

**General Brown Central School District  
Curriculum Map**

<p><b>Course Title:</b> English 9</p>	<p><b>Prepared By:</b> Lindsay Labiendo</p>
<p><b>Time Frame:</b></p> <ul style="list-style-type: none"> <li>• Typically September</li> </ul>	<p><b>Unit/Theme:</b></p> <ul style="list-style-type: none"> <li>• Identity Struggles</li> <li>• Module 1 Unit 1</li> </ul>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do people react/adapt to new environments?</li> <li>• What elements impact one’s ability to adapt?</li> <li>• How does forcefully changing someone’s identity impact their dignity/self-worth?</li> <li>• What are the benefits and detriments of identifying as a group and/or individual?</li> </ul>	
<p><b>NYS Standards:</b></p> <p>9-10 R1, R2, R3, R4, R6, R8, R9, W2, W3, W4, W7</p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Content Specific: characterization, theme, central idea, author’s purpose, tension, character development, text structures</li> <li>• Text Specific: epigraph, bristled, eradicate, culture shock</li> <li>• ...additional lesson/section specific vocabulary</li> </ul>
<p><b>Student Objectives (The student will...):</b></p> <p>Please see individual lessons for daily student objectives corresponding to the NYS Standards being addressed.</p>	
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Section Specific Structured Notes, QuickWrites, Exit Tickets, and Multiple Choice Quizzes</li> <li>• Paired-Text/Video QuickWrite</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Mid-Unit Assessment:</i> Identity Struggle Narrative Letter/Poem/Blog</li> <li>• <i>End of Unit Assessments:</i> Paired-Text/Video Comparative Thematic Essay</li> </ul>
<p><b>Recommended Texts:</b></p> <ul style="list-style-type: none"> <li>• Karen Russell’s “St. Lucy’s Home for Girls Raised by Wolves”</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• “Unseen Tears: The Native American Boarding School Experience in Western New York” Documentary</li> <li>• PBS’s “Indian Boarding Schools”</li> </ul> <p><b>Independent Resource/Paired Text:</b></p> <ul style="list-style-type: none"> <li>• Thematic Independent Blogging: About Me, Culture Shock, Group vs. Individual Identity Struggles</li> </ul>

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<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How does criticism impact one’s behavior?</li> <li>Who determines what makes artwork beautiful?</li> <li>What is the nature of beauty?</li> </ul>	
<p><b>NYS Standards:</b></p> <p>9-10 R1, R2, R3, R4, R6, R9, W2, W3, W4</p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Content Specific: characterization, theme, central idea, author’s purpose, character development, text structures, figurative language (simile, metaphor, symbolism, analogy, onomatopoeia, alliteration, personification, hyperbole)</li> <li>Text Specific: palate, stutter vs. stammer, execution, criticism, solarium, vicar, vicarage</li> <li>...additional lesson/section specific vocabulary</li> </ul>
<p><b>Student Objectives (The student will...):</b></p> <p>Please see individual lessons for daily student objectives corresponding to the NYS Standards being addressed.</p>	
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Chapter Specific and Paired-Text Structured Notes, QuickWrites, Exit Tickets, and Multiple Choice Quizzes</li> </ul>	<ul style="list-style-type: none"> <li><i>End of Unit Assessment:</i> Paired Text Essay Addressing Developing Central Idea and Author’s Strategy Utilized to Create Change</li> </ul>
<p><b>Recommended Texts:</b></p> <ul style="list-style-type: none"> <li>Rainer Maria Rilke’s “Letter One” from <i>Letters to a Young Poet</i></li> <li>David Mitchell’s “Hangman” and “Solarium” from <i>Black Swan Green</i></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>TBD</li> </ul> <p><b>Independent Resource/Paired Text:</b></p> <ul style="list-style-type: none"> <li>Steinbeck’s <i>Of Mice and Men</i></li> <li>Thematic Independent Blogging: Responding to Criticism</li> </ul>

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<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How does criticism impact one’s behavior?</li> <li>Who determines what makes artwork beautiful?</li> <li>What is the nature of beauty?</li> <li>What are the benefits and detriments of identifying as a group and/or individual?</li> </ul>	
<p><b>NYS Standards:</b></p> <p>9-10 R1, R2, R3, R4, 46, R9, W2, W3, W4</p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Content Specific: characterization, theme, central idea, author’s purpose, character development, text structures, figurative language (simile, metaphor, symbolism, analogy, onomatopoeia, alliteration, personification, hyperbole)</li> <li>Text Specific: palate, stutter vs. stammer, execution, criticism</li> <li>...additional lesson/section specific vocabulary</li> </ul>
<p><b>Student Objectives (The student will...):</b></p> <p>Please see individual lessons for daily student objectives corresponding to the NYS Standards being addressed.</p>	
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Chapter Specific and Paired-Text Structured Notes, QuickWrites, Exit Tickets, and Multiple Choice Quizzes</li> </ul>	<ul style="list-style-type: none"> <li><i>Mid-Unit Assessment:</i> Paired Text QuickWrite Addressing Characterization in Relation to the Central Idea and Figurative Language and “Hangman” Quiz (Multiple Choice and Short Answer Questions)</li> <li><i>End of Unit Assessment:</i> Argumentative Essay Regarding Central Idea/Acceptability of George’s Final Decision</li> </ul>
<p><b>Recommended Texts:</b></p> <ul style="list-style-type: none"> <li>Steinbeck’s <i>Of Mice and Men</i></li> <li>David Mitchell’s “Hangman” from <i>Black Swan Green</i></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>OMAM Audio and Video</li> </ul> <p><b>Independent Resource/Paired Text:</b></p> <ul style="list-style-type: none"> <li>Thematic Independent Blogging: Responding to Criticism, Caregiving</li> </ul>

