

<b>English I HONORS Unit 1: Survival</b>		
<b>Essential Question:</b> <i>What qualities help us survive?</i>		
<b>Maryland College and Career Ready Frameworks, Grades 9-12</b> <ul style="list-style-type: none"> <li>• <a href="#">Reading Literature Frameworks</a></li> <li>• <a href="#">Reading Informational Text Frameworks</a></li> <li>• <a href="#">Writing Frameworks</a></li> <li>• <a href="#">Speaking and Listening Frameworks</a></li> <li>• <a href="#">Language Frameworks</a></li> </ul>		<b>Savvas myPerspectives Family Support</b> <ul style="list-style-type: none"> <li>• <a href="#">Savvas Parent Guide (English)</a></li> <li>• <a href="#">Savvas Parent Guide (Spanish)</a></li> <li>• <a href="#">Savvas Parent Guide (Arabic)</a></li> </ul>
<b>Unit 1 Selection Titles</b>		<b><a href="#">Maryland College and Career Reading Standards English Language Arts/Literacy for Grades 9-10</a></b>
<b>Unit Introduction</b>		
<ul style="list-style-type: none"> <li>• Everyone Should Learn First Aid, Ada Blackjack Rising (media)</li> </ul>		RI.9.2
<b>Whole-Class Learning</b>		
<ul style="list-style-type: none"> <li>• Through the Tunnel by Doris Lessing</li> </ul>		RL.9.3, RL.9.5, RL.9.6
<ul style="list-style-type: none"> <li>• The Seventh Man by Haruki Murakami</li> </ul>		RL.9.3, RL.9.4, RL.9.5, RL.9.6
<ul style="list-style-type: none"> <li>• The Moral Logic of Survivor Guilt by Nancy Sherman and Heroes of 9/11 (Savvas Background Connections)</li> </ul>		RI.9.8
<b>Full-Process Writing</b>		
<ul style="list-style-type: none"> <li>• Argumentative Essay with Research</li> </ul>		W.9.1, W.9.5, W.9.6
<b>Peer-Group Learning</b>		
<ul style="list-style-type: none"> <li>• The Voyage of the James Caird by Caroline Alexander <i>with</i> The Endurance and the James Caird by Frank Hurley</li> </ul>		RI.9.2, RI.9.6 RI.9.7
<ul style="list-style-type: none"> <li>• The Value of a Sherpa Life by Grayson Schaffer <b>OR</b> Poetry Collection 1</li> </ul>		Sherpa Life: RI.9.5, RI.9.6, RI.9.8 Poetry: RL.9.2, RL.9.5
<ul style="list-style-type: none"> <li>• <i>from</i> Life of Pi by Yann Martel</li> </ul>		RL.9.3
<ul style="list-style-type: none"> <li>• The Most Dangerous Game by Richard Connell <i>with</i> Mock Trial/Socratic Seminar</li> </ul>		RL.9.3-RL.9.5 SL.9.2-SL.9.5
<b>Independent Learning (Student Choice)</b>		
<ul style="list-style-type: none"> <li>• <i>from</i> Unbroken by Laura Hillenbrand</li> <li>• Poetry Collection 2</li> <li>• The Key to Disaster Survival? by Shankar Vendatam</li> </ul>		RI.9.2, RL. 9.5, RL/RI.9.10

