Grade 9 Curriculum Map
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Unit Focus	Heroes and Quests *"If a journey doesn't have something to teach you about yourself, then what kind of journey is it?"* - Kira Salak	The Struggle for Freedom *"If there is no struggle, there is no progress."* - Frederick Douglass	A Matter of Life or Death *"To endure what is unendurable is true endurance."* - Japanese proverb	The Bonds Between Us *"The welfare of each of us is dependent fundamentally upon the welfare of all of us."* - Theodore Roosevelt
Essential Questions **Essential Understandings**	**Essential Question(s):** Who am I? How do my identities, culture, and society shape my journey in the world? **Essential Understandings:** - A person's choices and desires affect his/her life. - In the face of adversity, some individuals prevail while others fail. - It is important for people and cultures to construct stories about their experiences.	**Essential Question(s):** What are different ways that we can be civically engaged to create a more just society? **Essential Understandings:** - Some people are willing to risk their lives, reputations, and families for justice/the right cause. - People often forsake the law when it conflicts with their personal set of ethics or religious beliefs.	**Essential Question(s):** Is it necessary to be selfish in order to survive? **Essential Understandings:** - The purpose of the anti-hero and the everyman draws strong connections to our own humanity. - Apocalyptic/Post-Collapse/Dystopian literature often uses the anti-hero to explore ethics, social issues, expanding technology, etc. - Technology has already taken over our everyday lives and will continue to do so unless we make changes and regain our sense of self.	**Essential Question(s):** What does it mean to belong? How can various forms of oppression impact our sense of belonging? **Essential Understandings:** - Oppression can influence a person's sense of community. -During times of extreme hardship, people/communities find the ability to bond and develop a sense of empathy/sympathy.
End of Unit Performance Task	**LITERARY ESSAY** This unit explores the concept of the journey as an act of traveling as well as a personal passage or transformation. Recall the collection quotation from Kira Salak: "If a journey doesn't have something to teach you about yourself, then what kind of journey is it?" Using *The Odyssey* and two other texts from this collection, consider Salak's perspective on travel. What compels characters or real people to set off on a journey - physical, mental, or spiritual - and what do they learn from their experiences? Synthesize your ideas in an analytical essay. Use evidence from the texts and from additional sources to support your opinions.	**RESEARCH** Using a minimum of four credible sources, write a source-based expository research paper about a historical figure who embodies the key aspects of the unit's essential question (*What are different ways that we can be civically engaged to create a more just society?*). In addition, be sure to adhere to MLA guidelines for format, internal citations, and works cited page. (See Task 2 of ELA Regents for specific requirements and rubric).	**ARGUMENT** This unit explores how people cope with situations of extreme hardship and danger - who survives, who doesn't, and why. Look back at *Fahrenheit 451*, and at the other texts in the unit. Based on evidence from at least three selections (including *Fahrenheit 451*), write an argument that explains if it is necessary to be selfish in order to survive? Synthesize your ideas by writing an argument in support of your claim.	**NARRATIVE** The texts in this unit focus on our connections to family, friends, pets, and community. Look back at *Notes of a Native Son*, the short stories, and poetry you have read in this unit. How do these texts use narrative techniques to explore interpersonal connections? Demonstrate your understanding of these techniques by writing a narrative that shows how a character or characters connect with others.