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<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What is the nature of beauty?</li> <li>How does one's family/upbringing impact their actions and relationships with others?</li> <li>How does fate impact one's behavior and outcome?</li> <li>How are fate and tragedy related?</li> <li>What does it mean to be a tragic hero(ine)?</li> </ul>	
<p><b>NYS Standards:</b></p> <p>9-10 R1, R2, R3, R4, R5, R6, R7, R8, R9, W1, W2, W3, W4</p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Content Specific: characterization, theme, central idea, author's purpose, character development, text structures (act, scene, line, stage direction), figurative language (simile, metaphor, symbolism, analogy, onomatopoeia, alliteration, personification, allusion)</li> <li>Text Specific: drama, tragedy, fate, lamentable, fate vs. fortune, standard old English (ex: thou, etc.)</li> <li>...additional lesson/scene specific vocabulary</li> </ul>
<p><b>Student Objectives (The student will...):</b></p> <p>Please see individual lessons for daily student objectives corresponding to the NYS Standards being addressed.</p>	
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Act/Scene Specific Structured Notes, QuickWrites, Exit Tickets, and Multiple Choice Quizzes</li> <li>Paired-Text/Video QuickWrite</li> </ul>	<ul style="list-style-type: none"> <li><i>Mid Unit Assessment:</i> Character Development QuickWrites</li> <li><i>End of Unit Assessment:</i> Tragic Hero(ine) Essay (Arguing Fate or Character to Blame)</li> </ul>
<p><b>Recommended Texts:</b></p> <ul style="list-style-type: none"> <li>Shakespeare's <i>Romeo and Juliet</i></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Baz Lunharmann's <i>Romeo + Juliet</i></li> </ul> <p><b>Independent Resource/Paired Text:</b></p> <ul style="list-style-type: none"> <li>Option 1: Hillenbrand's <i>Unbroken</i> (Pt II/III)</li> <li>Option 2: Thematic Independent Blogging: Rebellion, Fate</li> </ul>

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<p><b>Time Frame:</b></p> <ul style="list-style-type: none"> <li>Typically February and March (Depending on Break)</li> <li>At least 1 Week for Assessment</li> </ul>	<p><b>Unit/Theme:</b></p> <ul style="list-style-type: none"> <li>Madness</li> <li>Module 2 Unit 1</li> </ul>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What is the nature of madness?</li> <li>Does madness develop or simply exist (possibly under the surface)?</li> <li>How does a character’s madness develop?</li> <li>How does the author develop a character’s madness?</li> <li>Can someone that is truly mad feel guilty?</li> </ul>	
<p><b>NYS Standards:</b></p> <p>9-10 R1, R2, R3, R4, R5, R6, W2, W3</p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Content Specific : theme, central idea, author’s purpose, character development, text structures (stanza, line), figurative language (simile, metaphor, symbolism, analogy, onomatopoeia, alliteration, personification, allusion), distinction, author’s strategies (punctuation, capitalization, order of events, punctuation etc.), effects (manipulation of time, suspense, etc.)</li> <li>Text Specific: vulture, hearken, acute, stealthily, mourners</li> <li>...additional lesson/scene specific vocabulary</li> </ul>
<p><b>Student Objectives (The student will...):</b></p> <p>Please see individual lessons for daily student objectives corresponding to the NYS Standards being addressed.</p>	
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Lesson Specific Structured Notes, QuickWrites, Exit Tickets, and Multiple Choice Quizzes</li> <li>Paired-Text Exit Tickets and QuickWrites</li> </ul>	<ul style="list-style-type: none"> <li><i>End of Unit Assessment:</i> Paired Text Electronic Video Presentation/Speeches</li> </ul>
<p><b>Recommended Texts:</b></p> <ul style="list-style-type: none"> <li>Emily Dickinson’s “I felt a Funeral, in my Brain”</li> <li>Edgar Allen Poe’s “The Tell-Tale Heart”</li> </ul>	<p><b>Resources:</b> TBD</p> <p><b>Independent Resource/Paired Text:</b></p> <ul style="list-style-type: none"> <li>Option 1: Hillenbrand’s <i>Unbroken</i> (Part III)</li> <li>Option 2: Thematic Independent Blogging: Pet Peeves &amp; Annoyances, Mental Health</li> </ul>

