

Honors 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	Maryland College and Career Ready Standards for English Grades 9-12
Unit Introduction and Opener: Are individualism and community at odds?	W.9-10.6
Anchor: “Once Upon a Time” (CL) (short story) by Nadine Gordimer	RL.9-10.2, RL.9-10.4, RL.9-10.5, RL.9-10.6
“My Papa’s Waltz” (poem) by Theodore Roethke	RL.9-10.2, RL.9-10.4
“The Journey” (poem) by Mary Oliver	RL.9-10.2, RL.9-10.3
“Identity” (poem) by A. R. Ammons	RL.9-10.4
“Roselily” (short story) by Alice Walker	RL.9-10.3, RL.9-10.4, RL.9-10.5
“A Quilt of a Country” (argument) by Anne 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"> • Informative/Explanatory Rubric, Grades 6-8 and 10 	W.9-10.2

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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? 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.	
Maryland College and Career Ready Frameworks, Grades 9-12 <ul style="list-style-type: none"> • Reading Literature Framework • Reading Informational Texts Framework • Writing Framework • Speaking and Listening Framework • Language Framework 	
Text Title and Author	Maryland College and Career Ready Standards for English Grades 9-12
Unit Introduction and Opener: Should freedom be given or demanded?	RI.9-10.7
<i>Trifles</i> (CL) (drama) by Susan Glaspell and “ Lamb to the Slaughter ” (CL) (short story) by Roald Dahl	RL.9-10.2, RL.9-10.4, RL.9-10.5
“ The Most Dangerous Game ” (CL) (short story) by Richard Connell	RL.9-10.2, RL.9-10.3, W.9-10.1a, SL.9-10.4
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
Anchor: “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

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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"> • Argumentative Rubric, Grades 6-8 and 10 	W.9-10.1

Unit 3: The Bonds Between Us

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

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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- [Reading Literature Framework](#)
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Text Title and Author	Maryland College and Career Ready Standards for English Grades 9-12
Unit Introduction and Opener: What connects us to those we care about?	RI.9-10.2
Anchor: “When Mr. Pirzada Came to Dine” (short story) by Jhumpa Lahiri	RL.9-10.1, RL.9-10.3
“ Glory and Hope ” (speech) by Nelson Mandela	RI.9-10.6
“ The Cask of Amontillado ” (CL) (short story) by Edgar Allan Poe	RL.9-10.3, RL.9-10.4, RL.9-10.5
“ Snow ” (short story) by Julia Alvarez	RL.9-10.4, RL.9-10.6
“I Have a Dream” (CL) (speech) by Martin Luther King Jr.	RI.9-10.6
“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

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Full-process writing: Narrative <ul style="list-style-type: none"> Narrative Rubric, Grades 6-8 and 10 	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
<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	Maryland College and Career Ready Standards for English Grades 9-12
Unit Introduction and Opener: How can adversity test us and shape who we are?	L.9-10.4
“ Ithaka ” (poem) by C.P. Cavafy / “ Penelope ” (poem) by Dorothy Parker / “ Siren Song ” (poem) by Margaret Atwood	RL.9-10.2, RL.9-10.4, RL.9-10.9, L.9-10.3, W.9-10.9
“The End and the Beginning” (poem) by Wisława Szymborska	RL.9-10.3, RL.9-10.4
<i>The Odyssey</i> (CL) or Novel Study: Novels for 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
Anchor: “The Leap” (CL) (short story) by Louise Erdrich	RL.9-10.3, RL.9-10.5

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“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.

Titles in **bold** are for Honors use only.

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) or Annmarie Steltzer, Assistant Supervisor of Reading, English, Language Arts (Annmarie.steltzer@hcps.org).