



Saddlebrook Preparatory School

**Curriculum Map- Scope and Sequence:
English 1
Grade 9**

Purpose of Planning	Unit One Q1, W1-2	Unit Two Q1, W3-4	Unit Three Q1, W5-6	Unit Four Q1, W7-9	Unit Five Q2 Week 1-4
Unit Topic and Overview:	Short Stories Focusing on Narrative Structure <i>Discovery... What does it take to be a survivor?</i>	Short Stories Focusing on Characterization & POV <i>Discovery... How important is status?</i>	Short Stories Focusing on Setting, Mood, & Imagery <i>Discovery... What sends a chill down your spine?</i>	Short Stories Focusing on Theme & Symbolism <i>Discovery... Why do we hurt the ones we love?</i>	Introduction to Mythology <i>Discovery... What are the criteria of a myth?</i>
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	Basic understanding of plot sequencing, Plot stages/conflict, sequence/time.	Basic understanding of characterization, traits, motivation.	Students should have a basic understanding of sensory language traits.	Students should have a general understanding of how the central idea of a text helps develop plot.	Students should have a very limited understanding of mythology from previous exposure in books, cartoons, movies.



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<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>How does the sequence of a story affect the reader's response?</i> 2. <i>How do conflicts influence the relationships between characters?</i> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Show their understanding of the plot diagram -- exposition, rising action, climax, falling action, resolution in their own writing. 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>What's the connection between status and money? Are there other marks of status?</i> 2. <i>How do authors create characters we can connect with?</i> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Cite textual evidence to support analysis of what the text says implicitly/explicitly • Analyze complex character development, analyze POV reflected in a work of literature. • Use phrases/clauses to convey specific meanings and add variety to writing 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>What makes a setting sinister?</i> 2. <i>What can authors do to create mood/atmosphere in a text?</i> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Analyze the overall impact of specific word choices from the author to create meaning for overall mood/tone • Understand how setting/imagery impact the author's mood/tone in a text & use figurative language to add descriptive detail 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>How does a symbol affect the overall meaning of a text?</i> 2. <i>How do writers use symbols to make connections between complex ideas?</i> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Analyze how complex characters help develop the story's central theme. 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>What patterns exist in myths and how can we use them to explain our world?</i> 2. <i>How do myths reflect cultural beliefs and values?</i> <p>Student should be able to:</p> <ul style="list-style-type: none"> • Identify how patterns shape the world we live in.
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<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p><u>Anchor Text:</u> Literature Grade 9 Textbook, Holt McDougal 2012</p> <p><u>Literary Text:</u> "The Most Dangerous Game" by Richard Connell</p>	<p><u>Anchor Text:</u> Literature Grade 9 Textbook, Holt McDougal 2012</p> <p><u>Literary Texts:</u> "The Necklace" by Guy de Maupassant Excerpt from <i>I Know Why the Caged Bird Sings</i> By Maya Angelou Spending Spree—Magazine Articles in textbook ("Spending Spree" & "Is Debt dragging you down?")</p>	<p><u>Anchor Text:</u> Literature Grade 9 Textbook, Holt McDougal 2012</p> <p><u>Literary Texts:</u> "Cask of Amontillado" by Edgar Allan Poe "Sorry, Right Number" by Stephen King</p>	<p><u>Anchor Text:</u> Literature Grade 9 Textbook, Holt McDougal 2012</p> <p><u>Literary Text:</u> "The Scarlet Ibis" by James Hurst</p>	<p><u>Anchor Text:</u> Literature Grade 9 Textbook, Holt McDougal 2012</p> <p><u>Literary Text:</u> Homer (translated by Robert Fitzgerald). "The Cyclops" from "The Odyssey, Book 9."</p>
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> • Is General Zaroff a Psychopath? (Literary Analysis Example) <p>Standard Multimedia:</p> <ul style="list-style-type: none"> • Powerpoint Notes on class website • Thinkcentral.com • Teacher One Stop DVD-ROM • Powernotes presentation • ThinkAloud models to enhance comprehension • WordSharp vocabulary tutorials. • Audio Anthology CD • Audio Tutor CD 	<p>Unit Specific Multimedia:</p> <p>Standard Multimedia:</p> <ul style="list-style-type: none"> • Powerpoint Notes on class website • Thinkcentral.com • Teacher One Stop DVD-ROM • Powernotes presentation • ThinkAloud models to enhance comprehension • WordSharp vocabulary tutorials. • Audio Anthology CD • Audio Tutor CD 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> • StoryBoard Illustrations <p>Standard Multimedia:</p> <ul style="list-style-type: none"> • Powerpoint Notes on class website • Thinkcentral.com • Teacher One Stop DVD-ROM • Powernotes presentation • ThinkAloud models to enhance comprehension • WordSharp vocabulary tutorials. • Audio Anthology CD • Audio Tutor CD 	<p>Unit Specific Multimedia:</p> <p>Standard Multimedia:</p> <ul style="list-style-type: none"> • Powerpoint Notes on class website • Thinkcentral.com • Teacher One Stop DVD-ROM • Powernotes presentation • ThinkAloud models to enhance comprehension • WordSharp vocabulary tutorials. • Audio Anthology CD • Audio Tutor CD 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> • MLA from The OWL at Purdue <p>Standard Multimedia:</p> <ul style="list-style-type: none"> • Powerpoint Notes on class website • Thinkcentral.com • Teacher One Stop DVD-ROM • Powernotes presentation • ThinkAloud models to enhance comprehension • WordSharp vocabulary tutorials. • Audio Anthology CD • Audio Tutor CD