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<p><b>Time Frame:</b></p> <ul style="list-style-type: none"> <li>Typically March and April (Depending on Break) and then May (Human Rights Independent Research)</li> </ul>	<p><b>Unit/Theme:</b></p> <ul style="list-style-type: none"> <li>Madness, Identity Struggles, and Dehumanization</li> <li>This is not a module unit.</li> </ul>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How are people physically and mentally impacted by being dehumanized?</li> <li>How does a loss of dignity result in a loss of identity?</li> <li>What human rights violations have occurred throughout history?</li> </ul>	
<p><b>NYS Standards:</b></p> <p>9-10 R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, W2, W3, W4, W5, W6, W7</p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Content Specific : theme, central idea, author’s purpose, character development, figurative language (simile, metaphor, symbolism, analogy, allusion)</li> <li>Text Specific: dehumanization, dignity, human rights violation, block, barrack, kommando, kapo, synagogue, concentration camp, cattle car, selection, evacuation, blockalteste, ghetto</li> <li>...additional lesson/scene specific vocabulary</li> </ul>
<p><b>Student Objectives (The student will...):</b></p> <p>Please see individual lessons for daily student objectives corresponding to the NYS Standards being addressed.</p>	
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Chapter Specific Structured Notes, QuickWrites, Exit Tickets, Google Forms, and Multiple Choice Quizzes</li> <li>Paired-Text QuickWrite</li> </ul>	<ul style="list-style-type: none"> <li><i>Mid Unit Assessment: Character Development and Central Idea QuickWrites (option 1) or Thematic Two Voice Poems (Option 2)</i></li> <li><i>End of Unit Assessment: Dehumanization/ Human Rights Violation Research Paper</i></li> </ul>
<p><b>Recommended Texts:</b></p> <ul style="list-style-type: none"> <li>Elie Wiesel’s <i>Night</i></li> <li>O.Henry’s “The Last Leaf”</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Oprah and Elie Wiesel “Auschwitz Death Camp” Interview</li> <li>Multiple US Holocaust Memorial Museum Resources (Videos, Articles, Pictures, etc.)</li> </ul> <p><b>Independent Resource/Paired Text:</b></p> <ul style="list-style-type: none"> <li>Holocaust Related News/ELA Articles</li> <li>Personal Research Articles</li> <li>Blogging: Dignity and Rights</li> </ul>

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<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>Can one ever truly escape their fate?</li> <li>Is fate to blame for one's downfall or is one's downfall a result of their actions?</li> <li>Does power blind?</li> <li>How does social/political hierarchy impact one's behaviors?</li> </ul>	
<p><b>NYS Standards:</b></p> <p>9-10 R1, R2, R3, R4, R5, W2</p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Content Specific: theme, central idea, author's purpose, character development, figurative language (simile, metaphor, symbolism, analogy, allusion)</li> <li>Text Specific: oracle, prophecy, sphinx, brooch</li> <li>...additional lesson/scene specific vocabulary</li> </ul>
<p><b>Student Objectives (The student will...):</b></p> <p>Please see individual lessons for daily student objectives corresponding to the NYS Standards being addressed.</p>	
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Section Specific Structured Notes, QuickWrites, Exit Tickets, and Multiple Choice Quizzes</li> <li>Collection/Analysis of Prophecy Charts</li> </ul>	<ul style="list-style-type: none"> <li><i>End of Unit Assessment:</i> Blame/Fate Argumentative Essay</li> </ul>
<p><b>Recommended Texts:</b></p> <ul style="list-style-type: none"> <li>Sophocles' <i>Oedipus the King</i></li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>TBD</li> </ul> <p><b>Independent Resource/Paired Text:</b></p> <ul style="list-style-type: none"> <li>TBD</li> </ul>

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<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>Are criminals mad?</li> <li>Can someone that is truly mad feel guilty?</li> </ul>	
<p><b>NYS Standards:</b></p> <p>9-10 R1, R2, R3, R4, R5, R6, W2</p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Swindle, Ponzi scheme</li> <li>...additional lesson/question specific vocabulary</li> </ul>
<p><b>Student Objectives (The student will...):</b></p> <p>Please see individual lessons for daily student objectives corresponding to the NYS Standards being addressed.</p>	
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Multiple Choice Quizzes and Google Forms</li> </ul>	<ul style="list-style-type: none"> <li>Multiple Choice Quizzes</li> </ul>
<p><b>Recommended Texts:</b></p> <ul style="list-style-type: none"> <li>Walter Mosley on America’s Obsession with Crime</li> <li>“How Bernard Madoff Did It” by Liaquat Ahamedmay</li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>TBD</li> </ul> <p><b>Independent Resource/Paired Text:</b></p> <ul style="list-style-type: none"> <li>TBD</li> </ul>