<ul style="list-style-type: none"> <li>Preparedness 101: Zombie Apocalypse by Ali S. Kahn</li> </ul>	
<b>Reflect and Respond</b>	
Reflect on Unit Goals and Texts & Unit 1 Assessment or Performance Assessment	RL.9.2, RL.9.3, RL.9.4, RL.9.5 RI.9.5, RI.9.6, RI.9.7, RI.9.8
<b>Independent Novel Study</b>	
<i>Persepolis</i> or <i>They Called Us Enemy</i> are the independent novel study selections for Honors English I Unit I. Additional novels for consideration are listed below.	RL.9.2, RL.9.4, RL.9.6
<b>English I HONORS Unit 2: Promise and Progress</b>	
<b>Essential Question:</b> <i>How can words inspire change?</i>	
<b>Unit 2 Selection Titles</b>	<a href="#"><u>Maryland College and Career Reading Standards English Language Arts/Literacy for Grades 9-10</u></a>
<b>Unit Introduction</b>	
<ul style="list-style-type: none"> <li>Wangari Maathai: Like the Hummingbird, Take a Seat Viola (media)</li> </ul>	RI.9.2
<b>Whole-Class Learning</b>	
<ul style="list-style-type: none"> <li>Remembering Civil Rights History, When “Words Meant Everything” (PBS)</li> </ul>	L.9.6, W.9.2
<ul style="list-style-type: none"> <li>“I Have a Dream” by Dr. Martin Luther King Jr.</li> </ul>	RI.9.4, RI.9.6, RI.9.8, RI.9.9
<ul style="list-style-type: none"> <li>Letter from Birmingham Jail by Dr. Martin Luther King Jr.</li> </ul>	RI.9.2, RI.9.3, RI.9.5, RI.9.6, RI.9.8, RI.9.9
<ul style="list-style-type: none"> <li>Poetry Collection 1</li> </ul>	RL9.2
<ul style="list-style-type: none"> <li>Introduction to Whole Class Independent Novel: <i>To Kill a Mockingbird</i></li> </ul>	RL9.1, RL9.2, RL9.3, RL9.4, RL9.6
<b>Full-Process Writing</b>	
<ul style="list-style-type: none"> <li>Research Report with Multimedia Presentation</li> </ul>	W.9.2, W.9.5, W.9.7, W.9.8
<b>Peer-Group Learning</b>	
<ul style="list-style-type: none"> <li>The Friendship Bench by Yvette Lisa Ndlovu, How Civil Rights Groups Used Photography for Change by Ashwanta Jackson, <b>OR</b> Poetry Collection 2</li> </ul>	Friendship Bench: RL.9.2, RL.9.3, RL.9.4, RL.9.6 Photography for Change: RI.9.2, RI.9.3 Poetry: RL9.2
<b>Independent Learning (Student Choice)</b>	

**HCPS RELA Honors English I**  
**Course Text: Grade 9 Savvas myPerspectives**

**Savvas myPerspectives Curriculum Map 2025-2026**

<ul style="list-style-type: none"> <li>The First Time I Faced a Hostile Audience by John Leguizamo <b>AND</b> Sheyann Webb from Selma, Lord, Selma as told to Frank Sikora</li> <li>How NYC’s First Puerto Rican Librarian Brought Spanish to the Shelves by Neda Ulaby</li> <li>Remarks on the Assassination of Martin Luther King, Jr. by Robert F. Kennedy</li> </ul>	RL./RI.9.2, RL./RI.9.10
<b>Whole-Class Novel or Book Clubs</b>	
<b>Novel study:</b> Novels for consideration are listed below. <i>To Kill a Mockingbird</i> is the independent novel study for this Honors English I unit.	RI./RL.9.2-9.9
<b>Reflect and Respond</b>	
Reflect on Unit Goals and Found Poem Assessment	RL/RI.9.2, RL./RI.9.3, RL./RI.9.5, RL./RI.9.6, RI.9.8, RI.9.9
<b>English I HONORS Unit 3: Crazy, Stupid Love</b>	
<b>Essential Question:</b> <i>What is true love?</i>	
<b>Unit 3 Selection Titles</b>	<a href="#"><u>Maryland College and Career Reading Standards English Language Arts/Literacy for Grades 9-10</u></a>
<b>Unit Introduction</b>	
<ul style="list-style-type: none"> <li><i>Romeo and Juliet</i>: A Tragedy? Or Just a Misunderstanding?, “for Estefani” (media)</li> <li>English Literary History</li> </ul>	RI.9.2
<ul style="list-style-type: none"> <li>Independent Reading Introduction: <i>Romeo and Juliet</i> Paired Texts</li> </ul>	RI./RL.9.2-9.9, SL.9.1, W.9.9
<b>Whole-Class Learning</b>	
<ul style="list-style-type: none"> <li>The Tragedy of Romeo and Juliet, Acts I-V by William Shakespeare</li> </ul>	RL.9.2, RL.9.3, RL.9.4, RL.9.5
<ul style="list-style-type: none"> <li>Pyramus and Thisbe by Ovid, retold by Edith Hamilton</li> </ul>	RL.9.2, RL.9.9, W.9.4
<b>Peer-Group Learning</b>	
<ul style="list-style-type: none"> <li>Poetry Collection 1</li> </ul>	RL.9.2, RL.9.4, RL.9.5
<ul style="list-style-type: none"> <li>American History by Judith Ortiz Cofer</li> </ul>	RL.9.2, RL.9.3, RL.9.4, RL.9.5
<b>Independent Learning (Student Choice)</b>	
<ul style="list-style-type: none"> <li>The Voice of the Enemy by Juan Villoro</li> <li>Poetry Collection 2 (Music by Elizabeth Acevedo, Heart to Heart by Rita Dove)</li> <li>If Romeo and Juliet Had Cell Phones by Misty Harris</li> </ul>	RL.9.2, RL. 9.10
<b>Full-Process Writing</b>	

