<table>
<thead>
<tr>
<th>Title</th>
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<th>Suggested Big Idea</th>
<th>Suggested Essential Questions</th>
<th>Core Texts</th>
</tr>
</thead>
</table>
| 1. Elements of Fiction (Plot, Setting, Character, Narrator, and Voice) | 4-5 weeks | Autobiographical narrative and oral presentation | Everyone has a story to share. | • How does the sequence of a story affect the reader's response?  
• How do conflicts influence the relationships between characters? | • Connell, Richard. *The Most Dangerous Game*. Pages 5-22  
• Hughes, Langston. *Thank You, M’am*. Pages 87-90  
| 2. Comparing Themes | 2 weeks | Informational writing: Comparison/contrast paragraph | With struggle comes growth. | • How does conflict reveal character?  
• How does the way people deal with conflict reveal their character?  
• Why might the same theme be explored in different genres of writing by different writers? | • O’Flaherty, Liam. *The Sniper*. Pages 212-215  
• McMahon, Patricia. *A Country Divided*. Pages 232-235  
• McCrory, Margaret. *Internment*. Pages 238-240  
• Mitchell, George. *Peace Isn’t Impossible*. Pages 240-241 |
| 3. Irony and Ambiguity/Symbolism and Allegory | 3 weeks | Response to literature and oral presentation | Words are powerful. | • How do writers use symbols to make connections between complex ideas?  
• How do allegories promote change in people's thinking? | • Henry, O. *The Gift of the Magi*. Pages 287-292  
• Stockton, Frank R. *The Lady, or the Tiger?* Pages 298-304  
• Hurst, James. *The Scarlet Ibis*. Pages 343-354  
• Bradbury, Ray. *The Golden Kite, the Silver Wind*. Pages 365-370 |
| 4. Introduction to Mythology (CCSS Unit of Study) | 4 weeks | Argumentative project | Patterns allow us to make sense of our world. | • What are the criteria of a myth?  
• What patterns exist in myths?  
• What patterns do myths use to explain our world?  
• How do myths reflect cultural beliefs and values? | • Myths representing various cultures:  
• “How the Crocodile Got Its Skin”  
• “Arachne the Spinner”  
• Abbie Farwell Brown. *The beginning of Things*.  
| 5. Epic and Myth: The Odyssey | 3 weeks | Argumentative essay – expository | Exploration challenges you to confront “the unknown.” | • What is the hero’s journey and what does it symbolize?  
• How does the hero’s journey reveal universal anxieties of the unknown?  
• How does the hero’s journey address the importance of change? | • Homer (translated by Robert Fitzgerald). “The Odyssey.”  
• Selections: “Tell the Story” Page 651; “Calypso, the Sweet Nymph” Pages 652-654; “I Am Laertes’ Son…” Pages 656-658; “The Lotus Eaters” Page 658 |
<table>
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<th>Title</th>
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<tbody>
<tr>
<td>6. Consumer and Workplace Documents</td>
<td>2 weeks</td>
<td>Business letter</td>
<td>Structures help you to see how everything is related.</td>
<td>• How do the parts of consumer and workplace documents help to organize information?</td>
<td>• Following Technical Directions. Pages 952-954</td>
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<td></td>
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<td>• Why is organization important when trying to communicate information?</td>
<td>• Citing Internet Sources. Pages 955-958</td>
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<td></td>
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<td></td>
<td></td>
<td>• Why is it important to know the structures of more formal writing styles, such as the business letter?</td>
<td>• Writing Business Letters. Pages 970-973</td>
</tr>
<tr>
<td>7. Literary Criticism: Evaluating Style/ Biographical &amp; Historical Approach</td>
<td>3 weeks</td>
<td>Informational writing Research /Annotated bibliography</td>
<td>Style affects understanding.</td>
<td>• How does a writer’s style reflect his or her purpose?</td>
<td>• Bradbury, Ray. A Sound of Thunder. Pages 499-509</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• How do the elements of style influence a reader's response to the text?</td>
<td>• Cofer, Judith Ortiz. American History. Pages 565-571</td>
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<td></td>
<td></td>
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<td>• How does a writer’s background influence his or her writing?</td>
<td>• Randall, Marta. A Warm, Clear Day in Dallas. Pages 580-583</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• How does a text's historical context help deepen your understanding of the reading?</td>
<td>• Johnson, Lyndon B. Address to Congress, November 27, 1963. Pages 584-585</td>
</tr>
<tr>
<td>8. Poetry</td>
<td>2 weeks</td>
<td>Argumentative essay – persuasive</td>
<td>Words delight the senses.</td>
<td>• How do poets use rhythms and sounds to create patterns?</td>
<td>• Cummings, E.E. In Just-. Page 414</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional oral presentation</td>
<td></td>
<td>• How do these patterns or repetitions affect your response to the poem?</td>
<td>• Dickinson, Emily. “Hope” is the thing with feathers. Page 435</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• How does figurative language force you to think more critically about words?</td>
<td>• Kono, Juliet S. Internment. Page 437</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td>• Frost, Robert. Fog. Page 440</td>
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<td>• Frost, Robert. Fire and Ice. Page 441</td>
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<td></td>
<td></td>
<td></td>
<td>• Shakespeare, William. The Seven Ages of Man. Pages 444-445</td>
</tr>
<tr>
<td>9. Drama: Tragedy</td>
<td>4 weeks</td>
<td>Argumentative essay - character analysis</td>
<td>Conflicts arise when opposing forces meet.</td>
<td>• Why is conflict an essential component of drama?</td>
<td>• Shakespeare, William. The Tragedy of Romeo and Juliet (Act I and II). Pages 785-841</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• How does the building conflict in Romeo and Juliet, Act I foreshadow the play's tragic end?</td>
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<td></td>
<td>• How do these conflicts relate to modern life?</td>
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<td>• Why must Romeo and Juliet die in the end?</td>
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<tr>
<td>Title</td>
<td>Time</td>
<td>Performance Task</td>
<td>Suggested Big Idea</td>
<td>Suggested Essential Questions</td>
<td>Core Texts</td>
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</table>
| **10. Novel**                        | 4 weeks | Argumentative essay – persuasive | While your focus will depend on which novel you teach, you may choose to focus on the idea of community building.  
Example: A community is only as strong as its individual members. | Will depend on novel chosen, or use the following as an example:  
- What influence do class, religion, language, or culture have on my relationships, decisions, and my world? | Choice of:  
- Orwell, George. *Animal Farm*  
- Anaya, Rudolfo. *Bless Me, Ultima*  
- Cisneros, Sandra. *The House on Mango Street* |
| **11. Conflict Is Inevitable (CCSS Unit of Study)** | 3 weeks | Argumentative digital presentation | Conflict is inevitable.                                                        | • Should conflict be embraced?  
- How does conflict impact relationships?  
- How does silence impact conflict?  
- Is conflict valuable?               | • Wiesel, Elie. *Excerpt from “Hope, Despair, and Memory”*  
• King Jr., Martin Luther. *Excerpt from “I Have Dream” Speech*  
• Auden, W. H. “The Unknown Citizen” |
### SAUSD English Grade 9 Curriculum 2017-18

