

# GRADE 9 ENGLISH/LANGUAGE ARTS CURRICULUM

## Course 50009

Ninth grade students read, comprehend, and objectively summarize fiction and non-fiction texts. In ninth grade, students analyze texts making inferences, conclusions, and generalizations based on specific details from the text. Students will analyze the structure of a text and identify how structure supports the author's purpose and development of the text. They will write in response to texts, analyzing them for main idea, theme, character development, author's purpose, and point of view. They will also evaluate author's claims and compare texts on similar topics. Students should have command of language conventions and to work towards reading and communicating at a college and career-ready level. They will increase their knowledge and correct use of grade appropriate vocabulary and correct spelling of grade appropriate words.

### GRADE NINE ENGLISH/LANGUAGE ARTS OUTLINE:

Goals	Skills	Summative Assessments	Time Frame	Main Resources
<ul style="list-style-type: none"> <li>Analyze the development of a central idea over the course of a text citing strong textual evidence.</li> <li>Determine an author's point of view and analyze how rhetoric and text structure advances the point of view.</li> <li>Analyze seminal documents as to how they address themes and concepts.</li> <li>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</li> <li>Acquire and accurately use academic and domain specific vocabulary sufficient for communicating at the college level.</li> <li>Analyze how complex characters develop over the course of a text.</li> <li>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Independently read and comprehend texts on grade level.</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</li> <li>Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.</li> <li>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately, ensuring a clear focus.</li> <li>Write arguments to support claims in an analysis of substantive topics.</li> <li>Write narratives to develop real or imagined experiences or events.</li> </ul>	Unit Assessments	1-year	Vocabulary for the College Bound  Common Core Composition I  Common Core World Literature and Information Texts I  Common Core American Literature and Information Texts I  Novel: <u>Flowers for Algernon</u> , <u>Night</u>  Play: <u>Macbeth</u>

**GRADE NINE ENGLISH/LANGUAGE ARTS MAP:**

TIME FRAME	BIG IDEAS	CONCEPTS	ESSENTIAL QUESTIONS	STANDARDS	OBJECTIVES	DIFFERENTIATION	ASSESSMENT
Academic Vocabulary Unit (Marking Periods 1-4)	<ul style="list-style-type: none"> <li>An expanded vocabulary enhances one's ability to express ideas and information.</li> <li>Effective readers use appropriate strategies to construct meaning.</li> <li>Critical thinkers effectively and skillfully interpret, analyze, evaluate, and synthesize information.</li> <li>Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.</li> <li>Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners</li> </ul>	<p>Vocabulary</p> <p>Vocabulary Acquisition and Use</p> <p>Strategies</p> <p>Writing Style</p> <p>Writing Conventions</p>	<ul style="list-style-type: none"> <li>How does one develop and refine vocabulary?</li> <li>Why learn new words?</li> <li>What strategies and resources do I use to figure out unknown vocabulary?</li> <li>How do strategic readers create meaning from informational and literary text?</li> <li>How does interaction with text provoke thinking and response?</li> <li>How do readers know what to believe in what they read, hear, and view?</li> <li>Who is the audience?</li> <li>What will work best for the audience?</li> <li>How do grammar and the conventions of language influence spoken and written communication?</li> </ul>	<p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.9-10.J Acquire and use accurately general academic and domain-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.</p> <p>CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content,</p>	<ul style="list-style-type: none"> <li>Analyze how words and phrases shape meaning and tone in texts.</li> <li>Acquire and use accurately general academic and domain 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.</li> <li>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</li> <li>Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of</li> </ul>	<p>Change word lists</p> <p>Differentiate the assessment-multiple choice</p>	<p>Vocabulary assessment</p> <p>Writing assignments</p>

