

CURRICULUM UNIT MAP

1ST QUARTER

COURSE TITLE: Honors and College-Prep English I

GRADE: 9

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Plot and Conflict WEEKS 1-5—OBJECTIVES Analyze plot in fiction, poetry, and/or drama Identify and analyze conflicts in fiction texts	Identify and analyze internal and external conflicts	Students take a pre-test on plot, conflict, flashback, and foreshadowing	Students will take a benchmark assessment over <i>The Outsiders</i> to assess plot, conflict, flashback, and foreshadowing
	Identify and analyze solutions to conflicts	Students will take a quiz over “The Most Dangerous Game” covering plot and conflicts	
	Identify and analyze the elements of plot (exposition, conflict, rising action, climax, falling action, and resolution)	Students will take a quiz over “Sorry, Right Number” covering plot, conflict, flashback, and foreshadowing	Students will read a short story by O. Henry and a poem by Donald Justice to assess plot, conflict, flashback, and foreshadowing on a benchmark assessment
	Identify and analyze flashback		
	Identify and analyze foreshadowing	Students will take a quiz over “The Raven” covering plot, conflict, flashback, and foreshadowing	
Unit: Character Analysis Essay WEEKS 6-7—OBJECTIVES Analyze character in fiction and compose a character analysis essay Apply the writing process to compose a character analysis essay	Recognize descriptions of character traits as a means of characterization	Students will complete an organizational handout to identify topic, thesis, main ideas, supporting details, and interpretation	Students will compose a character analysis essay to identify and analyze a character’s change in <i>The Outsiders</i> as a performance assessment
	Use the other characters’ reactions, relationships, and impressions to develop characterization	Students will conference with the teacher throughout the writing process	
	Determine a character’s motivation as a key part of understanding character		
	Compose texts with an effective introduction, supporting body paragraphs, and a conclusion		
	Write a clear thesis statement that controls each detail in the essay		
	Compose responses using a claim, evidence as support, and interpretation		
	Apply the writing process to compose a character analysis essay		
Unit: Character and Point-of-View WEEK 8-9—OBJECTIVES Analyze character in fiction	Recognize descriptions of character traits as a means of characterization	Students take a pre-test over character and point-of-view	
	Recognize the use of other characters’ reactions, relationships, and impressions as a means of characterization	Students take a quiz over “Pancakes” covering character traits and motivation	
	Identify a character’s actions as a character’s motivation	Students take a quiz over “The Necklace” covering character traits and motivation	
	Analyze narrator comments, a character’s interactions with others, and my own insights to identify/analyze character motivation		

CURRICULUM UNIT MAP
2nd QUARTER

Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Character and Point-of-View WEEKS 1-2—OBJECTIVES Analyze point-of-view in fiction	Identify the point-of-view as perspective from which a story is told	Students will have an entry slip to identify the three type of point-of-view Students will take a quiz over “I Know Why a Caged Bird Sings” covering character traits and motivation and point-of-view	Students will read a short story by Tobias Wolff and a selection from a short story by Gwendolyn Brooks to assess character traits, character motivation, and point-of-view as a benchmark assessment
	Distinguish between first-person and third-person point-of-view		
	Distinguish between omniscient and limited third-person point-of-view		
	Analyze the role point-of-view plays in the reliability of information in fiction and nonfiction texts		
Unit: Imagery, Setting, and Mood WEEKS 3-5—OBJECTIVES Identify and explain imagery in fiction texts Analyze setting in fiction Identify and analyze mood in fiction	Identify imagery as words and phrases used to bring an experience to life for readers	Students will have an exit slip to identify sensory details Students will take a quiz over “A Christmas Memory” to identify imagery and setting Students will take a quiz over “The King’s High Way” covering imagery and setting Students will take a quiz over “A Walk in the Woods” covering imagery, setting, and mood Students will take a quiz over “The Cask of Amontillado” covering imagery, setting, and mood	Students will read an excerpt from a book by J.R.R Tolkien and a poem by Denise Levertov to assess imagery, setting, and mood as a benchmark assessment
	Identify and use sensory details –words that appeal to the five senses—to bring an experience to life		
	Identify setting as the time and place in which the action occurs		
	Analyze the way setting affects character and conflicts		
	Identify mood as the atmosphere of a story		
	Identify the mood of the story and the details the author uses to convey the mood		
Unit: Narrative Essay WEEKS 6-7—OBJECTIVES Implement narrative techniques to compose a narrative essay Apply the writing process to compose a narrative essay	Select a meaningful topic	Students will complete an organizational handout to identify topic, thesis, main ideas, supporting details, and interpretation Students will conference with the teacher throughout the writing process	Students will compose a narrative essay to effectively retell a memory as a performance assessment
	Use the elements of plot in an essay		
	Use dialogue and flashback in my essay		
	Follow the steps of the writing process: pre-write, draft, peer response, conference, revise, edit, publish		
	Compose texts with an effective introduction, supporting body paragraphs, and a conclusion		
Unit: Irony WEEKS 8-9—OBJECTIVES Identify and explain irony in fiction and poetry Identify and explain verbal, situational, and dramatic irony	Identify irony in a given text	Students will compose constructed response questions identifying the type of irony and supporting is with specific details for “The Gift of the Magi,” “Hooked on Comics,” and “The Sniper”	Students will read a short story by Kate Chopin and a poem by Charles Webb to assess irony as a benchmark assessment
	Identify and explain verbal, situational, and dramatic irony		
	Identify the irony in a text and support it with specific details		