#### Unit 1 “Elements of Fiction” (Plot, Setting, Character, Narrator, and Voice) (4-5 Weeks)

<table>
<thead>
<tr>
<th>Suggested Big Idea</th>
<th>Everyone has a story to share.</th>
</tr>
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<tbody>
<tr>
<td>Suggested Essential Questions</td>
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<tr>
<td>- How does the sequence of a story affect the reader’s response?</td>
<td></td>
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<tr>
<td>- How do conflicts influence the relationships between characters?</td>
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<tr>
<td>Learning Objectives</td>
<td></td>
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<tr>
<td>- Students will be able to write and orally present an autobiographical narrative.</td>
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<tr>
<td>- Students will be able to articulate the elements of fiction by describing how the sequence of a story affects the reader’s response, how conflicts influence character relationships, how the narrator’s voice develops the author’s purpose, and how a story’s point of view affects the reader’s understanding of it.</td>
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<tr>
<td>End of Unit Performance Task</td>
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<tr>
<td>- Autobiographical narrative and oral presentation</td>
<td></td>
</tr>
</tbody>
</table>

#### CCS Standards*

<table>
<thead>
<tr>
<th>Core Texts</th>
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<tbody>
<tr>
<td>- Hughes, Langston. <em>Thank You, M’am</em>. Pages 87-90</td>
</tr>
</tbody>
</table>

#### Suggested Texts

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>- <em>Writing an Autobiographical Narrative</em>. Pages 66-73</td>
</tr>
<tr>
<td>- <em>Presenting an Oral Narrative</em>. Pages 74-75</td>
</tr>
<tr>
<td>- Leggett, John. <em>Character</em>. Pages 84-85</td>
</tr>
<tr>
<td>- Silverman, Kenneth. <em>Poe’s Final Days</em>. Pages 184-186</td>
</tr>
<tr>
<td>- <em>Poe’s Death Is Rewritten as a Case of Rabies, Not Telltale Alcohol</em>. Pages 187-188</td>
</tr>
<tr>
<td>- <em>Analyzing Informational Materials</em>. Pages 191-192</td>
</tr>
</tbody>
</table>

**RL.9.1 and RL.9.2** – Cite strong and thorough textual evidence to support analysis.
**RL.9.3** – Determine a central idea of a text and analyze its development.
**RL.9.4** – Present information, findings, and supporting evidence clearly.

