

## English I / Grade 9 Curriculum

**Course Anthology:** Houghton Mifflin Harcourt Grade 9 *Collections*

### Unit 1: Finding Common Ground

**Essential Question:** Are individualism and community at odds?

**Enduring Understandings:** • The balance between individualism and community is influenced by both culture and society. • Culture and society define individuals and their views on individualism and community. • Authors and speakers use a variety of techniques to share their beliefs about the balance between individualism and community. • Metaphors and analogies help us to better understand and communicate about abstract concepts.

#### Maryland College and Career Ready Frameworks, Grades 9-12

- [Reading Literature Framework](#)
- [Reading Informational Texts Framework](#)
- [Writing Framework](#)
- [Speaking and Listening Framework](#)
- [Language Framework](#)

Text Title and Author	<a href="#">Maryland College and Career Ready Standards for English Grades 9-12</a>
Unit Introduction and Opener: Are individualism and community at odds?	W.9-10.6
<b>Anchor Text Selection:</b> “A Quilt of a Country” (argument) by Anna Quindlen	RI.9-10.2, RI.9-10.6
“Making the Future Better, Together” (blog) by Eboo Patel	RI.9-10.2
from “Rituals of Memory” (essay) by Kimberly M. Blaeser	RI.9-10.3
Short, focused research: Utilize HMH FYI site to research and to consider how individuals and communities at odds find common ground.	W.9-10.7
“The Gettysburg Address” (CL) (speech) by Abraham Lincoln	RI.9-10.6, RI.9-10.9
“Oklahoma Bombing Memorial Address” (speech) by Bill Clinton	RI.9-10.6, RI.9-10.9
Full-process writing: Expository <ul style="list-style-type: none"> <li>• <a href="#">Informative/Explanatory Rubric, Grades 6-8 and 10</a></li> </ul>	W.9-10.2
Comparing Texts: “Views of the Wall” (photo essay) and “The Vietnam Wall” (poem) by Alberto Ríos	RI.9-10.7
Novel study: HCPS-approved novels for teacher consideration are listed below. Teachers may select a novel for class study or create book clubs of selected texts.	Teachers will determine the focus standard(s) for instruction.

### Unit 2: The Struggle for Freedom

**Essential Question:** Should freedom be given or demanded?

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**Enduring Understandings:** • There are times when individuals and groups are forced to demand their freedom. • Spoken and written words can be powerful tools for demanding freedom or documenting the struggle for freedom. • Speakers and writers use a variety of techniques to persuade their audiences to seeing their views on freedom.

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Text Title and Author	<a href="#">Maryland College and Career Ready Standards for English Grades 9-12</a>
Unit Introduction and Opener: Should freedom be given or demanded?	RI.9-10.7
<b>Anchor:</b> “I Have a Dream” (speech) by Martin Luther King Jr (CL)	RI.9-10.6
<b>Anchor:</b> from <i>Nobody Turn Me Around: A People’s History of the 1963 March on Washington</i> (history writing) by Charles Euchner / “A Eulogy for Dr. Martin Luther King Jr.” (speech) by Robert F. Kennedy	RI.9-10.7
from <i>Reading Lolita in Tehran</i> (memoir) by Azar Nafisi / from <i>Persepolis 2: The Story of a Return</i> (graphic novel) by Marjane Satrapi	RI.9-10.6
“The Censors” (short story) by Luisa Valenzuela or “The Prisoner Who Wore Glasses” (short story) by Bessie Head	RL.9-10.2, RL.9-10.3, RL.9-10.5, RL.9-10.6
from <i>Cairo: My City, Our Revolution</i> (diary) by Ahdaf Soueif	RL.9-10.4, RL.9-10.6
Short, focused research: Explore a revolt made by a group of people to gain freedom.	W.9-10.7
Novel study: HCPS-approved novels for teacher consideration are listed below. Teachers may select a novel for class study or create book clubs of selected texts.	Teachers will determine the focus standard(s) for instruction.
Full-process writing: Argumentative <ul style="list-style-type: none"> <li>• <a href="#">Argumentative Rubric, Grades 6-8 and 10</a></li> </ul>	W.9-10.1

#### Unit 3: The Bonds Between Us

**Essential Question:** What connects us to those we care about?

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**Enduring Understanding:** • Individuals develop relationships through written, verbal, and non-verbal communication. • Life experiences and individual perspectives affect interactions. • External and internal factors can positively foster and/or negatively interfere with relationships.

