**Rethinking Curriculum to Support EWAs:**

**A Content-Based Approach**

Maintain most of current content, but reorganize in a manner to support the EWA;

redesign writing assignments to align with CCSS and engage students.

**Grade 9 - Quarter 1: Short Story Unit**

Group small selections of short stories (either currently used or new) that share a theme and build writing prompt off that.

*Short Story Set:*

*"Marigolds" and "The Scarlet Ibis"*

Both feature narrators that look back on a childhood moment with regret. Could pair with non-fiction pieces on the reasons why people are unable to move past traumatic events, or how guilt affects people's psyche or overall health.

**EWA #1 -- NARRATIVE: Write about a moment you wish you could relive or about regret that you've been unable to move past.**

* Assign before reading so as to give students a purpose for reading and note taking.
* Used to teach/model/assess some or all of Grade 9 CCSS narrative writing skills.
* Could be a great way to learn more about your students, too.

*Short Story Set:*

*"The Most Dangerous Game," "Thank You, Ma'am" and "Cask of Amontillado"*

These stories all center on characters that misjudge others in some fashion. Possibly add in non-fiction pieces about the psychological mechanics behind how people form first impressions or gut instincts.

**EWA #1 -- NARRATIVE: Write about a time when you misjudged someone's character (or when you were misjudged by others without reason).**

* Assign before reading so as to give students a purpose for reading and note taking.
* Used to teach/model/assess some or all of Grade 9 CCSS narrative writing skills.
* Also a great way to gain insight into students' lives.

**Rethinking Curriculum to Support EWAs:**

**A Thematic Approach**

Select meaningful, relatable guiding questions, then reconsider/refresh/reorganize content around them; create new writing assignments and choose texts that provide richest sources of ideas/experiences/perspectives related to the theme.

*(this approach most closely mirrors format and structure of PARCC assessment)*

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| **Grade 9, Quarter 1:**  **Our Own Worst Enemies** | *Guiding Question:*  *Why do some people make choices that are ultimately destructive or dangerous for them?* |

Text Selections:

* "Bad Decisions and Cognitive Biases" (informational text)
* Icarus and Daedalus (mythology)
* "The Scarlet Ibis" (short story)
* "The Monkey's Paw" (short story)
* Oprah Winfrey's interview of Lance Armstrong (video)
* *Antigone* by Sophocles (play)

**EWA #1 -- NARRATIVE: Write about a time when you or a friend knowingly made a risky, unsafe or potentially damaging choice.**

* assigned early in the unit, perhaps even before reading as a way to build background knowledge/develop interest
* used to teach/model/assess some or all of Grade 9 CCSS narrative writing skills