**P.I: C.1** – Exchanging information and ideas with others through oral collaboration
**P.I: C.2** – Interacting with others in written English in various forms
**P.I: Int.6** – Reading closely literary and informational texts to determine how meaning is conveyed
**P.I: Pro.9** – Expressing information and ideas in formal oral presentations on academic topics
**P.I: Pro.12** – Selecting and applying varied and precise vocabulary to convey ideas
**P.II: SCT.1** – Understanding text structure
**P.II: SCT.2** – Understanding cohesion
**P.II: EEI.5** – Modifying to add details
**P.II: CCI.6** – Connecting ideas
**P.II: CCI.7** – Condensing ideas

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Educational Services Revised 5/17
# Unit 2 “Comparing Themes” (2 Weeks)

**Suggested Big Idea**
- With struggle comes growth.

**Suggested Essential Questions**
- How does conflict reveal character?
- How does the way people deal with conflict reveal their character?
- Why might the same theme be explored in different genres of writing by different writers?

**Learning Objectives**
- Students will be able to analyze fiction and non-fiction texts and identify how the solutions to conflicts reveal a story’s theme, how the way people deal with conflict reveals their character, and how the same theme can be explored in different genres by different writers.
- Students will be able to demonstrate their understanding by comparing and contrasting themes in informational paragraphs.

**End of Unit Performance Task**
- Informational writing: Comparison/contrast paragraph

**CCS Standards**

<table>
<thead>
<tr>
<th>RL.9.1 and RI.9.1 – Cite strong and thorough textual evidence to support analysis. RL.9.2 and RI.9.2 – Determine a central idea of a text and analyze its development. RI.9.7 – Analyze various accounts of a subject told in different mediums. SL.9.1 – Initiate and participate effectively in a range of collaborative discussions.</th>
<th>ELD Standards</th>
<th>Complex Texts</th>
<th>Language</th>
<th>Cross-Content Connections</th>
<th>Writing Focus</th>
</tr>
</thead>
</table>
| P.I: C.1 – Exchanging information and ideas with others through oral collaboration P. I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed P.I: Pro.11 – Justifying own arguments and evaluating others’ arguments in writing P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas P.II: SCT.1 – Understanding text structure P.II: EEI.3 – Using verbs and verb phrases P.II: EEI.5 – Modifying to add details P.II: CCI.6 – Connecting ideas P.II: CCI.7 – Condensing ideas | Core Texts
- McMahon, Patricia. *A Country Divided*. Pages 232-235
- McCrory, Margaret. *Internment*. Pages 238-240
| Suggested Text:
- Leggett, John. *Theme*. Pages 208-209 | | | | |

### Unit 3 “Irony and Ambiguity/Symbolism and Allegory” (3 Weeks)

<table>
<thead>
<tr>
<th>Suggested Big Idea</th>
<th>Words are powerful.</th>
</tr>
</thead>
</table>
| **Suggested Essential Questions** | • How do writers use symbols to make connections between complex ideas?  
• How do allegories promote change in people's thinking? |
| **Learning Objectives** | • Students will be able to write a response to literature essay that reflects their deeper understanding of literature and life.  
• Students will be able to develop and present an oral essay.  
• Students will be able to recognize and understand the concepts of irony, ambiguity, and symbolism in fictional texts and make connections to their own lives. |
| **End of Unit Performance Task** | • Response to literature and oral presentation |

#### CCS Standards*

- **RL.9.1 and RL.9.1** – Cite strong and thorough textual evidence to support analysis.  
- **RL.9.2** – Determine a central idea of a text and analyze its development.  
- **RL.9.5** – Analyze an author’s choices concerning how to structure a text.  
- **RL.9.7** – Analyze various accounts of a subject told in different mediums.  
- **SL.9.1** – Initiate and participate effectively in a range of collaborative discussions.  
- **SL.9.4** – Present findings and supporting evidence clearly.