Anchor Texts and Supplemental Materials	**Anchor Texts (Required)** **Epic Poem** - *The Odyssey* by Homer (1130L) [from *Collections* p. 371-398] **Essay** - from *The Cruelest Journey: 600 Miles to Timbuktu* by Kira Salak (1030L) [from *Collections*] **Short Stories** - "Everyday Use" by Alice Walker (730L) [from *CommonLit.org*]	**Anchor Texts (Required)** **Graphic Novel** - *Persepolis* by Marjane Satrapi **Short Stories** - excerpt from *Cairo:* [from *Collections*] **Speeches** - "The Fight for Civil Rights and Freedom" by John Lewis and Bryan Stevenson [TED Talk] -OR- - "Want a More Just World? Be An Unlikely Ally" by Nita Mosby Tyler [TED Talk]	**Anchor Texts (Required)** **Novel** - *Fahrenheit 451* by Ray Bradbury (890L) **Poem** - "The End and the Beginning" by Wislawa Szymborska [from *Collections*] - "The Survivor" by Marilyn Chin [from *Collections*] **Essays/Science Writing/Short Stories** - "The Leap" by Louise Erdrich (1260L) - excerpt from *Deep Survival* by Laurence	**Anchor Texts (Required)** **Novel** - *Notes of a Native Son* by James Baldwin (700L) **Short Stories** - "When Mr. Pirzada Came to Dine" by Jhumpa Lahiri (1170L) [from *Collections*] - "And of Clay Are We Created" by Isabel Allende (1220L) [from *Collections*] - "The Grasshopper and the Bell Cricket" by Yasunari Kawabata (1060L) [from *Collections*] **Poems**

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	Unit 1	Unit 2	Unit 3	Unit 4
	Supplemental Materials **Essays** - "The Real Reasons We Explore Space" by Michael Griffin (1170L) [from *Collections*] **Poetry/Epic Poems** - "The Journey" by Mary Oliver [from *Collections*] - "Siren Song" by Margaret Atwood	**Historical Writing** - from *Nobody Turn Me Around: A People's History of the 1963 March on Washington* by Charles Euchner (1030L) Regents/Honors [from *Collections*] **Supplemental Materials** **Novel** - *To Kill a Mockingbird* by Harper Lee (790L) **Speeches** - "The Other America" by Dr. Martin Luther King, Jr. **Poetry** - "Sympathy" by Paul Laurence Dunbar - "Caged Bird" by Maya Angelou - "The Vietnam Wall" by Alberto Rios [from *Collections*] **Film/Videos** - *To Kill a Mockingbird* (1963) - PBS American Experience *Scottsboro: An American Tragedy*	Gonzales (960L) [from *Collections*] **Supplemental Materials** **Short Stories** - "The Pedestrian" by Ray Bradbury (1100L) - "Speech Sounds" by Octavia Butler - "Sultana's Dream" by Rokeya Sakhawat Hossain - "The Cartographer Wasps and the Anarchist Bees" by E. Lily Yu **Essays/Science Writing** - "Is Survival Selfish?" by Lane Wallace (1140L) [from *Collections*] **Speeches** "Truth at All Costs" by Marie Colvin (1080L) [from *Collections*] **Poetry** - "Dover Beach" by Matthew Arnold **Novel** - *A Tale of Two Cities* by Charles Dickens (1130L) **Film** - *Wall-E* (2008)	- "The Stayer" by Virgil Suárez [from *Collections*] **Supplemental Materials** **Dramas** - *Twelfth Night* by William Shakespeare - *A Midsummer Night's Dream* by William Shakespeare - *Taming of the Shrew* by William Shakespeare **Poems** - "My Ceremony for Taking" by Lara Mann [from *Collections*] - "At Dusk" by Natasha Trethewey [from *Collections*] **Films** - *Twelfth Night* (2013 Royal Shakespeare Company Recorded Performance) - *A Midsummer Night's Dream* (1999 Film) - *Taming of the Shrew* (1967 Film)
Increasing Text Complexity (Lexile Bands)	1000L - 1350L	790L - 1260L	810L-1350L	700L - 1340L
Content Connections (SS, Science, Math, World Lang, Art, Music, Other)	**Social Studies:** Cultural identity **Geography:** Charting Maps **Art:** Various Paintings based on *The Odyssey* **Ethics/Philosophy:** Double Standards; Loyalty; Hospitality; Fate vs. Free Will; Maturity & Growth; Revenge	**Social Studies:** Civil Rights across the world **Art:** Various Jim Crow era images via the Jim Crow Memorabilia Museum **Ethics/Philosophy**: Racism statistics, moral codes, stereotypes, etc.	**Social Studies:** New World Order; Digital Addiction; Superficial Relationships; Dystopia; Nazi/Communist Book Burnings **Science:** Science Fiction vs. Reality (technology) **Ethics/Philosophy:** Censorship, Knowledge vs. Ignorance, Fear as Control, Perspective vs. Truth	**Social Studies:** 1950s American Society; 1971 Pakistan Civil War **Geography:** Creation of Bangladesh **Ethics/Philosophy:** Empathy; Sympathy; Sense of Community; Globalism
Reading Standards Across Units	CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-Literacy.RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. CCSS.ELA-Literacy. RL.9-10.11 Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations. a. Self-select text to respond and develop innovative perspectives.			

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	b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.			
