

Olean High School  
Course Name: English  
Grade 9

Time Frame	Topic	Skills/Concepts	Major Assessments	Core Standards	Resources
1 week	Pre/post assessments	Check for understanding/growth	SLO's	<b>Text Analysis Response</b> (format from CC Regents)	<b>CC Regents Review (BOCES)</b>
6 weeks	What is valuable?	Students will: - analyze development of characters, plot, themes & <b>Central Ideas</b> ( <i>Direct &amp; Indirect Characterization</i> ) -cite textual evidence to support analysis <i>Grammar Review:</i> Parts of speech with an emphasis on pronouns	Wall of Heroes Essay, American Pantheon Project, quizzes	RL 1, 2, 3, 4, 5, 7	<i>The Odyssey</i> (selections from class textbook), Excerpts from Greek Mythology (selected fairy tales, legends, and fables, "Hansel and Gretel" and "The Myth of Persephone")
3 weeks	How does an author produce an effect?	Students will: gain an introduction to the Text Analysis Response. -Recognize elements and literary techniques/devices and how they are used to produce an effect in a text. -Identifying rhetorical devices (allusion) <i>Grammar Review:</i> Subordinating Conjunctions	Text Analysis Response	RL 1, 2, 3, 4, 5, 6, 9	"Gettysburg Address" King's "I have a Dream" speech (textbook)

3 weeks	Poetry Out Loud	<ul style="list-style-type: none"> <li>- explicate, analyze, memorize poetry</li> <li>- recite poetry from memory</li> <li>-Identify central ideas in poetry</li> <li>-Identify literary techniques and devices</li> </ul> <i>Grammar Review:</i> Types of Sentences, including clauses and prepositional phrases	Write poetry, recite poetry, poetic term quiz -Text Analysis Response	RI 1, 2, 4, 5, 6, 7	“My Papa’s Waltz,” Lax poetry, ekphrastic poetry (see packet),  Wordsworth, Dickinson, Hughes others (see text) “The Raven”
3 weeks	How do I make my case? (Argument Essay)	Students will: -read short, non-fiction essays for information, analysis, and critique -practice proper MLA format -practice paraphrasing, summarizing, and integrating quotes -include parenthetical citation	Argument Essay (including works cited)	RL 1-6 RL 7, 9 RL 11 W2 W3	Non-fiction texts, Topical Essays/Articles (will differ from year to year)
6 weeks	What is the individual’s relationship to their age? ( <i>cooperative unit with Social Studies</i> )	Students will: - Recognize major narrative elements (setting, plot, characterization, point of view, theme) - Understand purpose of establishing these in drama -Recognize and analyze poetic terms,	Unit test, quizzes, critical essay (Galileo/Shakespeare), “Shakespeare in his Time” project -Text Analysis Response	RI 1, 2, 4, 5, 6, 7 W2 W3	<i>The Tragedy of Romeo and Juliet</i> , “The Interlopers”, “Sonnet 30” “Sonnets 18 or 116” “Shakespeare’s Sister” (excerpt from Virginia Woolf’s essay)

		such as blank verse, couplet, iambic pentameter Dramatic irony Allusion, pun			
6 weeks	How are power and control exercised?	Students will: -analyze development of characters, plot, themes -cite textual evidence to support analysis	Unit test, quizzes, Character Journals (Cumulative project) -Text Analysis Response	RL 1-7 RL 9 RL 11	<i>Lord of the Flies</i> Stanford Prison Experiment  “The Most Dangerous Game”, “The Lottery”
4 weeks	How do chance, choice, and fate affect our lives?	Students will: -analyze development of <b>central ideas</b> -cite textual evidence to support analysis -compare thematic connections between two texts. -Text Analysis Response (tone and mood)	“Life Lessons” Project, Quizzes, Unit Test (Text Analysis Response)	RI – 1, 2, 4, 5, 9 S – 1, 2, 3, 4, 5, 6	<i>Night</i> , <i>Maus: A Survivor’s Tale</i> , “ <i>The Scarlet Ibis</i> ” – txt pg. 350,
Concurrent with other units	Grammar, mechanics and usage  *AIR (Accountable Independent Reading)  *An option based on specific class needs; skills may be addressed through other activities	Command of the conventions of the English language  Reading at student’s “independent” reading level	Grammar exercises and practice; application of concepts in writing tasks  Discussions, writing tasks, and/or project based on the material read	L 1, 2 L 4-6  Fiction: RL 2,3,5 Nonfiction: RI 2,3,6  Fiction or Nonfiction: W 1 or 2, 4-6; L 1-6;	List of specific terms are below map  Student-selected works of fiction and nonfiction; instruction from librarian on book selection

				possibly SL 1,2, 4-6	
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Writing Tasks	Students will write: Text Analysis Response Introduction to the Argument Critical analysis (lit) Narrative/Poetry Timed Writing
Grammar	title punctuation, parts of speech (including helping, linking, action verbs), simple subject, simple predicate, direct object, complement, prepositional phrases, subordinate / independent clause, comma (elementary functions), apostrophe (do not make plurals using the apostrophe!), capitalization, agreement – subject / verb usage: accept, except affect, effect, all ready, already, all together, altogether, between, among, capital, capitol, choose, chose, could of, desert, dessert, don't doesn't, fewer, less, good, well, hear, here, its, it's, lead, led double subject, like, as, loose, lose, of (after another preposition), moral, morale, passed, past, peace, piece principal, principle, than, then, there, they're, their, threw, through, to, too, two, waste, waist, weather, whether which, that, who, who's, whose, your, you're, double negative
Literary Terms	Refrain, Rhythm, Dialogue, Simile, Theme, Repetition, Narrative poetry, Plot, Setting, Characterization, Static/Dynamic/Flat/Round Characters, Conflict, Alliteration, Figures of speech: (figurative vs. literal), Mood, Atmosphere, Tone, Flashback, Hyperbole, Image / imagery, Metaphor, Onomatopoeia, Personification, Rhyme (end), Symbol, 1 <sup>st</sup> vs 3 <sup>rd</sup> point of view, flashback, allusion