#### Complex Texts

- **Core Texts**
  - Henry, O. *The Gift of the Magi*. Pages 287-292  
  - Stockton, Frank R. *The Lady, or the Tiger?* Pages 298-304  
  - Hurst, James. *The Scarlet Ibis*. Pages 343-354  
  - Bradbury, Ray. *The Golden Kite, the Silver Wind*. Pages 365-370  

- **Suggested Texts**
  - Mora, Pat. *Los Ancianos*. Page 294  

#### ELD Standards

- **P.I: C.2** – Interacting with others in written English in various forms  
- **P.I: Int.5** – Listening actively to spoken English in a range of social and academic contexts  
- **P.I: Pro.9** – Expressing information and ideas in formal oral presentations on academic topic  
- **P.I: Pro.10** – Writing literary and informational texts to present, describe, and explain ideas and information using technology  
- **P.II: SCT.2** – Understanding cohesion  
- **P.II: EEL.5** – Modifying to add details  
- **P.II: CCl.6** – Connecting ideas  
- **P.II: CCl.7** – Condensing ideas

#### Language

- **Review: L.7.1c** – Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.  
- **L.9.1** – Demonstrate command of conventions of standard English grammar.  
- **L.9.3a** – Write and edit work so that it conforms to the guidelines in a style manual.  
- **L.9.4 (a-d)** – Determine meaning of unknown words.  
- **L.9.5 (a-b)** – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### Cross-Content Connections

- **Psychology** – Symbolic connections; social conflict  
- **Writing Focus**  
  - **W.9.1 (a-e)** – Write arguments to support claims.  
  - **W.9.5** – Develop and strengthen writing as needed.  
  - **W.9.9** – Draw evidence from literary texts to support analysis.

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**SAUSD English Grade 9 Curriculum 2017-18**

**Unit 4 “Introduction to Mythology” (CCSS Unit of Study) (4 Weeks)**

<table>
<thead>
<tr>
<th>Suggested Big Idea</th>
<th>Patterns allow us to make sense of our world.</th>
</tr>
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</table>
| Suggested Essential Questions | • What are the criteria of a myth?  
• What patterns exist in myths?  
• What patterns do myths use to explain our world?  
• How do myths reflect cultural beliefs and values? |
| Learning Objectives | • Students will be able to make connections between age-old stories and the world they live in to reveal universal truths.  
• Students will be able to apply new learning by completing a project that includes creating or researching a myth.  
• Students will be able to write argumentative paragraphs that analyze myths to identify patterns. |
| End of Unit Performance Task | • Argumentative project |
| CCS Standards* | ELD Standards | Complex Texts | Language | Cross-Content Connections | Writing Focus |
| **RL.9.1 and RL.9.1** – Cite strong and thorough textual evidence to support analysis. | P.I: C.1 – Exchanging information and ideas with others through oral collaboration | **Core Texts** | L.9.1 – Demonstrate command of conventions of standard English grammar. | Cultural Archeology – Myths as an allegory | **W.9.1 (a-e)** – Write arguments to support claims. |
| **RL.9.2** – Determine a central idea of a text and analyze its development. | P.I: C.2 – Interacting with others in written English in various forms | • Myths representing various cultures:  
• “How the Crocodile Got Its Skin”  
• “Arachne the Spinner”  
• Abbie Farwell Brown. The beginning of Things.  
• Homer (translated by Robert Fitzgerald). “The Cyclops” from “The Odyssey, Book 9.” Pages 660-670 | L.9.1b – Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations. | | **W.9.9** – Draw evidence from literary texts to support analysis. |
| **RL.9.6** – Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States. | P. I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed | | L.9.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. | |
| **SL.9.1** – Initiate and participate effectively in a range of collaborative discussions. | P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information using technology | | | |
| **SL.9.4** – Present findings and supporting evidence clearly. | P.II: SCT.2 – Understanding cohesion | | | |
| | P.II: EEI.5 – Modifying to add details | | | |
| | P.II: CCI.6 – Connecting ideas | | | |
# Unit 5 “Epic and Myth” *(The Odyssey)* (3 Weeks)

**Suggested Big Idea**  
Exploration challenges you to confront “the unknown.”

**Suggested Essential Questions**  
- What is the hero’s journey and what does it symbolize?  
- How does the hero’s journey reveal universal anxieties of the unknown?  
- How does the hero’s journey address the importance of change?

**Learning Objectives**  
- Students will be able to recognize and analyze the concept of the hero’s journey in literature and make connections to popular culture.  
- Students will be able to identify and analyze what the hero’s journey reveals about universal anxieties of the unknown.  
- Students will be able to write an argumentative essay that explains how the hero’s journey addresses the importance of change.

