

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

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

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

	<p><b><u>Fiction/NonFiction– Unit #1</u></b>  <b>- Terminology</b>  <b>- Selected Stories</b>  <b>“The Washwoman”</b>  <b>“New Directions”</b>  <b>“Sonata for Harp and Bicycle”</b>  <b>“The Girl Who Can”</b>  <b>“from A White House Diary”</b>  <b>“My English”</b>  <b>“The Secret Life of Walter Mitty”</b></p>	<p>Learn short story elements in order to apply them to the reading selections</p> <p>Discuss literal and figurative meaning of the unit’s theme “On the Edge” and apply to the stories read</p> <p>Highlight the authors’ backgrounds, discuss other well-known works, compare authors’ life to those of characters and settings of the stories</p> <p>Review vocabulary both highlighted in the textbook as well as other unfamiliar words used</p> <p>Define nonfiction.</p> <p>Identify elements of nonfiction.</p> <p>Identify and explain features of a biography.</p> <p>Write a biographical sketch</p>	<p>Read selected stories in the unit</p> <p>Class and group discussions</p> <p>Check reading comprehension by discussing the plot, setting, conflicts, and themes presented in the stories</p> <p>Answer reading check questions as well as those at the end of the selections and teacher-created ones</p> <p>Review Marking Codes and Computer Instructions handouts</p>	<p>Homework – Teacher-created worksheets and/or textbook selection questions</p> <p>Class discussions</p> <p>Quizzes/Tests - Teacher-created and/or Exam View-generated</p> <p>Essay Tests</p> <p>Projects          -Individual/Group Presentations          -Creative Writing</p> <p>Writing Rubric</p>	<p>9-10.RV.1          RV.2.1-.5          RV.3.1-.3</p> <p>9-10.RL.1          RL.2.1+.3          RL.3.1-.2          RL.4.1-.2</p> <p>9-10.RN.1          RN.3.1-.3</p> <p>9-10.SL2.1-.2</p> <p>9-10.W.1          W3.3          W.4          W.6.1-.2</p>
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<b>2<sup>nd</sup> 9 Wks.</b> (May carry over to 3 <sup>rd</sup> 9 Wks.)  <u><b>Essential Questions:</b></u>	<u><b>Weekly Sp/Vocab Lessons</b></u>          <u><b>Reading</b></u>  “The Most Dangerous Game” “The Gift of the Magi” “The Interlopers” “The Necklace” “Rules of the Game”	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
		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, 2.5,4.14.2,4.3

		Appreciate the short story  Integrate grammar, mechanics, and comprehension skills while selecting and reading literature.			
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Teacher: Stacey Brazel

Grade: **English9**

Subject: English

Text/Materials: *Summer of My German Soldier (Greene)*

Unit/Time Frame	Content	Skills	Activities/Resources	Assessments	Standards
<b>3rd 9 Wks.</b>  <b><u>Essential Questions:</u></b>  What is the importance of family in relation to a novel?  How do the prejudices of a culture affect the people living within that setting	<b><u>Weekly Sp/Vocab Lessons</u></b> (Used on an interim basis during study of novels)  <b><u>Novels</u></b> <b>Summer of My German Soldier</b>	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  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.)	Weekly lessons put on eBackpack and reviewed prior to weekly quizzes Includes review words  Review words prior to weekly quiz  Read biographical info on Bette Greene  Check reading comprehension by discussing the plot, setting, characterization, conflicts, and theme  Class and group discussions	Teacher-created quizzes using essays, questions, and examples from the <i>Workshop</i> books.  Study Guides/ Homework – Teacher-created worksheets and/or textbook selection questions  Class discussions  Vocabulary quizzes  Quizzes/Tests - Teacher-created or assembled	9-10.RV.1, 2.1, 2.2, 2.3, 2.4,2.5  9-10.RL.1, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1

05Curriculum Map English 9 (2015)

				from Novel Guides Essay Tests Projects -Individual/Group Presentations -Creative Writing	
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Grade: **English 9**

Subject: English

Text/Materials: Prentice Hall Literature

Unit/Time Frame	Content	Skills	Activities/Resources	Assessments	Standards
<b>4<sup>th</sup> 9 Wks</b>	<b><u>Romeo and Juliet</u></b>	Appreciate blank verse.  Demonstrate how to use dialogue in Shakespearian 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
<b><u>Essential Questions:</u></b>  How can this tragedy be related to real life?  How is tragedy and theme related?	<b>Poetry</b>  “ <b>Dream Deferred</b> ” “ <b>Hope is the thing of feathers</b> ” “ <b>Slam, Dunk and Hook</b> ” “ <b>There is no word for</b>	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,

	<p><b>goodbye”</b>  <b>“Casey at the</b>  <b>Bat”</b>  <b>“The Road Not</b>  <b>Taken”</b>  <b>“Fire and Ice”</b></p>	<p>Identify and understand similes and metaphors.</p> <p>Demonstrate an understanding of free verse.</p>			<p>4.3</p>
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