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Text Title and Author	<a href="#">Maryland College and Career Ready Standards for English Grades 9-12</a>
Unit Introduction and Opener: What connects us to those we care about?	RI.9-10.2
“With Friends Like These...” (informational text) by Dorothy Rowe	RI.9-10.4
“Love’s Vocabulary” from <i>A Natural History of Love</i> (essay) by Diane Ackerman	RI.9-10.3
Short, focused research: Research how a bond between two living things forms, is important, and what it teaches us.	W.9-10.7
“At Dusk” (poem) by Natasha Trethewey	RL.9-10.4
Full-process writing: Narrative <ul style="list-style-type: none"> <li>• <a href="#">Narrative Rubric, Grades 6-8 and 10</a></li> </ul>	W.9-10.3
“My Shakespeare” (poem) by Kate Tempest	RL.9-10.2, RL.9-10.4, RL.9-10.7, RL.9-10.9
<b>Anchor:</b> <i>The Tragedy of Romeo and Juliet</i> (CL) or Novel Study: HCPS-approved novels for teacher consideration are listed below. Teachers may select a novel for class study or create book clubs of selected texts.	Teachers will determine the focus standard(s) for instruction.
“Duty” (short story) by Pamela Rafael Berkman	RL.9-10.3, RL.9-10.9
“Pyramus and Thisbe” (myth) by Ovid	RL.9-10.9

#### Unit 4: A Matter of Life or Death

**Essential Question:** How can adversity test us and shape who we are?

**Enduring Understandings:** • We learn what we are capable of when we are challenged by adversity. • Learning about the obstacles others have faced helps us make decisions.

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Text Title and Author	<a href="#">Maryland College and Career Ready Standards for English Grades 9-12</a>
Unit Introduction and Opener: How can adversity test us and shape who we are?	L.9-10.4
“The Journey” (poem) by Mary Oliver / “The End and the Beginning” (poem) by Wisława Szymborska	RL.9-10.3, RL.9-10.4
<b>Anchor:</b> <i>The Odyssey</i> (CL) or Novel Study: HCPS-approved novels for teacher consideration are listed below. Teachers may select a novel for class study or create book clubs of selected texts.	Teachers will determine the focus standard(s) for instruction.
from <i>The Good Soldiers</i> (nonfiction) by David Finkel	RL.9-10.3, W.9-10.1
“The Leap” (short story) by Louise Erdrich (CL)	RL.9-10.3, RL.9-10.5
“The Survivor” (poem) by Marilyn Chin / “Who Understands Me But Me” (poem) by Jimmy Santiago Baca	RL.9-10.4
“Is Survival Selfish?” (argument) by Lane Wallace / “Truth at All Costs” (speech) by Marie Colvin	RI.9-10.1, RI.9-10.4, RI.9-10.5
Short, focused research: FYI: “The Moral Logic of Survivor Guilt,” <i>Psychology Today</i>	W.9-10.7
Full-process writing: Teacher’s choice	W.9-10.1, 2, or 3

**English I novels for consideration:** *To Kill a Mockingbird\** (CL), *Of Mice and Men\** (CL), *The House on Mango Street\** (CL), *The Absolutely True Diary of a Part-Time Indian\** (CL), *Persepolis\** (CL), *The Hot Zone*, *Long Walk to Freedom*, *All American Boys\**, *The Crossover* (CL), *Life of Pi* (for book club use), *Dear Martin\**, *Light It Up* (for book club use), *They Called Us Enemy*, *American Born Chinese\**, *Children of Blood and Bone\**, *Nimona\**

*Long Way Down* and *The Hate U Give* (CL) were approved for book club use by the novel committee for grades 9-11; grade level use must be decided at the school’s discretion.

\* Indicates novel that requires parent letter to be sent home prior to instruction.

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CL indicates that the text is available in [CommonLit](#).

For more information regarding the English I course content, curriculum, and pacing, please contact Kristine Scarry, Supervisor of Reading, English, Language Arts ([Kristine.scarry@hcps.org](mailto:Kristine.scarry@hcps.org)) or Annmarie Steltzer, Assistant Supervisor of Reading, English, Language Arts ([Annmarie.steltzer@hcps.org](mailto:Annmarie.steltzer@hcps.org)).