**End of Unit Performance Task**  
- Argumentative essay – expository

**CCS Standards**

| RL.9.1 and RL.9.1 | P.I: C.3 – Offering and justifying opinions; persuading others | Core Texts |
| RL.9.2 | P.I: Int. 8 – Analyzing how writers use language resources for specific purposes | Homer (translated by Robert Fitzgerald). “The Odyssey.” |
| RL.9.3 | P.I: Pro.11 – Justifying arguments and evaluating others’ arguments in writing | Selections:  |
| RL.9.6 | P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas | “Tell the Story” from Book 1. Page 651  
“Calypso, the Sweet Nymph” from Book 5. Pages 652-654  
“I Am Laertes’ Son…” from Book 9. Pages 656-658  

**Suggested Texts**  
- Vega, Suzanne. *Calypso*. Page 655  
- *Analyzing a Short Story*. Pages 548-555

**Review:**  
L.6.2a – Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  
L.9.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.  
L.9.2a – Use a semicolon to link two or more closely related independent clauses.  
L.9.2a – Use a colon to introduce a list or quotation.  
L.9.3b – Write and edit work so that it conforms to the guidelines in a style manual.

**ELD Standards**

| P.I: SCT.1 – Understanding text structure | Complex Texts |
| P.II: EEI.5 – Modifying to add details | Selections:  |
| P.II: CCL.6 – Connecting ideas | “Tell the Story” from Book 1. Page 651  
“Calypso, the Sweet Nymph” from Book 5. Pages 652-654  
“I Am Laertes’ Son…” from Book 9. Pages 656-658  
| P.II: CCL.7 – Condensing ideas | Suggested Texts |

**Language**

- Vega, Suzanne. *Calypso*. Page 655  
- *Analyzing a Short Story*. Pages 548-555

**Cross-Content Connections**

- Cultural Archeology – Myths as an allegory

**Writing Focus**

- W.9.1 (a-e) – Write arguments to support claims.  
- W.9.5 – Develop and strengthen writing as needed.  
- W.9.9 – Draw evidence from literary texts to support analysis.
# Unit 6 “Consumer and Workplace Documents” (2 Weeks)

<table>
<thead>
<tr>
<th>Suggested Big Idea</th>
<th>Structures help you to see how everything is related.</th>
</tr>
</thead>
</table>
| Suggested Essential Questions | • How do the parts of consumer and workplace documents help to organize information?  
• Why is organization important when trying to communicate information?  
• Why is it important to know the structures of more formal writing styles, such as the business letter? |
| Learning Objectives | • Students will be able to effectively use formal and academic language to communicate in the real world.  
• Students will be able to write a business letter, read a contract, follow technical directions and evaluate the logic and text structures of functional workplace and consumer documents. |
| End of Unit Performance Task | • Business letter |

<table>
<thead>
<tr>
<th>CCS Standards*</th>
<th>ELD Standards</th>
<th>Complex Texts</th>
<th>Language</th>
<th>Cross-Content Connections</th>
<th>Writing Focus</th>
</tr>
</thead>
</table>
| **RI.9.1** – Cite strong and thorough textual evidence to support analysis.  
**RI.9.4** – Determine the meaning of words and phrases as they are used in the text.  
**RI.9.5** – Analyze how author’s claims are developed.  
**SL.9.2** – Integrate multiple sources of information presented in diverse media or formats. | P.I: C.2 – Interacting with others in written English in various forms  
P.I: C.4 – Adapting language to various contexts  
P.I: Int. 8 – Analyzing how writers and speakers use vocabulary for specific purposes  
P.I: Pro,10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate terminology  
P.II: SCT.1 – Understanding text structure  
P.II: EEI.3 – Using verbs and verb phrases  
P.II: EEI.4 – Using nouns and noun phrases  
P.II: CCI.7 – Condensing ideas | **Core Texts**  
• Following Technical Directions. Pages 952-954  
• Citing Internet Sources. Pages 955-958  
• Writing Business Letters. Pages 970-973  
**Suggested Texts**  
• Reading Consumer Documents. Pages 948-951  
• Analyzing Functional Workplace Documents. Pages 959-964  
• Evaluating the Logic of Functional Documents. Pages 965-969 | Review: L.7.3a – Choose/use precise language.  
L.9.1 – Demonstrate command of conventions of standard English grammar.  
L.9.1a – Use parallel structure.  
L.9.1b – Use various types of phrases.  
L.9.3 – Apply knowledge to understand how language functions in different contexts. | **Real World Applications**  
– College and career readiness | W.9.2 – Write informative/explanatory texts.  
W.9.4 – Produce clear and coherent writing.  
W.9.5 – Develop and strengthen writing as needed.  
W.9.6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products.  
W.9.10 – Write routinely for a variety of tasks, purposes, and audiences. |