CURRICULUM UNIT MAP
3rd QUARTER

Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Theme and Symbol WEEKS 1-3—OBJECTIVES Analyze theme in fiction and poetry Identify and explain symbol in fiction	Identify theme as the underlying message, big idea, or lesson about humanity	Students will take a quiz over “The Scarlet Ibis” covering symbol	Students will read a short story by Michael McLaverty to assess theme and symbol as a benchmark assessment
	Identify the theme in fiction and poetry		
	Identify clues the author uses to develop the theme and analyze how the clues push the theme forward	Students will take a quiz over “The Sun,” “A Poem on Returning to Dwell in Country,” and “My Heart Leaps Up” covering symbol and theme	
	Identify symbol as person, place, object, or activity that stands for something beyond itself	Students will complete theme worksheets over “The Sniper,” “Last Leaf,” and “Marigolds”	
	Identify symbols within a text		
	Explain the deeper meaning of the symbol and how the meaning contributes to the whole text		
Unit: The Descriptive Essay WEEKS 3-4—OBJECTIVES Implement descriptive techniques to compose a descriptive essay Apply the writing process to compose a descriptive essay	Use sensory details and precise words to create a vivid image, establish mood, and/or express emotion	Students will complete an organizational handout to identify topic, thesis, main ideas, supporting details, and interpretation	Students will compose a descriptive essay to show their idea of paradise as a performance assessment
	Write with a clear focus and sense of purpose	Students will conference with the teacher	
	Present details in a logical order		
	Grab my audience’s attention in the introduction		
	Compose body paragraphs with a strong controlling idea and a conclusion with an effective conclusion		
	Follow the steps of the writing process: pre-write, draft, peer response, conference, revise, edit, publish		
Unit: Main Idea and Nonfiction WEEKS 5-6—OBJECTIVES Differentiate between main ideas and supporting details	Identify the main ideas and supporting details of a passage	Students will complete graphic organizers to identify main ideas and supporting details for “Math and After Math” and “The Future in My Arms”	Students will read an article from <i>Good Housekeeping</i> to assess main idea and supporting details as a benchmark assessment
	Identify major details as ideas that support the main ideas		
	Distinguish between details and the main idea		
	Identify main ideas and supporting details		
	Identify and analyze conflicts (internal and external)		
	Identify and analyze character traits		

Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: <i>The Giver</i> WEEKS 7-9—OBJECTIVES Differentiate between main ideas and supporting details Analyze character in fiction Analyze point-of-view in fiction Identify and analyze mood in fiction Analyze theme in fiction Identify and explain symbol in fiction	 Identify character actions and analyze their motivation behind the actions Identify and analyze the point-of-view in the novel Identify and analyze mood Identify words and techniques used by the author to explain how mood is developed Identify and explain theme(s) Identify and explain symbol	identify the elements of plot, analyze theme, identify and explain symbol, and identify and analyze character motivation	

CURRICULUM UNIT MAP
4th QUARTER

Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: <i>The Giver</i> WEEKS 1-2—OBJECTIVES (Cont'd) Analyze plot in fiction Identify and analyze conflicts in fiction Analyze character in fiction Analyze point-of-view in fiction Identify and analyze mood in fiction Analyze theme in fiction Identify and explain symbol in fiction	Identify and analyze the elements of plot	Students will compose constructed response questions to identify and analyze character traits, identify and analyze mood, identify and analyze conflicts Students will complete a textual analysis packet to identify and analyze conflicts, identify the elements of plot, analyze theme, identify and explain symbol, and identify and analyze character motivation	Students will take a benchmark assessment over <i>The Giver</i> to assess plot, conflict, mood, symbol, theme, and character
	Identify and analyze conflicts (internal and external)		
	Identify and analyze character traits		
	Identify character actions and analyze their motivation behind the actions		
	Identify and analyze the point-of-view in the novel		
	Identify and analyze mood		
	Identify words and techniques used by the author to explain how mood is developed		
	Identify and explain symbols		
	Identify and explain theme(s)		
Unit: Research WEEKS 3-9—OBJECTIVES Document sources of information with a works cited page Access and evaluate reliable, credible, and relevant primary and secondary, non-text and internet sources Use techniques in research (searching and citing credible sources) to create a research project Apply the writing process to compose documents	Locate credible sources about a well-known person in history	Students will complete an organizational handout to identify topic, facts, and information about a subject Students will conference with the teacher	Students will compose a research essay (in the form of documents) by documenting sources with textual citation and a works cited page
	Create original documents to convey information gained from research		
	Compose a works cited page		
	Follow the writing process: draft, revise, and publish		
	Use research to support ideas		
	Use parentheses to let the reader know where researched information came from		
	Understand credible sources come from an expert or institution		
	Create a checklist to determine whether a source is reliable or not		
	Distinguish between primary and secondary information		

CURRICULUM UNIT MAP
Activities Utilized All Year

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: All-Year Activities ALL WEEKS—OBJECTIVES Compose a response using a controlling idea (claim), relevant specific details and complex ideas (evidence), and freshness of thought (interpretation)	Participate in discussion of claim, evidence, interpretation	Students will compose many C.E.I responses during the school year to improve writing skills and perfect the claim, evidence, interpretation format	Students will use C.E.I. to respond to constructed response items on end-of-unit benchmark assessments
	View samples of strong and weak C.E.I responses and discuss qualities of each		
	Compose C.E.I responses		
	Label claim, evidence, and interpretation to ensure all components are present		
	Use feedback to revise C.E.I responses		
Unit: All-Year Activities ALL WEEKS—OBJECTIVES Use correct capitalization, punctuation, spelling, and usage	Use daily language activities to learn and review the rules of the English language	Students will compose sentences using the rules learned daily—periodically they will be evaluated Students will take a selected response quiz after (5) sentences to assess knowledge of the daily language rules	Correct spelling, capitalization, grammar, and usage is included as a component on scoring guides for writing assignments throughout the year
	Create my own sentences that follow the rules I have learned		