<ul style="list-style-type: none"> <li>Literary Analysis Essay (Honors Prompt)</li> </ul>	W.9.1, W.9.5, W.9.6
<b>Reflect and Respond</b>	
<ul style="list-style-type: none"> <li>Reflect on Unit Goals and Texts &amp; <b>Honors Performance Task: Paired Text Discussion</b></li> </ul>	RL.9.2, RL.9.3, RL.9.5, RL.9.9, RI.9.6, RI.9.8
<b>Whole-Class Novel or Book Clubs</b>	
<b>Novel study:</b> <i>The Tragedy of Romeo and Juliet</i> will be the novel study for this unit.	RI./RL.9.2-9.9, SL.9.1, W.9.9
<b>English I HONORS Unit 4: Journey of Transformation</b>	
<b>Essential Question:</b> <i>How do we learn who we truly are?</i>	
<b>Unit 4 Selection Titles</b>	<a href="#"><u>Maryland College and Career Reading Standards English Language Arts/Literacy for Grades 9-10</u></a>
<b>Unit Introduction</b>	
<ul style="list-style-type: none"> <li>The “American Traveler,” “The Bookmobile” (media)</li> </ul>	RI.9.2
<b>Whole-Class Learning</b>	
<ul style="list-style-type: none"> <li>World Literary History (Historical Context Research)</li> </ul>	RL.9.6
<ul style="list-style-type: none"> <li>The Odyssey by Homer with Everything You Need to Know to Read Homer’s Odyssey (Hook &amp; Inspire media) and <i>from</i> The Odyssey: A Graphic Novel by Gareth Hinds</li> </ul>	RL.9.3, RL.9.4, RL.9.5, RL.9.6, RL.9.7
<b>Full-Process Writing</b>	
<ul style="list-style-type: none"> <li>Explanatory Essay (Honor’s Prompt)</li> </ul>	W.9.2, W.9.5, W.9.6
<b>Peer-Group Learning</b>	
<ul style="list-style-type: none"> <li><i>from</i> The Hero’s Adventure by Bill Moyers &amp; Joseph Campell with The Hero’s Journey by Tony Hoagland (Hook &amp; Inspire)</li> </ul>	RI.9.3, RI.9.5
<ul style="list-style-type: none"> <li>Rules of the Game by Amy Tan</li> </ul>	RL.9.2, RL.9.3
<ul style="list-style-type: none"> <li>Poetry Collection 1 (Socratic Seminar)</li> </ul>	RL.9.4, RL.9.5
<b>Independent Learning (Student Choice)</b>	
<ul style="list-style-type: none"> <li>Golden Glass by Alma Villanueva</li> <li>Poetry Collection 2</li> <li>The Return by Ngugi wa Thiong’o</li> <li>The Writing on the Wall by Camille Dungy</li> </ul>	RL.9.3, RL.9.10
<b>Reflect and Respond</b>	