### SAUSD English Grade 9 Curriculum 2017-18

#### Unit 7 “Literary Criticism” (Evaluating Style/Biographical & Historical Approach) (3 Weeks)

<table>
<thead>
<tr>
<th>Suggested Big Idea</th>
<th>Style affects understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Essential Questions</strong></td>
<td></td>
</tr>
<tr>
<td>How does a writer’s style reflect his or her purpose?</td>
<td></td>
</tr>
<tr>
<td>How do the elements of style influence a reader's response to the text?</td>
<td></td>
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<tr>
<td>How does a writer's background influence his or her writing?</td>
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<tr>
<td>How does a text's historical context help deepen your understanding of the reading?</td>
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<tr>
<td><strong>Learning Objectives</strong></td>
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<tr>
<td>Students will be able to analyze literary styles and articulate how writers’ choices create intentional effects.</td>
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<tr>
<td>Students will be able to demonstrate their understanding of style by writing a research paper using and properly citing primary and secondary sources.</td>
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<tr>
<td><strong>End of Unit Performance Task</strong></td>
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<tr>
<td>Informational writing – Research /Annotated bibliography</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CCS Standards*</th>
<th>ELD Standards</th>
<th>Complex Texts</th>
<th>Language</th>
<th>Cross-Content Connections</th>
<th>Writing Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL.9.1 and RI.9.1</strong> – Cite strong and thorough textual evidence to support analysis.</td>
<td>P.I: C.2 – Interacting with others in written English in various forms</td>
<td><strong>Core Texts</strong></td>
<td>L.9.1 – Demonstrate command of conventions of standard English grammar.</td>
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<tr>
<td><strong>RI.9.5</strong> – Analyze an author’s choices concerning how to structure a text.</td>
<td>P.I: Int.6 – Evaluating how well writers and speakers use language to support ideas and arguments</td>
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<td>L.9.3a – Write and edit work so that it conforms to the guidelines in a style manual.</td>
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<tr>
<td><strong>RI.9.3</strong> – Analyze how the author unfolds an analysis or series of ideas.</td>
<td>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information using technology</td>
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<td><strong>RI.9.5 (a-b)</strong> – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
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<tr>
<td><strong>RI.9.7</strong> – Analyze various accounts of a subject told in different mediums.</td>
<td>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</td>
<td><strong>Art</strong> – Evaluating artists’ style</td>
<td><strong>Technology</strong> – Gathering and evaluating sources</td>
<td></td>
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</tr>
<tr>
<td><strong>SL.9.1</strong> – Initiate and participate effectively in a range of collaborative discussions.</td>
<td>P.II: SCT.2 – Understanding cohesion</td>
<td><strong>Social Studies</strong> – Different perspectives</td>
<td><strong>Social Studies</strong> – Different perspectives</td>
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<tr>
<td><strong>SL.9.2</strong> – Integrate multiple sources of information presented in diverse media or formats.</td>
<td>P.II: EEL.5 – Modifying to add details</td>
<td></td>
<td><strong>Social Studies</strong> – Different perspectives</td>
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<td></td>
<td>P.II: CCI.7 – Condensing ideas</td>
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<td></td>
<td><strong>Art</strong> – Evaluating artists’ style</td>
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</tbody>
</table>


Educational Services Revised 5/17
## Unit 8 “Poetry” (2 Weeks)

<table>
<thead>
<tr>
<th>Suggested Big Idea</th>
<th>Words delight the senses.</th>
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</thead>
</table>
| **Suggested Essential Questions** | • How do poets use rhythms and sounds to create patterns?  
• How do these patterns or repetitions affect your response to the poem?  
• How does figurative language force you to think more critically about words? |
| **Learning Objectives** | • Students will be able to analyze a variety of poems and articulate how the poets use style and structure to achieve an emotional effect.  
• Students will be able to write a persuasive essay using textual evidence to effectively support their claims. |
| **End of Unit Performance Task** | • Argumentative essay – persuasive  
• Optional oral presentation |