Reading Standards Central to Unit	**RL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). a. Analyze works by authors or artists who represent diverse world cultures.	**RL.9-10.11.** Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations. a.Self-select text to respond and develop innovative perspectives. b.Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	**RL.9-10.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **RI.9-10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **RL.9-10.9** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from *Ovid* or the *Bible* or how a later author draws on a play by Shakespeare).	**RL.9-10.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **RL.9-10.9** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from *Ovid* or the *Bible* or how a later author draws on a play by Shakespeare).
Writing Standards Across Units	**CCSS.ELA-Literacy.W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence **CCSS.ELA-Literacy.W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content **CCSS.ELA-Literacy.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCSS.ELA-Literacy.W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.			

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Writing Standards Central to Unit	CCSS.ELA-Literacy.W.9-10.9	CCSS.ELA-Literacy.W.9-10.5	CCSS.ELA-LITERACY.W.9-10.1.A	CSS.ELA-Literacy.W.9-10.3
	CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. **CCSS.ELA-Literacy.W.9-10.9.a** Apply *grades 9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). **CCSS.ELA-Literacy.W.9-10.9.b** Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	**CCSS.ELA-Literacy.W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CCSS.ELA-Literacy.W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **CCSS.ELA-Literacy.W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **CCSS.ELA-Literacy.W.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	**CCSS.ELA-LITERACY.W.9-10.1.A:** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. **CCSS.ELA-LITERACY.W.9-10.1.B:** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. **CCSS.ELA-LITERACY.W.9-10.1.C:** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **CCSS.ELA-Literacy.W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**CSS.ELA-Literacy.W.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **CCSS.ELA-Literacy.W.9-10.3.a** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **CCSS.ELA-Literacy.W.9-10.3.b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **CCSS.ELA-Literacy.W.9-10.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. **CCSS.ELA-Literacy.W.9-10.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **CCSS.ELA-Literacy.W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Speaking/ Listening Standards Across Units	**CCSS.ELA-Literacy.SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CCSS.ELA-Literacy.SL.9-10.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.			
Speaking and Listening Standards Central to Unit	**CCSS.ELA-Literacy.SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **CCSS.ELA-Literacy.SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**CCSS.ELA-Literacy.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	**CCSS.ELA-Literacy.SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	**CCSS.ELA-Literacy.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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Language Standards Across Units	**CCSS.ELA-Literacy.L.9-10.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCSS.ELA-Literacy.L.9-10.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CCSS.ELA-Literacy.L.9-10.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
Language Standards Central to Unit	**L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **L.9-10.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **L.9-10.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **L.9-10.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **L.9-10.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Grammar Standards Central to Unit	**Grammar Texts** - *Sadlier Oxford Grammar for Writing* (Level Blue) - *Steps to Good Grammar* (Second Edition) by Walch Publishing **Master:** Parts of Speech/Parts of a Sentence **Reinforce:** Types of Sentence Structure; Combining Sentences with Coordinating Conjunctions, Subordinate Clauses	**Grammar Texts** - *Sadlier Oxford Grammar for Writing* (Level Blue) - *Steps to Good Grammar* (Second Edition) by Walch Publishing **Master:** Types of Sentence Structure; Combining Sentences with Coordinating Conjunctions, Subordinate Clauses **Reinforce:** Vary Sentence Length/Beginnings, Independent/Subordinate Clauses, Using Phrases, Combining Sentences: Key Words and Phrases	**Grammar Texts** - *Sadlier Oxford Grammar for Writing* (Level Blue) - *Steps to Good Grammar* (Second Edition) by Walch Publishing **Master:** Vary Sentence Length/Beginnings, Independent/Subordinate Clauses, Using Phrases, Combining Sentences: Key Words and Phrases **Reinforce:** Types of Nouns, Possessive Nouns and Pronouns	**Grammar Texts** - *Sadlier Oxford Grammar for Writing* (Level Blue) - *Steps to Good Grammar* (Second Edition) by Walch Publishing **Master:** Types of Nouns, Possessive Nouns and Pronouns **Reinforce:** Compound/Collective Nouns, Using Pronouns, Subject/Object Pronouns (Who vs. Whom), Pronoun/Antecedent Agreement, Clear Pronoun Reference
Vocabulary Focus	Sadlier Vocabulary Workshop, Level D Units 1-4 Vocabulary embedded in anchor texts	Sadlier Vocabulary Workshop, Level D Units 5-8 Vocabulary embedded in anchor texts	Sadlier Vocabulary Workshop, Level D Units 9-12 Vocabulary embedded in anchor texts	Sadlier Vocabulary Workshop, Level D Units 13-15 Vocabulary embedded in anchor texts