**HCPS RELA Honors English I**  
**Course Text: Grade 9 Savvas myPerspectives**

**Savvas myPerspectives Curriculum Map 2025-2026**

Reflect on Unit Goals and Texts & Unit 4 Assessment or Performance-based Assessment	RL.9.2, RL.9.3, RL.9.5, RL.9.7, RI.9.2, RI.9.3, RI.9.5
<b>Whole-Class Novel or Book Clubs</b>	
<b>Novel study:</b> <i>The Odyssey</i> will be the novel study for this unit.	RI./RL.9.2-9.9
<b>English I HONORS Unit 5: The Things We Make</b>	
<b>Essential Question:</b> <i>Which defines us more, nature or technology?</i>	
<b>Unit 5 Selection Titles</b>	<a href="#"><u>Maryland College and Career Reading Standards English Language Arts/Literacy for Grades 9-10</u></a>
<b>Unit Introduction</b>	
<ul style="list-style-type: none"> <li>The Lamp at the Turning and ListenWise Debate: Who Should Get Credit for AI – Generated Music?</li> </ul>	Lamp at the Turning: RL.9.2-3 ListenWise: SL.9.1-5
<b>Whole-Class Learning</b>	
<ul style="list-style-type: none"> <li>There Will Come Soft Rains</li> </ul>	RL.9.1, RL.9.2, RL.9.4, RL.9.5
<ul style="list-style-type: none"> <li>By The Waters of Babylon</li> </ul>	RL.9.1, RL.9.3, RL.9.4, RL.9.5, RL.9.9, RL.9.10
<b>Timed Writing</b>	
<ul style="list-style-type: none"> <li>Compare and Contrast Essay</li> </ul>	W.9.2, W.9.4, W.9.5
<b>Peer-Group Learning</b>	
<ul style="list-style-type: none"> <li>The Mystery of the Indestructible Beetle</li> </ul>	RI.9.1-5, RI.9.10
<ul style="list-style-type: none"> <li>Snowstorm <b>AND</b> Anicka Yi: In Love with the World / Ask the Artist; Questions for Anicka Yi</li> </ul>	RL.9.1, RL.9.3, RL.9.4, RL.9.6. RL.9.10
<b>Independent Learning (Student Choice)</b>	
<ul style="list-style-type: none"> <li>Medieval Eyeglasses: Wearable Technology of the Thirteenth Century</li> <li>“Rubber Gloves: The Simple Invention That Revolutionized Medicine”</li> <li>Poetry Collection</li> </ul>	RL.9.2, RI.9.2 RL.9.10, RI.9.10
<b>Reflect and Respond and Unit Project</b>	
<ul style="list-style-type: none"> <li>Short, Focused Research with Product Creation</li> <li>Student Led Debate</li> </ul>	SL.9.1-5

**Novels for consideration:** *To Kill a Mockingbird* , *Life of Pi*, *Long Walk to Freedom*, *The Absolutely True Diary of a Part-Time Indian*, *All American Boys*, *American Born Chinese*, *Children of Blood and Bone*, *The Crossover*, *Dear Martin*, *The Hot Zone*, *The*

**HCPS RELA Honors English I**  
**Course Text: Grade 9 Savvas myPerspectives**

**Savvas myPerspectives Curriculum Map 2025-2026**

*House on Mango Street, Klara and the Sun, Nimona, Of Mice and Men, Persepolis, They Called Us Enemy, The Odyssey, Anthem, The Pearl*

Students earn **one required English credit** for successfully completing this course.

***For more information regarding the Honors 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)).***