<table>
<thead>
<tr>
<th>CCS Standards*</th>
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<th>Language</th>
<th>Cross-Content Connections</th>
<th>Writing Focus</th>
</tr>
</thead>
</table>
| **RL.9.1** – Cite strong and thorough textual evidence to support analysis.  
**RL.9.2** and **RL.9.2** – Determine a central idea of a text and analyze its development.  
**RL.9.4** – Determine the meaning of words and phrases as they are used in a text.  
**RL.9.5** – Analyze an author’s choices concerning how to structure a text.  
**SL.9.3** – Evaluate speaker’s point of view, reasoning, and use of evidence and rhetoric. | **Core Texts**  
• Cummings, E.E. *In Just*. Page 414  
• Dickinson, Emily. “Hope” is the thing with feathers. Page 435  
• Kono, Juliet S. *Internment*. Page 437  
• Frost, Robert. *Fog*. Page 440  
• Frost, Robert. *Fire and Ice*. Page 441  
• Shakespeare, William. *The Seven Ages of Man*. Pages 444-445  

**Suggested Texts**  
• *Writing a Persuasive Essay*. Pages 320-327  
• Brinnin, John Malcolm. *Imagery*. Pages 402-403  
• Brinnin, John Malcolm. *Figures of Speech*. Pages 428-429  

**Review:**  
• L.4.3b – Choose punctuation for effect.  
• L.6.1e – Recognize variations from standard English.  
• L.6.2a – Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  

**Math** – Rhythmic patterns  
**Music/Art** – Lyrics, symbolism, creativity  
**Social Studies** – Historical perspectives  

**W.9.1** (a-e) – Write arguments to support claims.  
**W.9.4** – Produce clear and coherent writing.  
**W.9.9** – Draw evidence from literary texts to support analysis. |
## Unit 9 “Drama” (Tragedy) (4 Weeks)

### Suggested Big Idea
Conflicts arise when opposing forces meet.

### Suggested Essential Questions
- Why is conflict an essential component of drama?
- How does the building conflict in *Romeo and Juliet, Act I* foreshadow the play’s tragic end?
- How do these conflicts relate to modern life?
- Why must Romeo and Juliet die in the end?

### Learning Objectives
- Students will be able to articulate the purpose and components of dramatic structure, with a focus on conflict.
- Students will be able to recognize the influence of historical perspectives on literature and analyze the two main forms of drama, Tragedy and Comedy, as they read and discuss *The Tragedy of Romeo and Juliet*.
- Students will be able to write an argumentative essay analyzing complex characters in *The Tragedy of Romeo and Juliet*.

### End of Unit Performance Task
- Argumentative essay – character analysis

### CCS Standards
- **RL.9.1** – Cite strong and thorough textual evidence to support analysis.
- **RL.9.2** and **RI.9.2** – Determine a central idea of a text and analyze its development.
- **RL.9.3** – Analyze complex characters.
- **RL.9.4** – Determine the meaning of words and phrases as they are used in a text.
- **RL.9.5** – Analyze an author’s choices concerning how to structure a text.
- **RL.9.7** – Analyze the representation of a subject or key scene in two different artistic mediums.
- **SL.9.1** – Initiate and participate effectively in a range of collaborative discussions.

### Suggested Texts
- **Tasca, Diane. Drama.** Pages 752-754
- **Anderson, Robert. Shakespeare and His Theater: A Perfect Match.** Pages 778-780
- **How to Read Shakespeare.** Pages 781-782

### Core Text
- **Shakespeare, William. The Tragedy of Romeo and Juliet (Act I and II).** Pages 785-841

### Suggested Texts
- **Tasca, Diane. Drama.** Pages 752-754
- **Anderson, Robert. Shakespeare and His Theater: A Perfect Match.** Pages 778-780
- **How to Read Shakespeare.** Pages 781-782

### Writing Focus
- **W.9.1 (a-e)** – Write arguments to support claims.
- **W.9.5** – Develop and strengthen writing as needed.
- **W.9.7** – Conduct short as well as more sustained research projects.
- **W.9.9** – Draw evidence from literary texts to support analysis.
### SAUSD English Grade 9 Curriculum 2017-18