			<p>choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.9-10.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.9-10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.9-10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and</p>	<p>meaning among related words.</p> <ul style="list-style-type: none"> <li>• Write with an awareness of the stylistic aspects of composition.</li> <li>• Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</li> </ul>		
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				<p>spelling.</p> <p>CC.1.4.9-10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>			
<p>On the Record-Nonfiction Exploration (Marking Periods 1-4)</p>	<ul style="list-style-type: none"> <li>• Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</li> <li>• Effective readers use appropriate strategies to construct meaning.</li> <li>• Effective research requires multiple sources of information to gain or expand knowledge.</li> </ul>	<p>Point of View</p> <p>Main Idea</p> <p>Text Analysis</p> <p>Point of View</p> <p>Text Structure</p> <p>Literary Elements</p> <p>Response to Literature</p> <p>Technology and Publication</p>	<ul style="list-style-type: none"> <li>• How does interaction with text provoke thinking and response?</li> <li>• How do strategic readers create meaning from informational and literary text?</li> <li>• What is this text really about?</li> <li>• How do readers know what to believe in what they read, hear, and view?</li> <li>• How does what readers read influence how they should read?</li> <li>• How does one best present findings?</li> </ul>	<p>CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.2.9-10.D</p>	<ul style="list-style-type: none"> <li>• Determine an author's point of view and analyze how rhetoric advances the point of view.</li> <li>• Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li> <li>• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</li> <li>• Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which</li> </ul>	<p>Questions read aloud</p> <p>Lesser choices for activities</p> <p>Multiple choice questions</p>	<p>Comprehension questions</p> <p>Expanded the text activities</p>

				<p>Determine an author's particular point of view and analyze how rhetoric advances the point of view.  CC.1.3.9-10.B  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9-10.C  Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.D  Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>CC.1.3.9-10.E  Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>CC.1.4.9-10.S  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <ul style="list-style-type: none"> <li>• Determine an author's particular point of view and analyze how rhetoric advances the point of view.</li> <li>• Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</li> <li>• Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot to develop a theme.</li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</li> <li>• Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of</li> </ul>		
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				<p>CC.1.4.9-10.U 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.</p>	<p>technology's capacity to link to other information and to display information flexibly and dynamically.</p>		
<p>Literature Read Aloud Unit (Marking Periods 1-4)</p>	<ul style="list-style-type: none"> <li>• Critical thinkers effectively and skillfully interpret, analyze, evaluate, and synthesize information.</li> <li>• Effective readers use appropriate strategies to construct meaning.</li> <li>• Effective research requires multiple sources of information to gain or expand knowledge.</li> </ul>	<p>Point of View</p> <p>Theme</p> <p>Text Analysis</p> <p>Literary Elements</p> <p>Technology and Publication</p>	<ul style="list-style-type: none"> <li>• How do readers know what to believe in what they read, hear, and view?</li> <li>• How does interaction with text provoke thinking and response?</li> <li>• How do strategic readers create meaning from informational and literary text?</li> <li>• What is this text really about?</li> <li>• How does one best present findings</li> </ul>	<p>CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p>	<ul style="list-style-type: none"> <li>• Determine an author's particular point of view and analyze how rhetoric advances the point of view.</li> <li>• Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by certain details; provide an objective summary of the text.</li> <li>• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on the author's explicit assumptions and beliefs on the subject.</li> <li>• Analyze how complex characters develop over the course of the text, interact with other characters, and</li> </ul>	<p>Teacher read aloud</p> <p>Guided notes</p>	<p>Comprehension questions</p> <p>Essay assessments</p>

				<p>CC.1.4.9-10.U 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.</p>	<p>advance the plot to develop a theme.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		
<p>Business Writing Unit: Letters, Resumes, Portfolios (Marking Period 1)</p>	<ul style="list-style-type: none"> <li>• Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.</li> <li>• Effective research requires multiple sources of information to gain or expand knowledge.</li> </ul>	<p>Focus for Writing</p> <p>Organization for Writing</p> <p>Writing Style</p> <p>Range of Writing</p> <p>Technology and Publication</p> <p>Conducting Research</p>	<ul style="list-style-type: none"> <li>• Why am I writing?</li> <li>• What is my purpose?</li> <li>• What makes clear and effective writing?</li> <li>• Who is the audience?</li> <li>• Why do writers write?</li> <li>• How does one best present findings?</li> <li>• What does a reader look for and how can s/he find it?</li> </ul>	<p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p> <p>CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while</p>	<ul style="list-style-type: none"> <li>• Informational: Write with a sharp distinct focus identifying topic, task, and audience. Argumentative: Write with a sharp distinct focus identifying topic, task, and audience. Narrative: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.</li> <li>• Argumentative: Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use</li> </ul>	<p>Decreased number of sentences per paragraph</p> <p>Use of a graphic organizer</p>	<p>5 business letters, all with a different purpose</p> <p>Creation of a resume</p> <p>Creation of a developing portfolio</p>

			<p>attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.</p> <p>CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.</p> <p>CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.9-10.U 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.</p> <p>CC.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a self-</p>	<p>words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. Narrative: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <ul style="list-style-type: none"> <li>• Write with an awareness of the stylistic aspects of composition.</li> <li>• Write routinely over extended time frames (time for research, reflection, and revision) and</li> </ul>	
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				<p>generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.9-10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p>	<p>shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> </ul>		
<p>Five-Paragraph Argument Writing Unit (Marking Period 2)</p>	<ul style="list-style-type: none"> <li>• Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.</li> <li>• Critical thinkers actively and</li> </ul>	<p>Collaborative Discussion</p> <p>Critical Listening</p> <p>Text Structure</p> <p>Focus for Writing</p> <p>Content for Writing</p>	<ul style="list-style-type: none"> <li>• What do good listeners do?</li> <li>• How do active listeners make meaning?</li> <li>• How do active listeners know what to believe in what they hear?</li> <li>• How does</li> </ul>	<p>CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.1.4.9-10.A</p>	<ul style="list-style-type: none"> <li>• Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and</li> </ul>	<p>3 paragraphs as opposed to 5</p> <p>Use of a graphic organizer</p>	<p>5 essays-all with different purpose</p> <p>Correct citation of sources</p>

	<p>skillfully interpret, analyze, evaluate, and synthesize information.</p> <ul style="list-style-type: none"> <li>• Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.</li> <li>• Effective research requires multiple sources of information to gain or expand knowledge.</li> </ul>	<p>Organization for Writing</p> <p>Production and Distribution of Writing</p> <p>Writing Style</p> <p>Range of Writing</p> <p>Technology and Publication</p> <p>Conducting Research</p> <p>Credibility, Reliability, and Validity of Sources</p>	<p>interaction with text provoke thinking and response?</p> <ul style="list-style-type: none"> <li>• Why am I writing?</li> <li>• Who is my audience?</li> <li>• What is my purpose?</li> <li>• What makes clear and effective writing?</li> <li>• What will work best for the audience?</li> <li>• Why do writers write?</li> <li>• How does one best present findings?</li> <li>• What does a reader look for and how can s/he find it?</li> <li>• How does a reader know a source can be trusted?</li> </ul>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p> <p>CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. • Use precise language and</p>	<p>expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>• Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</li> <li>• Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</li> <li>• Informational: Write with a sharp distinct focus identifying topic, task, and audience. Argumentative: Write with a sharp distinct focus identifying topic, task, and audience. Narrative: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.</li> <li>• Argumentative: Distinguish the claim(s) from</li> </ul>		
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			<p>domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.</p> <p>CC.1.4.9-10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between</p>	<p>alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Narrative: Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <ul style="list-style-type: none"><li>• Informational: Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</li></ul>		
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				<p>claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.</p> <p>CC.1.4.9-10.T</p>	<p>Argumentative: Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. Narrative: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <ul style="list-style-type: none"> <li>• Develop and strengthen writing</li> </ul>		
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			<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.9-10.U 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.</p> <p>CC.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information</p>	<p>as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <ul style="list-style-type: none"> <li>• Write with an awareness of the stylistic aspects of composition.</li> <li>• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</li> <li>• 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.</li> <li>• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow</li> </ul>	
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				<p>into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.4.9-10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p>CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none"> <li>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</li> </ul>		
Holocaust Unit (Marking Period 3)	<ul style="list-style-type: none"> <li>Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.</li> <li>Effective speakers prepare and</li> </ul>	<p>Evaluating Information</p> <p>Conventions of Standard English</p> <p>Multimedia</p> <p>Purpose, Audience and Task</p> <p>Context</p>	<ul style="list-style-type: none"> <li>What do good listeners do?</li> <li>How do active listeners make meaning?</li> <li>How do active listeners know what to believe in what they hear?</li> <li>How do task, purpose, and</li> </ul>	<p>CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	<ul style="list-style-type: none"> <li>Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each</li> </ul>	<p>Read aloud text</p> <p>Guided notes</p> <p>Graphic organizers</p> <p>One-on-one assistance</p>	<p>Summative assessments</p> <p>Victim/survivor portfolio</p> <p>Oral presentation</p> <p>Movie questions</p> <p>Vocabulary assessments</p>