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<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> •Introduction to main ideas •Quickwrite/freewrite •Think/pair/share •Whole Class Sharing •Reading of the text, •Teacher monitors student understanding of the text, •Q&A throughout reading and at the end of the text. •Whole class discussion •Small group discussion •Transition to writing activity •Modeling of writing process by the teacher •Student Practice •Student use of laptops for later stages of the writing process 	<ul style="list-style-type: none"> •Introduction to main ideas •Quickwrite/freewrite •Think/pair/share, •Whole Class Sharing •Reading of the text, •Teacher monitors student understanding of the text, •Q&A throughout reading and at the end of the text. •Whole class discussion •Small group discussion •Transition to writing activity •Modeling of writing process by the teacher •Student Practice •Student use of laptops for later stages of the writing process 	<ul style="list-style-type: none"> •Introduction to main ideas •Quickwrite/freewrite •Think/pair/share, •Whole Class Sharing •Reading of the text, •Teacher monitors student understanding of the text, •Q&A throughout reading and at the end of the text. •Whole class discussion •Small group discussion •Transition to writing activity •Modeling of writing process by the teacher •Student Practice •Student use of laptops for later stages of the writing process 	<ul style="list-style-type: none"> •Introduction to main ideas •Quickwrite/freewrite Think/pair/share, •Whole Class Sharing •Reading of the text, •Teacher monitors student understanding of the text, •Q&A throughout reading and at the end of the text. •Whole class discussion •Small group discussion •Transition to writing activity •Modeling of writing process by the teacher •Student Practice •Student use of laptops for later stages of the writing process 	<ul style="list-style-type: none"> •Introduction to main ideas •Quickwrite/freewrite Think/pair/share, •Whole Class Sharing •Reading of the text, •Teacher monitors student understanding of the text, •Q&A throughout reading and at the end of the text. •Whole class discussion •Small group discussion •Transition to writing activity •Modeling of writing process by the teacher •Student Practice •Student use of laptops for later stages of the writing process
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<p>Assessments: *Types and Measurements of Mastery</p>	<p><u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips</p> <p><u>Writing Instruction:</u> Narrative—brainstorming, drafting, revising, editing, publishing</p> <p><u>Formal Writing Assessment:</u> Narrative Writing Response</p> <p>**80% of students should be able to demonstrate their understanding of plot development by mirroring these strategies in their own writing with a score of 80% or higher.</p>	<p><u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips</p> <p><u>Writing Instruction:</u> Characterization through written Character Sketch— brainstorming, drafting, revising, editing, publishing</p> <p><u>Formal Writing Assessment:</u> Character Sketch Writing Response</p> <p>**80% of students should be able to demonstrate their ability to convey character POV by creating their own characters in writing the audience can identify with a score of 80% or higher.</p>	<p><u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips</p> <p><u>Writing Instruction:</u> Descriptive— brainstorming, drafting, revising, editing, publishing</p> <p><u>Formal Writing Assessment:</u> Descriptive Writing Response</p> <p>**80% of students should be able to demonstrate their ability to create mood/atmosphere in their own writing through the use of writing strategies provided in class with a score of 80% or higher.</p>	<p><u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips</p> <p><u>Writing Instruction:</u> Symbolic Hero— brainstorming, drafting, revising, editing, publishing</p> <p><u>Formal Writing Assessment:</u> Symbolic Hero Written Response</p> <p>**80% of students should be able to demonstrate their understanding of symbol through the creation of their own symbolic hero explanation in writing with a score of 80% or higher.</p>	<p><u>Informal Assessment:</u> Class discussion & analysis, brainstorming, exit slips</p> <p><u>Writing Instruction:</u> Research Essay on Greek gods/goddesses— brainstorming, drafting, revising, editing, publishing</p> <p><u>Formal Writing Assessment:</u> Polished Research Essay</p> <p>**80% of students should be able to demonstrate their findings of research by completing and presenting their formative research assessment projects with a score of 80% or higher.</p>
<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Nonfiction/Informational Texts: The Hunter Hunted by Blossom N. Fondo People Are Causing Mass Extinction on Earth</p> <p>Subject areas linked: Science & Psychology</p>	<p>Nonfiction/Informational Texts: High School Nerds Make More Money</p> <p>85 richest people own as much as bottom half of population</p> <p>Subject areas linked: Statistics, Economics & Social Sciences</p>	<p>Nonfiction/Informational Text: Discovery Education: Edgar Allan Poe</p> <p>Subject area linked: Psychology</p>	<p>Connecting Symbolism Across the Curriculum</p> <p>Explore Multiple Interdisciplinary Lesson Options</p> <p>Subject areas linked: Math, History, Science, Art</p> <p>Guilty or Innocent? Speech Writing Assignment (Criminology & Law)</p>	<p>Turn Greek Gods & Goddesses Into Super Heroes! (Assignment)</p> <p>Nonfiction/Informational Texts: (TBD...)</p> <p>Subject areas linked: Social Sciences, World History, World Cultures & Religions</p>