#### Unit 10 “Novel” (4 Weeks)

<table>
<thead>
<tr>
<th>Suggested Big Idea</th>
<th>While your focus will depend on which novel you teach, you may choose to focus on the idea of community building. Example: A community is only as strong as its individual members.</th>
</tr>
</thead>
</table>
| Suggested Essential Questions                                                     | Will depend on novel chosen, or use the following as an example:  
• What influence does class, religion, language, or culture have on my relationships, decisions, and my world? |
| Learning Objectives                                                               |  
• Students will be able to build their reading stamina by reading and analyzing an extended work of fiction.  
• Students will be able to define the novel’s plot, complete a character analysis, participate in collaborative work with peers, and evaluate themes.  
• Students will be able to write a persuasive essay on a thematic topic from the novel (at the teacher’s discretion). |
<p>| End of Unit Performance Task                                                      | Argumentative essay – persuasive |</p>
<table>
<thead>
<tr>
<th>CCS Standards*</th>
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<th>Complex Texts</th>
<th>Language</th>
<th>Cross-Content Connections</th>
<th>Writing Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.9.1 – Cite strong and thorough textual evidence to support analysis.</td>
<td>P.I: C.3 – Offering and justifying opinions; persuading others</td>
<td>Core Text</td>
<td>L.9.1 – Demonstrate command of conventions of standard English grammar.</td>
<td>Social Studies – Cultural Archeology</td>
<td></td>
</tr>
</tbody>
</table>
| RL.9.2 – Determine a central idea of a text and analyze its development.          | P.I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed | Choice of:  
• Orwell, George. *Animal Farm*  
• Anaya, Rudolfo. *Bless Me, Ultima*  
• Cisneros, Sandra. *The House on Mango Street* | L.9.2 (a-b) – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. | Psychology – Character Interaction; conflict |
| RL.9.3 – Analyze complex characters.                                               | P.I: Int. 8 – Analyzing how writers use language resources for specific purposes |                                                                        | L.9.3 – Apply knowledge to understand how language functions in different contexts. | W.9.1 (a-e) – Write arguments to support claims in an analysis of substantive texts. |
| RL.9.4 – Determine the meaning of words and phrases as they are used in a text.   | P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information using technology |                                                                        | L.9.5 (a-b) – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | W.9.5 – Develop and strengthen writing as needed. |
| RL.9.5 – Analyze an author’s choices concerning how to structure a text.          | P.I: Pro.11 – Justifying arguments and evaluating others’ arguments in writing |                                                                        |                                                                        | W.9.9 – Draw evidence from literary texts to support analysis. |
| SL.9.1 – Initiate and participate effectively in a range of collaborative discussions. | P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas |                                                                        |                                                                        | W.9.10 – Write routinely for a variety of tasks, purposes, and audiences. |
| SL.9.4 – Present findings and supporting evidence clearly.                         | P.II: SCT.1 – Understanding text structure |                                                                        |                                                                        |                                                                        |
|                                                                                   | P.II: EEL.5 – Modifying to add details |                                                                        |                                                                        |                                                                        |
|                                                                                   | P.II: CCL.6 – Connecting ideas |                                                                        |                                                                        |                                                                        |

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**Unit 11 “Conflict is Inevitable” (CCSS Unit) (3 Weeks)**

<table>
<thead>
<tr>
<th>Suggested Big Idea</th>
<th>Conflict is inevitable.</th>
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</thead>
</table>
| Suggested Essential Questions | • Should conflict be embraced?  
• How does conflict impact relationships?  
• How does silence impact conflict?  
• Is conflict valuable? |
| Learning Objectives | • Students will be able to draw conclusions about the inevitability of conflict by reading, analyzing, and discussing texts from multiple genres.  
• Students will be able to create an argumentative digital presentation that will be presented to the class. |
| End of Unit Performance Task | • Argumentative digital presentation |
| **CCS Standards** | **ELD Standards** | **Complex Texts** | **Language** | **Cross-Content Connections** | **Writing Focus** |
| RL.9.2 and RI.9.2 – Determine a central idea of a text and analyze its development. | P.I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed | • Wiesel, Elie. *Excerpt from “Hope, Despair, and Memory”* | L.9.1a – Use parallel structure. | Social Studies – Holocaust and Civil Rights |  |
| RL.9.10 and RI.9.10 – By the end of grade 9, read and comprehend complex grade level text proficiently. | P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate terminology | • King Jr., Martin Luther. *Excerpt from “I Have Dream” Speech* | L.9.1b – Use various types of phrases. |  |  |
| SL.9.1 – Initiate and participate effectively in a range of collaborative discussions. | P.II: SCT.2 – Understanding cohesion | • Auden, W. H. “The Unknown Citizen” |  |  |  |
| SL.9.4 – Present findings and supporting evidence clearly. | P.II: EEL.5 – Modifying to add details | Suggested Text |  |  |  |
| SL.9.5 – Make strategic use of digital media in presentations. | P.II: CCL.6 – Connecting ideas | • Stockton, Frank R. *Excerpt from “The Lady, or the Tiger?”* |  |  |  |
| SL.9.6 – Adapt speech to a variety of contexts and tasks. | P.II: CCL.7 – Condensing ideas |  |  |  |  |

*Complete California State Standards can be accessed at the following CDE Web page: http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf*