

Guthrie Public Schools  
Guthrie High School

Teachers: Smith/Woody

Subject/Grade: 9th Grade English

Week	Unit	Oklahoma Academic Standards	Assessments	Activities/Resources
Semester 1 1	Introduction to Course, Classroom Expectations, Book Checkouts, Handbook, Diagnostic Testing  <b>Literature/Informational Text:</b> N/A  <b>Writing:</b> N/A  <b>Speaking/Listening:</b> N/A  <b>Language:</b> N/A  <b>Vocabulary:</b>			Grit, Goals, etc.

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2-6	<p><b>Literature/Informational Text:</b> Short Stories: <i>Lady or the Tiger</i>, <i>The Most Dangerous Game</i>, <i>Cask of</i> <i>Amontillado</i>, <i>A Sound of Thunder</i>, <i>The Necklace</i>, etc.</p> <p><b>Writing:</b> Narrative, Timed Writing, Book Report, Literary Connections</p> <p><b>Speaking/Listening:</b> Literary Discussions</p> <p><b>Language:</b> Cont. Practice (Bell Ringers)</p> <p><b>Vocabulary:</b> Literary Devices</p>	<p>9.3.R.3, 9.3.R.2, 9.2.R.1</p> <p>9.3.W.1</p> <p>9.1.R.2 9.7.R.2,</p> <p>9.5.W.1, 9.5.R.1, 9.5.R.2</p> <p>9.3.R.4</p>	<p>Reading quizzes, Unit Test, participation, Daily Work, Essay</p>	<p>Plot Triangle, Allusions, Textual Evidence, Summarize, Point of View, Various Literary Devices</p> <p>Irony-Alanis Morrissett</p> <p>Glencoe Textbook Graphic Organizers Various Handouts</p>
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<p>11-15</p>	<p><b>Literature/Informational Text:</b> <u>Fahrenheit 451/ The Hunger Games</u></p> <p><b>Writing:</b> Persuasive Essay, Expository Essay, Summary Response Journal, Thesis Statements</p> <p><b>Speaking/Listening:</b> Literary Discussions</p> <p><b>Language:</b> Cont. Grammar (Bell Ringers)</p> <p><b>Vocabulary:</b> Novel Vocabulary/Latin-Greek Roots</p>	<p>9.1.R.1, 9.1.R.2, 9.1.R.3, 9.2.R.2</p> <p>9.3.R.7, 9.3.W.1, 9.3.W.2</p> <p>9.1.R.2</p> <p>9.5.W.1, 9.5.R.1, 9.5.R.2</p> <p>9.4.W.1, 9.4.W.2 9.6.W.2</p>	<p>Reading Questions, Unit Tests, Journal, Essays, Participation, Daily Work</p>	<p>Textual Evidence, Theme, Summarize, Character Development (outlines), Point of View, Text Structure, Word meaning/choice</p> <p>Dystopian Society Introduction</p> <p>Persuasive/informative writing</p> <p>Summary Response Journal</p> <p>News Articles</p> <p>Comprehension Questions/Quizzes</p>
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16-17	<p><b>Literature/Informational Text:</b> <u>Of Mice &amp; Men</u></p> <p><b>Writing:</b> Daily Journals, Unit Essay,</p> <p><b>Speaking &amp; Listening:</b> Literary Discussion, Role Playing</p> <p><b>Language:</b> Grammar (Bellwork)</p> <p><b>Vocabulary:</b> Novel Vocabulary</p> <p><b>Review/Benchmark/Final Exams</b></p>	<p>9.2.R.3, 9.3.R.1, 9.3.R.5, 9.3.R.6, 9.4.R.3, 9.6.R.2,</p> <p>9.2.W.1, 9.2.W.3, 9.3.W.3, 9.3.W.5, 9.5.W.3,</p> <p>9.7.W.1, 9.1.R.2</p> <p>9.5.R.3, 9.5.R.4, 9.5.W.4,</p> <p>9.4.W.1, 9.4.W.2</p>	<p>Reading Participation, Class Discussion, Unit Test, Unit Essay, Reading Questions, Daily Work.</p>	<p>Analyze: setting, loneliness, racism, symbolism, tone</p> <p>PBS Documentary <i>Riding the Rails</i></p> <p>Analyze Literary Elements: parallelism, diction, foreshadowing</p> <p>John Steinbeck's Nobel Acceptance Speech</p> <p>Character Webs</p> <p>Introduction to Naturalism</p> <p>Role Play: Power vs. Powerlessness</p> <p>Concept of Euthanasia</p> <p>Robert Burns' poem "To a mouse, On Turning Her Up In Her Nest With the Plough"</p> <p>Book vs. Movie Comparism</p>
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<p>Semester 2 1-8</p>	<p><b>Literature/Informational Text:</b> <u>To Kill a Mockingbird</u></p> <p><b>Writing:</b> Persuasive Essay, Expository Essay, Dialectical Journal</p> <p><b>Speaking/Listening:</b> Literary Discussions</p> <p><b>Language:</b> Cont. Grammar (Bell Ringers)</p> <p><b>Vocabulary:</b> Novel Vocabulary/Latin-Greek Roots</p>	<p>9.4.R.2, 9.1.R.3, 9.4.R.4,</p> <p>9.3.R.7, 9.3.W.1, 9.3.W.2, 9.5.W.2,</p> <p>9.1.R.2</p> <p>9.5.W.1, 9.5.R.1, 9.5.R.2, 9.3.W.6</p> <p>9.4.W.1, 9.4.W.2 9.1.W.2</p>	<p>Reading Questions, Unit Tests, Journal, Essays, Participation, Daily Work</p>	<p>Textual Evidence, Theme, Summarize, Character Development (outlines), Point of View, Text Structure, Word meaning/choice</p> <p>Persuasive/Informative writing</p> <p>Dialectical Journal</p> <p>MLK's "I Have a Dream"</p> <p>News Articles</p> <p>Scottsboro Boys' Trial</p> <p>Comprehension Questions/Quizzes</p> <p>TKAM Film Comparison</p>
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9-11	<p><b>Literature/Informational Text:</b> <i>Non-Fiction Unit-Research Paper</i></p> <p><b>Writing:</b> Annotative Bibliography, Work Cited, Summarizing, Reliable Sources, Writing Precise</p> <p><b>Speaking/Listening:</b> Project Presentation</p> <p><b>Language:</b> Cont. Practice (Bell Ringers)</p> <p><b>Vocabulary:</b> Non-Fiction Terminology</p>	<p>9.3.W.4</p> <p>9.6.W.1, 9.6.R.1, 9.6.W.4, 9.6.W.3, 9.3.W.4 9.2.W.2, 9.2.W.4</p> <p>9.1.R.2 9.1.W.1</p> <p>9.5.W.1, 9.5.R.1, 9.5.R.2</p> <p>9.4.R.5, 9.4.W.2</p>	<p>Participation, Progress Checks, Daily Work, Formal Assessment (Ann. Bib)</p>	<p>Summarize, Central Idea, Textual Evidence, Point of View, Purpose, Rhetoric, Arguments/Claims, False claims, Seminal U.S. Documents</p> <p>SOAPSTone</p> <p>Research based writing (Annotated Bibliography)</p> <p>Speeches, letters, articles, memoirs, debates, technical writing, essays, fact vs. opinion</p>
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12-17	<b>Literature/Information Text: 20% Project</b>			
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12-17	<p><b>Literature/Informational Text:</b> <i>Romeo &amp; Juliet</i></p> <p><b>Writing:</b> Timed Writing, Narrative writing (graphic novel)</p> <p><b>Speaking/Listening:</b> Literary Discussions Various Scene Acting</p> <p><b>Language:</b> Cont. Grammar (Bell Ringers)</p> <p><b>Vocabulary:</b> Elizabethan Language</p>	<p>9.1.R.1, 9.1.R.2, 9.1.R.3, 9.2.R.2, 9.7.W.2, 9.7.R.1</p> <p>9.3.W.1</p> <p>9.1.R.2 9.1.W.1</p> <p>9.5.W.1, 9.5.R.1, 9.5.R.2</p> <p>9.4.W.1, 9.4.W.2 9.1.W.2</p>	<p>Timed writing, participation, projects, unit test, comprehension questions/quizzes, Daily Work</p>	<p>Plot Structure, Archetypes, Themes</p> <p>Shakespearian History, Insults, Language</p> <p>Shakespearean Sonnets</p> <p>Prologue Activity</p> <p>Summarizing</p> <p>Glencoe Textbook</p>
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