## Curriculum Map

**Teacher:** Stacey Brazel  
**Grade:** English 9  
**Subject:** English  

**Text/Materials:** Prentice Hall *Literature*  
*Summer of My German Soldier*

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Content</th>
<th>Skills</th>
<th>Activities/Resources</th>
<th>Assessments</th>
<th>Standards</th>
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</thead>
</table>
| **1st 9 Wks.** | **Weekly Sp/Vocab Lessons** | Learn to spell a variety of words; learn their various parts of speech and their respective meanings  
Study synonyms and antonyms of the words  
Discuss word affixes and word origins as they pertain to meaning  
Review and be able to use the words in context  
Read passages for vocabulary study as well as content comprehension  
Test basic ability levels on a variety of skills:  
- word recognition  
- spelling/vocabulary  
- main ideas  
- authors’ purpose/tone  
- language conventions, etc.  
Students will interview each other and prepare speech to present to class. | Weekly lessons put on eBackpack and reviewed prior to weekly quizzes. Includes review words  
Review words prior to weekly quiz  
Take a diagnostic test, grade, and assess areas of weakness  
Guidelines for interview questions and speech | Teacher-created quizzes using essays, questions, and examples from the *Workshop* books.  
Textbook-generated results help to guide remedial instruction | 9-10.RV.1  
RV.2.1-.5  
9-10.RN.3.3  
9-10.W.6.1-.2  
9-10.SL.1  
SL.4.2 |

**Essential Questions:**  

- Why read Literature?  
- What is language?  
- How does language define who I am?
<table>
<thead>
<tr>
<th>Fiction/NonFiction</th>
<th>Unit #1</th>
<th>Homework – Teacher-created worksheets and/or textbook selection questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected Stories</td>
<td>Read selected stories in the unit Class and group discussions</td>
<td>Class discussions 9-10.RL.1 RL.2.1+.3</td>
</tr>
<tr>
<td>&quot;The Washwoman&quot;</td>
<td>Discuss literal and figurative meaning of the unit’s theme “On the Edge” and apply to the stories read</td>
<td>Quizzes/Tests - Teacher-created and/or Exam View-generated</td>
</tr>
<tr>
<td>“New Directions”</td>
<td>Highlight the authors’ backgrounds, discuss other well-known works, compare authors’ life to those of characters and settings of the stories</td>
<td>Essay Tests 9-10.RN.1 RN.3.1-.3</td>
</tr>
<tr>
<td>“Sonata for Harp and Bicycle” “The Girl Who Can” “from A White House Diary” “My English” “The Secret Life of Walter Mitty”</td>
<td>Review vocabulary both highlighted in the textbook as well as other unfamiliar words used Answer reading check questions as well as those at the end of the selections and teacher-created ones Review Marking Codes and Computer Instructions handouts Projects -Individual/Group Presentations -Creative Writing Writing Rubric</td>
<td>Projects 9-10.SL2.1-.2</td>
</tr>
<tr>
<td>“The Washwoman”</td>
<td>Define nonfiction. Identify elements of nonfiction. Identify and explain features of a biography.</td>
<td>9-10.W.1 W3.3 W.4 W.6.1-.2</td>
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Grade: **English 9**  
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Text/Materials: *Prentice Hall Literature*

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| 2nd 9 Wks. (May carry over to 3rd 9 Wks.) | **Weekly Sp/Vocab Lessons** | Learn to spell a variety of words; learn their various parts of speech and their respective meanings  
Study synonyms and antonyms of the words  
Discuss word affixes and word origins as they pertain to meaning  
Review and be able to use the words in context  
Read passages for vocabulary study as well as content comprehension | Weekly lessons put on eBackpack and reviewed prior to weekly quizzes.  
Includes review words  
Review words prior to weekly quiz | Teacher-created quizzes. | 9-10.RV.1, 2.1, 2.2, 2.3, 2.4, 2.5 |

**Essential Questions:**

**Reading**

- "The Most Dangerous Game"  
- "The Gift of the Magi"  
- "The Interlopers"  
- "The Necklace"  
- "Rules of the Game"  

Understand Point of View  
Define and understand plot and all of its elements.  
Understand characterization  
Understand points of view  
Journal Responses  
Writing prompts  
Grammar exercises  
Quizzes/Tests - Teacher-created and/or Exam View-generated  
9-10.SL.1, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.2, 4.3
<table>
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<th>Appreciate the short story</th>
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<td>Integrate grammar, mechanics, and comprehension skills while selecting and reading literature.</td>
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| **3rd 9 Wks.**  | Weekly Sp/Vocab Lessons (Used on an interim basis during study of novels) | Learn to spell a variety of words; learn their various parts of speech and their respective meanings  
Study synonyms and antonyms of the words  
Discuss word affixes and word origins as they pertain to meaning  
Review and be able to use the words in context  
Read passages for vocabulary study as well as content comprehension | Weekly lessons put on eBackpack and reviewed prior to weekly quizzes  
Includes review words  
Review words prior to weekly quiz | Teacher-created quizzes using essays, questions, and examples from the Workshop books. | 9-10.RV.1, 2.1, 2.2, 2.3, 2.4,2.5 |
| **Essential Questions:** | **Novels**  
Summer of My German Soldier | Highlight the authors’ backgrounds, discuss other well-known works, compare authors’ life to those of characters and settings of the stories  
Review the elements of short story presented earlier in the year that also apply to novels. (e.g. plot, setting, characterization, theme, conflicts, etc.) | Read biographical info on Bette Greene  
Check reading comprehension by discussing the plot, setting, characterization, conflicts, and theme  
Class and group discussions | Study Guides/  
Homework – Teacher-created worksheets and/or textbook selection questions  
Class discussions  
Vocabulary quizzes  
Quizzes/Tests – Teacher-created or assembled | 9-10.RL.1, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1 |
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<th>from Novel Guides</th>
<th>Essay Tests</th>
<th>Projects</th>
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<tr>
<td></td>
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<td>- Individual/Group</td>
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<td>- Presentations</td>
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<td>- Creative Writing</td>
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# Curriculum Map: English 9 (2015)

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**Grade:** English 9  
**Subject:** English

**Text/Materials:** Prentice Hall Literature

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| 4th 9 Wks       | Romeo and Juliet | Appreciate blank verse.  
Demonstrate how to use dialogue in Shakespearean play.  
Explain monologue in a play.  
Relate the tragedy to real life.  
Explain how these are related through character. | Read the play together.  
Respond to writing prompts in journals.  
Discuss the various issues that arise.  
Write and present, in a pair exercise, a dialogue between characters.  
View the film and discuss the differences. | Worksheets and activities.  
Quizzes over each act.  
Cumulative exam | 9-10 RL.1, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1; 9-10.W.3.1; 9-10.ML 1, 2.1 |
| Poetry          | “Dream Deferred”  
“Hope is the thing of feathers”  
“Slam, Dunk and Hook”  
“There is no word for” | Question, clarify, listen, summarize and paraphrase poetry.  
Understand the use of repetition and refrain.  
Identify and understand the use of rhythm. | Students will listen to poetry read aloud by teacher.  
Students will write journal responses.  
Students will work with a partner to analyze a poem. | Journal entries  
Writing Prompts  
Teacher generated and exam pro quizzes | 9-10.SL.1, 2.1, 2.2, 2.3, 2.4, 2.5, 4.1, 4.2, |
| goodbye” “Casey at the Bat” “The Road Not Taken” “Fire and Ice” | Identify and understand similes and metaphors. Demonstrate an understanding of free verse. | | 4.3 |