Callie Hohn

Curriculum Mapping

English I

2025-2026

Unit: Informal Writing - Autobiography	*August - October*
Standards Taught	
9-10.W.3 Write narratives or other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative or literary techniques, such as dialogue, pacing, rhythm, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory and figurative language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text. 9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience. 9-10.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) 9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. 9-10.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks. 9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 9-10.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly	

9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
9-10.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who needed the extra help were allowed a separate setting. Students who are above average have the option to write well beyond the minimum requirement if obliged.	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will write over a prolonged period over several different topics.* *Students will follow MLA guidelines.* *Students will maintain clarity and focus writing.* *Students will correct their peers' writing.* *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read. *Know how to write complete sentences.* *Know grammar rules.* *Know how to spell.*	*Autobiography* *Thesis* *Attention-getter* *Link* *Transition sentence* *Introduction* *Body* *Conclusion* *MLA header* *Run-ons* *Fragments*	*Chapters* *Peer editing* *DOL Quiz* *Vocab Quiz* *Autobiography* *Word of the Week*
Reflection:	**Essential Questions:**	

This unit is very effective in helping students grasp the flow of academic papers. They get to write about things that they know well, and by the end of the unit, they get a physical copy of how they have progressed in the class.	• *How do you write an essay?* • *How do you write a thesis?* • *How do you write a conclusion?* • *How do you effectively organize a paper?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?*
Relevance	Students will know how to organize writing, and this will be a skill that has cross-curricular advantages and relevance throughout their academic careers. Students reflect on who they were, are, and possibly will be.

Unit: Formal Writing – Research Paper	*November-December*
Standards Taught	
9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of 9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to task, purpose, and audience. 9-10.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience. Use guidance and support from peers and adults as needed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) 9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. 9-10.W.10 Write routinely over extended time frames (for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.	

9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
9-10.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly
9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
9-10.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who needed the extra help were allowed a separate setting. Students who are above average have the option to write well beyond the minimum requirement if obliged.	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will write a formal research paper using in-text citations.* *Students will choose credible sources and summarize, assess, and reflect on why that source is credible.* *Students will follow MLA guidelines.* *Students will maintain clarity and focus.* *Students will correct their peers' writing.*

		Students will utilize grade specific vocabulary.
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read. *Know how to write complete sentences.* *Know grammar rules.* *Know how to spell.*	*In-text citation* *Bibliography* *Annotation* *Outline* *Paraphrase* *Thesis* *Attention-getter* *Link* *Transition sentence* *Introduction* *Body* *Conclusion* *MLA header* *Run-ons* *Fragments*	*Conferences* *Peer editing* *DOL Quiz* *Vocab Quiz* *Annotated Bibliography* *Outline* *Research Paper* *Word of the Week*
Reflection: This unit is very effective in making sure students are introduced to academic writing. Knowing how to properly research is a fundamental skill throughout academia.	**Essential Questions:** • *How do you write an informative research paper?* • *What is the difference between paraphrasing and directly quoting information from a source?* • *How do you cite a source?* • *How do you use in-text citations?* • *How do you organize a work cited page?* • *How do you know if a source is credible?* • *How do you effectively organize a paper?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?*	
Relevance	Students will know how to integrate research into writing, and this will be a skill that has cross-curricular advantages and relevance throughout their academic careers.	

Unit: *Odyssey*	*January*
Standards Taught	
9-10.RL.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis. 9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) 9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or	

informal tone).
9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
9-10.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly
9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
9-10.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who needed the extra help were allowed a separate setting. They are allowed more time on assignments if necessary.	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will answer questions based on the reading that are comprehensive, analytical, and specific.* *Students will analyze epic structure.* *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read.	*Theme* *Summary*	*Reading responses* *Choiceboard*

Know grammar rules. *Know how to spell.* *Know how to use textual evidence*	*Evidence* *Characterization* *Plot* *Textual evidence*	*DOL Quiz* *Vocab Quiz* *Word of the Week*
Reflection: This unit is very effective in introducing how stories and heroes have evolved over time. It introduces them to older writings that use language and sentence structure that they may not be familiar with.	**Essential Questions:** • *How do characters develop over time?* • *How do author's choices affect plot?* • *What is the theme?* • *How do you answer analytical questions using evidence from the text?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?*	
Relevance	Students will read the *Odyssey*, which is a foundational story and the basis for many heroic stories throughout time. They will analyze the text and support their answer with textual evidence.	

Unit: *Romeo and Juliet*	*Febuary-March*
Standards Taught	
9-10.RL.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis. 9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) 9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). 9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. 9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. 9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 9-10.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly	

9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
9-10.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who needed the extra help were allowed a separate setting. They are allowed more time on assignments if necessary.	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will answer questions based on the reading that are comprehensive, analytical, and specific.* *Students will be able to analyze and describe the effect of figurative language and other literary devices.* *Students will analyze Shakespearean structure.* *Students will learn about figurative language.* *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read. *Know grammar rules.* *Know how to spell.* *Know how to use textual evidence*	*Theme* *Summary* *Evidence* *Characterization* *Plot* *Textual evidence* *Figurative language*	*Reading responses* *Film response* *Act recap projects* *Assessment* *DOL Quiz* *Vocab Quiz* *Word of the Week*

Reflection: This unit is very effective in introducing works that have stood the test of time and how we can still find current relevance in older works. It introduces them to older writings that use language and sentence structure that they may not be familiar with.	**Essential Questions:** • *How do characters develop over time?* • *How do author's choices affect plot?* • *What is the theme?* • *How do you answer analytical questions using evidence from the text?* • *How does figurative language affect the way we understand plot and characterization?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?*	
Relevance	Students will read *Romeo and Juliet* as an introduction to the works of Shakespeare. They will analyze figurative language and how it affects plot and characterization.	

Unit: *Outsiders*	*April-May*
Standards Taught	
9-10.RL.1 Cite strong, relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including how it is introduced, built, and refined by specific details; provide an objective summary of the text to support thematic analysis. 9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) 9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). 9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. 9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. 9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, gerund, infinitive, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. 9-10.L.2 Demonstrate command of the conventions of standard English grammar; consult references as needed. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly 9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
9-10.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Differentiation	**Classroom Management and Environment**	**Course Objectives**
Students who needed the extra help were allowed a separate setting. They are allowed more time on assignments if necessary.	*The classroom environment is structured and has procedures in place.*	*Students will correct grammatically incorrect sentences as given by the teacher.* *Students will answer questions based on the reading that are comprehensive, analytical, and specific.* *Students will be able to analyze and describe the effect of figurative language and other literary devices.* *Students will utilize grade specific vocabulary.*
Prior Knowledge Needed	**Vocabulary**	**Assessments**
Know how to read. *Know grammar rules.* *Know how to spell.* *Know how to use textual evidence*	*Theme* *Summary* *Evidence* *Characterization* *Plot* *Textual evidence* *Figurative language*	*Reading responses* *Film response* *Comprehensive stations* *Assessment* *DOL Quiz* *Vocab Quiz* *Word of the Week*
Reflection: This unit introduces students to bildungsroman style of storytelling. Students see how	**Essential Questions:** • *How do characters develop over time?* • *How do author's choices affect plot?* • *What is the theme?* • *How do you answer analytical questions using evidence from the text?*	

growing up looks different for everyone and yet it is relatable.	• *How does figurative language affect the way we understand plot and characterization?* • *How do you maintain proper grammar?* • *How do you use new vocabulary in a sentence?*
Relevance	Students will read *Outsiders* as an introduction to bildungsroman. They will analyze figurative language and how it affects plot and characterization.