Cause and Effect paragraph Mini essay: Identify allusions to Greek culture in modern literature, film, TV, or society.</p>	<p>Holt Textbook: Abridged Version of <u>The Odyssey</u></p> <p>“Alycyone and Ceyx” (Various Versions) “Cupid and Psyche” (optional) “Paris and Queen Helen”</p> <p>Film: 1997 Odyssey TV miniseries</p>
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			structured writing, and timed writing, using standard English, and polished grammatical skills. Vocabulary skills: parts of speech conversions and words in context			
4th 9 weeks optional unit	CE1.1.3, CE1.1.4 CE1.3.2, CE1.4.5 CE2.1.2, CE2.1.3 CE2.1.4, CE2.1.6, CE2.1.7, CE2.1.11 CE3.1.1, CE3.1.2, CE3.1.3, CE3.1.4, CE3.1.8, CE4.1.1, CE4.1.5 CE1.2.3, CE1.3.4 CE1.4.5, CE2.2.1 CE2.2.2, CE2.3.1 CE2.3.5, CE3.2.1 CE3.2.2, CE3.3.3 CE4.2.1	Non Fiction and Rhetoric Essential Questions: How does one effectively express an opinion? What role does the audience play in writing? Who have been the most significant figures in nonfiction? How does our background influence our perspective? How can I use my prior knowledge and experience as a source to enhance my persuasive writing? Unit Questions: Who is Mark Twain and what is his influence on American literature?	Genre Study and Analysis: Students will read and interpret non fictions selections in a variety of styles, essay, news article, blog, journal, speech, etc and Use TAPS to analyze the writing techniques for technical differences in diction and style. Deliver an informal address on both pre-assigned and impromptu topics Represent an idea visually Vocabulary skills: extension and practice	Literary Elements: Perspectives, essays, editorials, opinions, narratives, biographies Literary Devices: Simile, metaphor, figurative language, paralanguage, proxemics, repetition, rhetorical devices, style	Journal on various reading and viewing topics Opinion paper: Plagiarism controversy (with citations) Mini speeches: Persuasive and impromptu	Holt Textbook: “Cub Pilot on the Mississippi” Maya Angelou –multiple selections “Ain’t I a Woman” Plagiarism articles “I Have a Dream”- Martin Luther King “I Have Seen the Promised Land”- Martin Luther King www.American

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		<p>Who is Maya Angelou and what has her role in American literature been?</p> <p>How does written communication differ from verbal communication?</p>				<p>rheoric.com</p> <p>Video- The Century: Searching for the Promised Land</p> <p>Video- The Century: Innocence and Rebellion</p> <p>Video- 30 Days: Minimum Wage</p>
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