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<p>Honors Course Differentiation(s):</p>	<p>Extended writing assignment response. Specific assignments will include detailed directions for honor students in class! Typically assignments will have additional credentials and higher order thinking responses.</p>	<p>Extended writing assignment response. Specific assignments will include detailed directions for honor students in class! Typically assignments will have additional credentials and higher order thinking responses.</p>	<p>Extended writing assignment response. Specific assignments will include detailed directions for honor students in class! Typically assignments will have additional credentials and higher order thinking responses.</p>	<p>Extended writing assignment response. Specific assignments will include detailed directions for honor students in class! Typically assignments will have additional credentials and higher order thinking responses.</p>	<p>Extended writing assignment response. Specific assignments will include detailed directions for honor students in class! Typically assignments will have additional credentials and higher order thinking responses.</p>
<p>Integrated Common Core or NGSSS Standards (List): *See Below for Links</p>	<p>CCSS ELA-Literacy RL9-10.4 CCSS ELA-Literacy RL9-10.5 CCSS ELA-Literacy L9-10. 1.b CCSS ELA-Literacy L9-10. 4 CCSS ELA-Literacy L9-10. 5.b</p>	<p>CCSS ELA-Literacy RL9-10.1 CCSS ELA-Literacy RL9-10.3 CCSS ELA-Literacy RL9-10. 4 CCSS ELA-Literacy RL9-10.6 CCSS ELA-Literacy RL9-10.7 CCSS ELA-Language L9-10.1.b CCSS ELA-Language L9-10. 4.a</p>	<p>CCSS ELA-Literacy RL9-10.7 CCSS ELA-Literacy RL9-10.5 CCSS ELA-Literacy RL 9-10.1 CCSS ELA-Literacy RL 9-10.4 CCSS ELA-Language L9-10.2 CCSS ELA-Language L9-10.3 CCSS ELA- Language L9-10.4.c</p>	<p>CCSS ELA- Literacy RL9-10. 1 CCSS ELA- Literacy RL9-10. 2 CCSS ELA- Literacy RL9-10. 3</p>	<p>CCSS ELA- Literacy RL9-10. 4 CCSS ELA- Literacy RL9-10. 5 CCSS ELA- Literacy RL9-10. 6 CCSS ELA- Literacy RL 9-10.7 CCSS ELA- Literacy RL 9-10.9 CCSS ELA- Literacy RL9-10. 10 CCSS ELA- Sp&L9-10. 1.a-d CCSS ELA- Sp&L9-10.3-6</p>
<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>CCSS ELA-WritingW9-10. 3 CCSS ELA-Writing W9-10.3.a CCSS ELA-Writing W9-10.3.b CCSS ELA-Writing W9-10.3.c CCSS ELA-Writing W9-10.3.d CCSS ELA-Writing W9-10.3.e CCSS ELA-Writing W9-10.4 CCSS ELA-Writing W9-10.5</p>	<p>CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b</p>	<p>CCSS ELA-Writing W9-10.4 CCSS ELA- Writing W9-10. 9.a</p>	<p>CCSS ELA- Writing W9-10.9.a</p>	<p>CCSS ELA- Writing W9-10.3.a CCSS ELA- Writing W9-10.3.b CCSS ELA- Writing W9-10.3.c CCSS ELA- Writing W9-10. 4 CCSS ELA- Writing W9-10. 5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.10</p>
<p>Links to CCSS/NGSSS Curriculum Standards:</p>	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> • The Common Core State Standard expectations in grade 9. • The K-12 English LA and Content Area Writing Standards • The K-12 Reading Standards • The K-12 Mathematics Standards • The K-12 NGSSS Science & Social Studies Standards 				



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Purpose of Planning	Unit Six Q2, W5-9	Unit Seven Quarter 3, Weeks 1-6	Unit Eight Q3, W7-9 through Q4, W1	Unit Nine Q4, W2-5	Unit Ten Q4, W6-10
Unit Topic and Overview:	Epic and Myth— <u>The Odyssey</u> <i>Discovery... What is a hero? What qualities seem essential to every hero?</i>	Drama— Shakespearean Tragedy <u>Romeo and Juliet</u> <i>Discovery... What is the ultimate love story?</i>	Allegorical Connections <u>Animal Farm</u> <i>Discovery... When is the restriction of freedom a good thing?</i>	Unity & Friendship in Opposition to Isolation <u>Of Mice & Men</u> <i>Discovery... Is honor inherent or bestowed?</i>	Dystopia vs. Utopia in <u>Fahrenheit 451</u> <i>Discovery... What is the importance of literacy in society?</i>
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	Students will need background knowledge on: •Greek culture & background •Greek belief in gods/goddesses, •Greek history	•Students will need to remain cognizant of reading comprehension strategies for difficult texts throughout the course of reading this play.Students should have previous exposure to: •plays •dramas •tragedies •character types •speech devices	Students will need an introduction to background information revolving around allegorical themes in the novel such as: • The Russian Revolution • Communism vs. Socialism • Joseph Stalin • Karl Marx • Leon Trotsky	Students will need a brief introduction to background and historical information focused on: • The Depression & the 1930s • The Dustbowl • John Steinbeck • Cost of Living Then vs. Now	Students will need a brief introduction to: • Historical background in the 1950s • McCarthyism Era • Communism • Ray Bradbury • Utopian vs. Dystopian Societies



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<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>What is the hero's journey and what does it symbolize? How does it reveal anxieties of the unknown?</i> 2. <i>How does the hero's journey address the importance of change?</i> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Identify/evaluate characteristics of an epic poem • Analyze epic hero archetypes • Analyze epic similes, epithets, allusions • Use prefixes/suffixes/word roots to determine meaning • Recognize and analyze the concept of the hero's journey in literature and make connections to popular culture. • Identify and analyze what the hero's journey reveals about universal anxieties of the unknown. 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>Why is conflict an essential component of drama?</i> 2. <i>How do these conflicts relate to modern life?</i> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Understand conventions of Shakespearean drama & tragedy • Analyze Shakespearean language • Analyze characters—character foils & tragic hero • Identify/analyze soliloquies, asides, allusions • Analyze cultural experiences reflected in the works of world literature • Determine a theme and analyze its development • Read & comprehend Shakespearean drama • Paraphrase passages to help gain comprehension • Integrate information presented in diverse media and formats • Articulate the purpose and components of dramatic structure, with a focus on conflict. • Recognize the influence of historical perspectives on literature and analyze the two main forms of drama, Tragedy and Comedy, as they read and discuss <i>The Tragedy of R&J</i>. • Write an argumentative essay analyzing complex characters in the play 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>How can an author's use of allegory promote social change?</i> 2. <i>What influence does class, religion, language, or culture have on my relationships, decisions, and my world?</i> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Read, recognize, and analyze the use of rhetoric and satire used in major speeches throughout the novel • Understand how the writer's style reflects his/her purpose • Recognize how a writer's background influences his/her writing • Analyze how a text's historical context deepens our understanding of the reading 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>What is empathy? Why is it an important human characteristic?</i> 2. <i>What can students learn about themselves through the struggles of others?</i> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Analyze the similarities and differences between how those elements are developed • Learn history of the novel as a literary form • Recognize the importance of historical content to the appreciation of setting and character. • Explain that the novel may have more than one plot and explain the multiple plots • Recognize the importance of point of view and why it wouldn't be the same story told from someone else's point of view 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>Do you let your world control you, or do you control your world? How do people engage in social protest?</i> 2. <i>What is the importance of books? Why ready?</i> 3. <i>What is an individual's responsibility to his or her society?</i> <p>Students will understand that:</p> <ul style="list-style-type: none"> • The narrative elements of the novel. • The identification of literary devices and their effect on the meaning of the story. • How to compose a literary essay. • Discuss key episodes, events, and ideas and interpret them on a literal, interpretive, and universal level • Students will know: • the levels of questioning • literary elements and particularly focus on figurative language such as metaphor, simile and symbolism. • How to apply ideas of the text to higher applications.
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<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p><u>Anchor Text:</u> Literature Grade 9 Textbook, Holt McDougal 2012</p> <p><u>Literary Text:</u> Homer's <i>The Odyssey</i> (Translated by Robert Fitzgerald) Selections: "Tell the Story" "Calypso, the Sweet Nymph" "I Am Laertes' Son..." "The Lotus Eaters"</p>	<p><u>Anchor Text:</u> Literature Grade 9 Textbook, Holt McDougal 2012</p> <p><u>Literary Text:</u> William Shakespeare's <i>Romeo and Juliet</i></p> <p><u>Supplemental Texts:</u> (TBD...)</p>	<p><u>Anchor Text:</u> <i>Animal Farm</i> by George Orwell</p> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> ➤ The Rise and Fall of the Soviet Union by Michael Kort ➤ The Creation of Stalinism by Joseph Stalin ➤ KGB: Creation and Role of the Secret Police ➤ Why I Write by George Orwell ➤ A Brief History of Communism in Russia <p><u>Supplemental Poetry:</u></p> <ul style="list-style-type: none"> ➤ "The Stalin Epigram" by Osip Mandelstam ➤ "Crow Song" by Margaret Atwood 	<p><u>Anchor Text:</u> <i>Of Mice and Men</i> by John Steinbeck</p> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> • <i>Brother, Can You Spare a Dime?</i> The Great Depression of 1929-1933 by Milton Meltzer • <i>Only Yesterday</i> by Frederick Lewis Allen (excerpts Chapters 12-14) • First Inaugural Speech March 4, 1933 Franklin Delano Roosevelt 	<p><u>Anchor Text:</u> <i>Fahrenheit 451</i> by Ray Bradbury</p> <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> • "Burning a Book" by William Stafford • SOPA: Internet Piracy Bill Criticized as Internet Censorship • Yesterday's SOPA Blackout Proved That We're Lost in a World Without Wikipedia • The Fifties Handout • <i>To Tweak or Not to Tweak a Literary Classic: Pro Censor</i> by Fatia Kasumu • "You Have Insulted Me": a Letter by Kurt Vonnegut, Jr. using text-based questions • The Book of Ecclesiastes Handout • The Paterson Public Library: "Reading Empowered Me" a memoir by Judith Ortiz Cofer
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<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>Unit Specific Multimedia:</p> <p>Standard Multimedia:</p> <ul style="list-style-type: none"> •Powerpoint Notes on class website •MLA from The OWL at Purdue •Thinkcentral.com •Teacher One Stop DVD-ROM •Powernotes presentation •ThinkAloud models to enhance comprehension •WordSharp vocabulary tutorials. •Audio Anthology CD •Audio Tutor CD •Video clips to important scenes 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> •R&J Modern Translation Text <p>Standard Multimedia:</p> <ul style="list-style-type: none"> •Powerpoint Notes on class website •Thinkcentral.com •Teacher One Stop DVD-ROM •Powernotes presentation •ThinkAloud models to enhance comprehension •WordSharp vocabulary tutorials. •Audio Anthology CD •Audio Tutor CD •Video clips to important scenes 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> •The Life of Leon Trotsky •Power Struggle Between Stalin & Trotsky •Extra Context & Familiarity <p>Standard Multimedia:</p> <ul style="list-style-type: none"> •Powerpoint Notes on class website •Thinkcentral.com •Teacher One Stop DVD-ROM •Powernotes presentation •ThinkAloud models to enhance comprehension •WordSharp vocabulary tutorials. •Audio Anthology CD •Audio Tutor CD •Video clips to important scenes 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> •Art, Music, and Media •Artwork from the Great Depression Era •Voices From the Dustbowl <p>Standard Multimedia:</p> <ul style="list-style-type: none"> •Powerpoint Notes on class website •Thinkcentral.com •Teacher One Stop DVD-ROM •Powernotes presentation •ThinkAloud models to enhance comprehension •WordSharp vocabulary tutorials. •Audio Anthology CD •Audio Tutor CD •Video clips to important scenes 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> •Fahrenheit 451 & Ray Bradbury •The Big Read •Outside The Beltway <p>Standard Multimedia:</p> <ul style="list-style-type: none"> •Powerpoint Notes on class website •Thinkcentral.com •Teacher One Stop DVD-ROM •Powernotes presentation •ThinkAloud models to enhance comprehension •WordSharp vocabulary tutorials. •Audio Anthology CD •Audio Tutor CD •Video clips to important scenes
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<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> •Introduction to main ideas •Quickwrite/freewrite Think/pair/share, •Whole Class Sharing •Reading of the text, •Teacher monitors student understanding of the text, •Q&A throughout reading and at the end of the text. •Whole class discussion •Small group discussion •Transition to writing activity •Modeling of writing process by the teacher •Student Practice •Student use of laptops for later stages of the writing process 	<ul style="list-style-type: none"> •Introduction to main ideas •Quickwrite/freewrite Think/pair/share, •Whole Class Sharing •Reading of the text, •Teacher monitors student understanding of the text, •Q&A throughout reading and at the end of the text. •Whole class discussion •Small group discussion •Transition to writing activity •Modeling of writing process by the teacher •Student Practice •Student use of laptops for later stages of the writing process 	<ul style="list-style-type: none"> •Introduction to main ideas •Quickwrite/freewrite Think/pair/share, •Whole Class Sharing •Reading of the text, •Teacher monitors student understanding of the text, •Q&A throughout reading and at the end of the text. •Whole class discussion •Small group discussion •Transition to writing activity •Modeling of writing process by the teacher •Student Practice •Student use of laptops for later stages of the writing process •Other assignments during unit: <ul style="list-style-type: none"> ➤ RAFT ➤ Role Playing ➤ Top Secret Propaganda Assignment ➤ Journal Responses ➤ Vocabulary Squares ➤ Annotation of Primary Documents 	<ul style="list-style-type: none"> •Introduction to main ideas •Quickwrite/freewrite Think/pair/share, •Whole Class Sharing •Reading of the text, •Teacher monitors student understanding of the text, •Q&A throughout reading and at the end of the text. •Whole class discussion •Small group discussion •Transition to writing activity •Modeling of writing process by the teacher •Student Practice •Student use of laptops for later stages of the writing process •Informational text, artwork, music and videos will illuminate the historical context of the Great Depression and the life of the homeless in California during the 1930's. •Cultural and regional connections to Merced, Monterey and the San Joaquin Valley. 	<ul style="list-style-type: none"> •Introduction to main ideas •Quickwrite/freewrite Think/pair/share, •Whole Class Sharing •Reading of the text, •Teacher monitors student understanding of the text, •Q&A throughout reading and at the end of the text. •Whole class discussion •Small group discussion •Transition to writing activity •Modeling of writing process by the teacher •Student Practice •Student use of laptops for later stages of the writing process
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English 1
Grade 9**

<p>Assessments: *Types and Measurements of Mastery</p>	<p><u>Formal Assessment:</u> •Quizzes •Formative Exam</p> <p><u>Writing Instruction:</u> Argumentative/expository essay that explains how the hero's journey addresses the importance of change</p> <p>**80% of students should be able to demonstrate their understanding of the hero's journey in a thorough explanation as displayed in their essay with a score of 80% or higher.</p>	<p><u>Formal Assessment:</u> •Quizzes •Formative Exam</p> <p><u>Writing Instruction:</u> Argumentative Essay Character Analysis</p> <p>**80% of students should be able to demonstrate their understanding of argumentative persuasion in their character analysis essay with a score of 80% or higher.</p>	<p><u>Formal Assessment:</u> •Quizzes •Formative Exam</p> <p><u>Writing Instruction:</u> Propaganda Letter Assignment OR Propaganda Candidate project on Glogster Website</p> <p>**80% of students should be able to demonstrate their understanding of propaganda in their candidate/campaign projects as demonstrated with their use of persuasive techniques, examples from the text, thorough explanation with a score of 80% or higher.</p>	<p><u>Formal Assessment:</u> •Quizzes •Formative Exam</p> <p><u>Writing Instruction:</u> Legal Investigation of George's Innocence or Guilt OR Art/Oral Presentation-- Create a video with several photographs from Dorothea Lange's or the Library of Congress's Collections</p> <p>**80% of students should be able to demonstrate their understanding of their legal investigation as demonstrated through their use of persuasive techniques & findings with a score of 80% or higher.</p>	<p><u>Formal Assessment:</u> •Quizzes •Formative Exam</p> <p><u>Writing Instruction:</u> Brochure on a related social justice issue around related topics of banned books, or a controversial literacy topic.</p> <p>**80% of students should be able to demonstrate their understanding of censorship and social justice based on their demonstration of information presented in their brochure assignment with a score of 80% or higher.</p>
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Saddlebrook Preparatory School

**Curriculum Map- Scope and Sequence:
English 1
Grade 9**

<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p><u>Group Assignment: Geneology, Anthropology, or Topography!</u></p> <p>Nonfiction/Informational Articles: TBD</p> <p>Subject Areas Linked: Science</p>	<p><u>Forensics in Romeo & Juliet!</u></p> <p><u>R&J Possibilities! (?)</u></p> <p>Nonfiction/Informational Articles</p> <p>Subject Area Linked: Science</p>	<p>Nonfiction/Informational Articles:</p> <p><u>The Nerd Science of Campaigning</u></p> <p><u>Hong Kong's Thwarted Democracy</u></p> <p>Subject Area Linked: Government & Politics</p>	<p><u>Of Mice & Men Interdisciplinary Unit(?)</u></p> <p><u>The Great Depression</u></p> <p>Nonfiction/Informational Article:</p> <p><u>12 Things We Know About How the Brain Works</u></p> <p>Subject Areas Linked: History & Science</p>	<p>Nonfiction/Informational Articles:</p> <p><u>Spy Agencies Tap Data from Phone Apps</u></p> <p><u>Why being a thinker means pocketing your smartphone</u></p> <p><u>Rise of the Machines</u></p> <p>Subject Areas Linked: Technology & Social Science</p>
<p>Honors Course Differentiation(s):</p>	<p>Extended writing assignment response. Specific assignments will include detailed directions for honor students in class! Typically assignments will have additional credentials and higher order thinking responses.</p>	<p>Extended writing assignment response. Specific assignments will include detailed directions for honor students in class! Typically assignments will have additional credentials and higher order thinking responses.</p>	<p>Extended writing assignment response. Specific assignments will include detailed directions for honor students in class! Typically assignments will have additional credentials and higher order thinking responses.</p>	<p>Extended writing assignment response. Specific assignments will include detailed directions for honor students in class! Typically assignments will have additional credentials and higher order thinking responses.</p>	<p>Extended writing assignment response. Specific assignments will include detailed directions for honor students in class! Typically assignments will have additional credentials and higher order thinking responses.</p>



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**Curriculum Map- Scope and Sequence:
English 1
Grade 9**