	<p>communicate messages to address the audience and purpose.</p> <ul style="list-style-type: none"> <li>• Effective readers use appropriate strategies to construct meaning.</li> <li>• Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</li> <li>• Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.</li> <li>• Effective research requires multiple sources of information to gain or expand knowledge.</li> </ul>	<p>Diverse Media</p> <p>Evaluating arguments</p> <p>Analysis Across Texts</p> <p>Range of Reading</p> <p>Focus for Writing</p> <p>Content for Writing</p> <p>Organization for Writing</p> <p>Technology and Publication</p> <p>Conducting Research</p> <p>Credibility, Reliability, and Validity of Sources</p>	<p>audience influence how speakers craft and deliver a message?</p> <ul style="list-style-type: none"> <li>• How do speakers employ language and utilize resources to effectively communicate a message?</li> <li>• How do strategic readers create meaning from informational and literary text?</li> <li>• What is the text really about?</li> <li>• How does interaction with text provoke thinking and response?</li> <li>• How do readers know what to believe in what they read, hear, and view?</li> <li>• How does what readers' read influence how they should read it?</li> <li>• How does a reader's purpose influence how text should be read?</li> <li>• Why am I writing?</li> <li>• What is my purpose?</li> <li>• Who is my audience?</li> <li>• What makes clear effective writing?</li> <li>• How does one best present findings?</li> <li>• What does a reader look for and how can s/he find it?</li> <li>• How does a reader know a source can be trusted?</li> </ul>	<p>CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p> <p>CC.1.2.9-10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.9-10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to</p>	<p>source.</p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard when speaking based on grade 9- 10 level and content.</li> <li>• Make strategic use of digital media I presentations to add interest and enhance understanding of findings, reasoning, and evidence.</li> <li>• Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</li> <li>• Adapt speech to a variety of contexts and tasks.</li> <li>• Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</li> <li>• Delineate and evaluate the argument and</li> </ul>		
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				<p>convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.9-10.U 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.</p> <p>CC.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p> <ul style="list-style-type: none"> <li>Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</li> <li>Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</li> <li>Informational: Write with a sharp distinct focus identifying topic, task, and audience. Argumentative: Write with a sharp distinct focus identifying topic, task, and audience. Narrative: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.</li> <li>Informational: Develop and analyze the topic with relevant, well-</li> </ul>		
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			<p>CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p> <p>CC.1.5.9-10.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of</p>	<p>chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. Argumentative: Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Narrative: Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p>	
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				<p>findings, reasoning, and evidence.</p> <p>CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p>	<ul style="list-style-type: none"><li>• Informational: Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</li><li>Argumentative: Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</li><li>Narrative: Create a smooth progression of</li></ul>		
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					<p>experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <ul style="list-style-type: none"><li>• 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.</li><li>• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li></ul>	
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					<ul style="list-style-type: none"> <li>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</li> </ul>		
Shakespeare Unit (Marking Period 4)	<ul style="list-style-type: none"> <li>Effective speakers prepare and communicate messages to address the audience and purpose.</li> <li>Effective readers use appropriate strategies to construct meaning.</li> <li>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</li> <li>Effective research requires multiple sources of information to gain or expand knowledge.</li> </ul>	<p>Conventions of Standard English</p> <p>Sources of Information</p> <p>Text Analysis</p> <p>Technology and Publication</p>	<ul style="list-style-type: none"> <li>How do task, purpose, and audience influence how speakers craft and deliver a message?</li> <li>How do speakers employ language and utilize resources to effectively communicate a message?</li> <li>How do strategic readers create meaning from informational and literary text?</li> <li>What is this text really about?</li> <li>How do readers know what to believe?</li> <li>How does what readers read influence how they should read it?</li> <li>How does a</li> </ul>	<p>CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p>CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to</p>	<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard when speaking based on grade 9- 10 level and content.</li> <li>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</li> <li>Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work</li> <li>Use technology, including the</li> </ul>	<p>Text read aloud</p> <p>Guided notes</p>	<p>Web quest</p> <p>Never-ending book</p> <p>Summative assessment</p>

			<p>reader's purpose influence how text should be read?</p> <ul style="list-style-type: none"> <li>• How do readers know what to believe in what they read, hear, and view?</li> <li>• How does interaction with text provoke thinking and response?</li> <li>• How does one best present findings?</li> </ul>	<p>link to other information and to display information flexibly and dynamically.</p> <p>CC.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p>	<p>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.</p>		
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