

**NORTHERN BURLINGTON COUNTY REGIONAL SCHOOL DISTRICT  
2021 Course Map/Pacing Guide**

<b>Department</b>	<b>English</b>	<b>Course</b>	<b>English I [Grade 9]</b>
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**Source of Standards**

- New Jersey Student Learning [Standards 2020](#)
  - [NJSLS for English Language Arts Grade 9-10](#)
  - [English Language Arts](#) (Companion Standards for History, Social Studies, Science and Technical Subjects)
  - College Board
- [Career Readiness, Life Literacies, and Key Skills](#);
  - All courses Focus on - 9.4 Life Literacies and Key Skills (p. 49)

**Sequence- Unit Titles and Number of weeks per unit (total = 18 semester/ 36 year)**

**Unit 1: RESPONSIBILITY AND BROTHERHOOD (6 Weeks).** This unit, the first of five, uses the novella *Of Mice and Men* as the framework literature for the following themes of study: isolation, societal and personal responsibility, enduring hardship, and making sacrifices. Students will use the novella, together with the supplemental materials, as a prism for evaluating “The American Dream,” their place in it, and responsibilities to themselves and each other.

**Unit 2: JUSTICE AND PREJUDICE (12 Weeks).** This unit focuses on the novel as a literary form and explores themes of cultural values, justice, and prejudice, using the classic American novel *To Kill a Mockingbird* as a centerpiece. The unit will also give students a chance to investigate what it means to be marginalized, shunned, or otherwise rejected by society for violating its taboos, while considering what taboos still exist today and how those may, or may not, be changing.

**Unit 3: CONFLICT AND TRAGEDY (10 Weeks).** Students examine Aristotle’s *Poetics* and his definitions of comedy and tragedy to deepen their understanding of classic tragedy. They read Shakespeare’s *Romeo and Juliet* and compare and contrast the ways in which the play treats the related theme of fate versus free will. In addition, students also will consider Shakespeare’s use of rhythm, punctuation, and imagery and the ways in which they help convey the motives, thoughts, and feelings of the characters. This unit will confirm students’ shared understanding of the elements of drama, preparing them for the study of other dramatic works throughout high school.

**Unit 4: IDENTITY: OURSELVES AND OUR SOCIETY (4 Weeks).** Students will analyze the complex interactions involved in human relationships and self-identity. They will be able to examine the impact of individual choices and the responsibility that accompanies being part of a society. Students will read short stories, personal narratives, poetry, and nonfiction, identifying how we are all influenced by historical events, socio-political movements, and family norms. Multi-cultural selections will focus on names, family heritage, victories, and celebrations.

**Unit 5: HARDSHIP AND HEROISM (8 Weeks).** Students read Homer’s *The Odyssey*, with special attention to the hero’s journey, and learn about the characteristics of an epic hero. They become familiar with classic Greek and Roman mythology and consider the role of the gods in the hero’s adventures. Building on themes in the previous unit, they may discuss the role of fate. Students will also be asked to examine the nature of heroism and evaluate Odysseus both

by the standards of his culture and ours. Through pairings of these works with informational texts, students learn about the ancient city of Troy and the story of the Trojan War for historical context. Alfred, Lord Tennyson's "The Lotos-Eaters" is included in the unit so that students may explore how authors draw on the works of other authors to examine related themes.

### Big Ideas/[Enduring Understandings](#) (link to guide)

Students will understand that ...

- individuals, events, and ideas develop and interact over the course of a text.
- complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- that in our country's history there are groups who have been marginalized, shunned, or otherwise rejected by society for violating its taboos.
- the philosophical beliefs of historical figures have inspired a call for action from marginalized groups.
- Aristotle's Poetics and his definitions of comedy and tragedy deepen understanding of classic tragedy as well as human nature.
- Shakespeare's plays serve as exemplars of the structure and elements of drama seen even in modern plays.
- the Montagues' and Capulets' passionate hatred for each other and Romeo and Juliet's passionate love for one another both contribute to the tragic outcome of the play.
- people have both social identities and self identities.
- when self identity doesn't match social identity, conflict arises.
- to know oneself is empowering.
- ideas of who we are as individuals are influenced by historical events, socio-political movements, and family norms.
- The hero's journey shapes the characteristics of an epic hero.
- Classic Greek and Roman mythology has influenced the oral tradition of many diverse cultures.
- Heroism is multi-faceted and takes many forms.

### [Essential Questions](#) (link to guide)

- Are we our brother's keeper?
- What are our responsibilities to family, friends, society, and ourselves?
- How do complex characters and their relationship with other characters advance the plot and theme of a text?
- What does it mean to be innocent?
- What are the consequences of prejudice and injustice?
- How does our response to both prejudice & justice reveal our true characters?
- What factors shape your identity?
- What parts of your identity do you choose for yourself?
- What parts of your identity are determined for you by other people or by society?
- What role does duty, sacrifice, and valor play in heroism?
- What is the importance of mythology in world cultures?

### [Reporting Student Progress](#) (link to pyramid)

All courses follow a balanced assessment system with Practice and Assessments. Each category includes formative, summative and alternative assessments.

### [Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English

language learners, students at risk of school failure, gifted and talented students, and students with 504 plans

## Resources (Text and Technology)

### Unit 1

- *Of Mice and Men* (John Steinbeck)
- "To a Mouse" (Robert Burns)
- "Article 1 of the Universal Declaration of Human Rights"
- Selected photographs by Dorothea Lange, taken for the Farm Security Administration (Library of Congress)
- Gary Sinise, dir., *Of Mice and Men* (1992)
- Song: "Peter and The Wolf" (Sergei Prokofiev)
- Honors:
  - "New Directions" (Maya Angelou)
  - John Ford, dir., scenes from *The Grapes of Wrath* (1940)
  - Song: "Brother Can You Spare a Dime?" (Florence Owens Thompson)
  - Song: "This Land is Your Land" (Woody Guthrie)

### Unit 2

- *To Kill A Mockingbird* (Harper Lee) (E)
- Film adaptation
- Excerpt - "Shocking Story of Approved Killing in Mississippi" (W. Bradford Huie)
- Honors:
  - "Dreams Variation" & "Harlem" (Langston Hughes)
  - "The Rise of Jim Crow and the Nadir, 1878-1915": The NJ State Library
  - BOOKER T. WASHINGTON, Atlanta Cotton Exposition (1895)
  - W.E.B. DUBOIS "The Talented Tenth" (1903)

### Unit 3

- *Romeo and Juliet* (William Shakespeare) (E)
- "Poetics" (Aristotle) (excerpt on comedy and tragedy)
- Virtual tour of the Globe Theater and Sistine Chapel.
- Fire and Ice By Robert Frost
- Franco Zeffirelli, dir., *Romeo and Juliet* (1968) - film adaptation
- Honors:
  - Shakespeare's *Romeo and Juliet*: "You Kiss by the Book" (National Endowment for the Humanities) (RL.9-10.4, RL.9-10.10) View

### Unit 4

- "The Namesake" by Jhumpa Lahiri
- "Names/Nombres" by Julia Alvarez
- "Us & Them" by David Sedaris
- Excerpt from "It Gets Better" by David Sedaris
- "Raymond's Run" by Toni Cade Bambara
- "Montreal, 1962" by Shauna Singh Baldwin "Turban Legend")
- "Realarro" by Marc Matthews
- "Legacies" by Nikki Giovanni
- Excerpt from "Muslim Girl: A Coming of Age" by Amani Al-Khatahtbeh
- "The Struggle to be an All American Girl" by Elizabeth Wong

- Article from India Times, “Turban Legend: How Superfan Nav Bhatia distracted Shaq, Webber & Garnett on his way to Hall of Fame” by Shivani Naik

**Honors:**

- “Rules of the Game” and/or “Two Kinds”
- “Harrison Bergeron” by Kurt Vonnegut
- Excerpt from “The 57 Bus” by Dashka Slater

## Unit 5

- “Ithaka” by Constantine Cavafy
- “The Lotos-Eaters” (Alfred, Lord Tennyson) Read
- The Odyssey (Homer)
- The Ramayana (attributed to the Hindu sage Valmiki) (excerpts)
- *Mythology* (Edith Hamilton); The Divine Beauty Contest

**Honors:**

- *The Lost Books of the Odyssey* by Zachary Mason