<p>Integrated Common Core or NGSS Standards (List): *See Below for Links</p>	<p>CCSS ELA- Literacy RL9-10.2 CCSS ELA- Literacy RL9-10.4 CCSS ELA- Literacy RL9-10.5 CCSS ELA- Literacy RL 9-10.6 CCSS ELA- Literacy RL9-10. 10</p>	<p>CCSS ELA- Literacy RL 9-10.1-6 CCSS ELA- Literacy RL 9-10.9 CCSS ELA- Literacy RL 9-10.10 CCSS ELA-Sp&L 9-10.1 CCSS ELA-Sp&L9-10. 1.a CCSS ELA- Language L9-10.1.a CCSS ELA- Language L9-10.1.b CCSS ELA- Language L9-10.2.a CCSS ELA- Language L9-10.3 CCSS ELA- Language L9-10.4 CCSS ELA- Language L9-10.4.a-d CCSS ELA- Language L9-10.5.a CCSS ELA- Language L9-10. 6</p>	<p>CCSS ELA- Literacy RL 9-10.1-7 CCSS ELA- Literacy RL 9-10.9 CCSS ELA- Literacy RL 9-10.10 CCSS ELA- Literacy RL 9-10.11 CCSS ELA- Sp&L 9-10.1-6</p>	<p>CCSS ELA- Literacy RL 9-10.2 CCSS ELA- Literacy RL 9-10.3 CCSS ELA- Literacy RL 9-10.4 CCSS ELA- Language L9-10.1.a-b CCSS ELA- Language L9-10.2.a-c CCSS ELA- Language L9-10.3 CCSS ELA- Language L9-10.4.a-d CCSS ELA- Language L9-10.5.a-b CCSS ELA- Sp&L 9-10.1.a-d CCSS ELA- Sp&L9-10.2 CCSS ELA- Sp&L 9-10.3 CCSS ELA- Sp&L 9-10.4 CCSS ELA- Sp&L 9-10.5 CCSS ELA- Sp&L 9-10.6</p>	<p>CCSS ELA- Literacy RL 9-10.1 CCSS ELA- Literacy RL 9-10.2 CCSS ELA- Literacy RL 9-10.3 CCSS ELA- Literacy RL 9-10.4 CCSS ELA- Literacy RL 9-10.5 CCSS ELA- Literacy RL 9-10.6 CCSS ELA- Literacy RL 9-10.7 CCSS ELA- Literacy RL 9-10.8 CCSS ELA- Literacy RL 9-10.9 CCSS ELA- Literacy RL 9-10.10 CCSS ELA- Literacy RL9-10.11 CCSS ELA- Read/Info RI 9-10.1-10 CCSS ELA- Sp&L 9-10.1 CCSS ELA- Sp&L 9-10.1.a CCSS ELA- Sp&L 9-10.1.c CCSS ELA- Sp&L 9-10.3 CCSS ELA- Language 9-10.L4 CCSS CCR.6-12.1-6</p>
<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>CCSS ELA- Writing W9-10.2.a-f CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA-Writing W 9-10.7 CCSS ELA-Writing W9-10.8 CCSS ELA-Writing W9-10.9.a-b</p>	<p>CCSS ELA- Writing W9-10.1.a-e CCSS ELA- Writing W9-10.4-5 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.9a CCSS ELA- Writing W9-10.9b CCSS ELA- Writing W9-10.10</p>	<p>CCSS ELA- Writing W9-10.1 CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.3 CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10</p>	<p>CCSS ELA- Writing W9-10.2.a-f CCSS ELA- Writing 9-10.3.a-e CCSS ELA- Writing 9-10.4 CCSS ELA- Writing9-10. 5 CCSS ELA- Writing 9-10.6 CCSS ELA- Writing 9-10.7 CCSS ELA- Writing 9-10.8 CCSS ELA- Writing 9-10.9.a-b</p>	<p>CCSS ELA- Writing W 9-10.1 CCSS ELA- Writing W 9-10.2 CCSS ELA- Writing W 9-10.3 CCSS ELA- Writing W 9-10.3.a CCSS ELA- Writing W 9-10.3.f CCSS ELA- Writing W 9-10.4 CCSS ELA- Writing W 9-10.6 CCSS ELA- Writing W 9-10.7</p>



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Curriculum Map- Scope and Sequence: English 1 Grade 9

Links to CCSS/NGSSS Curriculum Standards:

The following links will be used to incorporate the CCSS and other applicable standards:

- The [Common Core State Standard](#) expectations in grade 9
- The [K-12 English LA and Content Area Writing Standards](#)
- The [K-12 Reading Standards](#)
- The [K-12 Mathematics Standards](#)
- The [K-12 NGSSS Science & Social Studies Standards](#)

