**9th Grade Curriculum Map**

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| **Term** | **Unit/ Content/**  **Materials** | | **Core Curriculum** | **Assessments** | **Skills**  **What students should know and be able to do…** | **Teacher Instructional Focus** |
| **1st Quarter**  September | | **Poetry**  **Looking at Words** | **Reading: Literature Standard 4/ Reading: Informational Text Standard 4**  Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  **Writing Standard 5**  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.  **Writing Standard 6**  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.  **Writing Standard 10**  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 tasks, purposes, and audiences. | Poetry book:  Portfolio  Found Poems,  Written Poems,  Grand Theft Poem,  CD of music with different poetry elements  Journal  Music is Poetry: song dissection  Quiz on the different types of poems: Haiku, limerick, Sonnet, etc. | Identify different types of poems.  Look critically at poetry elements and word Choice.  Students can identify figurative language in a text.  Students can identify connotative meanings of certain words in a text.  Students can identify how multiple words and phrases influence the meaning of a text.  Students can Identify how multiple words and phrases influence the tone of a text.  Identify and show support for the author's tone through multiple words and phrases in the text.  Use digital media to present information to make it understandable and engaging. | Identify and explain figurative language and connotative meanings of words in a text.  Analyze the impact of multiple words and phrases on overall meaning and tone.  Model and explain how to strengthen writing by using the writing process: planning, revising, editing, and rewriting with a focus on purpose and audience.  Demonstrate how to infuse digital media into presentations to enhance the understanding of the details being delivered.  Assist students in using technology to produce, publish and update group or individual writing, emphasizing linking products to other information. |
| **1st Quarter**  October | **Mythology**  **Looking at ideas** | | **Reading: Literature Standard 1 / Reading: Informational Text Standard 1**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **Reading: Literature Standard 7**  Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).  **Writing Standard 7**  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. | Videos / Group presentation of Myths.  Scrapbook the Gods/ Mount Olympus model.  Movie poster  /commercial  Star gazing activity.  Words related to the mythology  Gods Test  Optional Extra reading Percy Jackson  Research other myths of different cultures that explain the world.  Journal  Gods Test | Recognize the difference between what the author states directly and what he/she implies in the text.  Determine if there is sufficient evidence to support what the text says.  Determine the quality of the evidence used to support what the text says.  Students can participate in a variety of discussions, building on others' ideas, while expressing my ideas clearly and convincingly.  Students can read and research multiple sources and use them in a thoughtful discussion.  Students can work with peers to create rules and set clear goals for group discussions and decision making.  Students can ask questions and make comments that move the discussion to broader themes and ideas  Students can actively include others in the discussion. | Identify textual evidence that explicitly and inferentially supports the ideas presented in the story  Qualify the strength and amount of the evidence to support the ideas presented in the story.  Integrate visual and pictorial mediums to class explain differences and lead discussion. |
| **2nd Quarter**  November | **Short Stories/ News Articles**  Story Elements | | **Reading: Literature Standard 2 / Reading: Informational Text Standard 2** 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.  **Reading: Literature Standard 5**  Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  **Reading: Informational Text Standard 3**  Analyze how the 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.  **Writing Standard 9:**  Draw evidence from literary or informational texts to support analysis, reflection, and research.  **Writing Standard 10**  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 tasks, purposes, and audiences. | Make a setting  Create a character  Plot diagraming  Create a  Short Story Reading Competition  Short story writing based on the lost story pictures  Classify news articles and short stories.  Class Newspaper  Journal | Students can find a central idea in a text and explain its development throughout the text.  Students can explain how specific details shape and clarify the central idea.  Students can provide an objective summary of the text.  Students can recognize the difference between what the author states directly and what he/she implies in the text.  Students can determine if there is sufficient evidence to support what the text says.  Students can determine the quality of the evidence used to support what the text says.  Students can analyze how an author uses time to create effects such as mystery, tension, or surprise.  Students can analyze how an author uses events to create effects such as mystery, tension, or surprise.  Students can analyze how an author uses structure to create effects such as mystery, tension, or surprise.  Find specific facts, examples, or details in literary or informational text to support my analysis, reflection, and research. | Model how to identify and analyze a theme or central idea of a text using specific details from the text.  Model how to correctly summarize a text.  Identify the author's use of structures, events, (such as parallel plots) and time, (such as pacing and flashbacks) to create effects like mystery, tension, or surprise.  Explain how an author presents an analysis or series of ideas or events. Include the order, introduction, and development of the author's key points and the connections between them. |
| **2nd Quarter**  December | **Novel**  **Outsiders, Chocolate War,**  **Speak,**  **Developing Plot/ideas/Characters** | | **Reading: Literature Standard 5**  Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  **Writing Standard 3**  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  **a.** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.   |  |  | | --- | --- | |  |  |   **b.** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.   |  |  | | --- | --- | |  |  |   **c.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.   |  |  | | --- | --- | |  |  |   **d.** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   |  |  | | --- | --- | |  |  |   **e.** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.    **Writing Standard 10**  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 tasks, purposes, and audiences. | Pictorial retelling of book  Movie Trailer  C.D. soundtrack,  Journal  Reading Notes  Literary Elements search  1 Minute essays  Pass the story  Group presentation  Journal | Can identify an author's point of view or purpose in a text  Can identify and explain literary and stylistic techniques the author uses to support his position.  Can write a well-structured, detailed narrative about real or imagined events or experiences.  a. Can hook the reader by introducing a problem, situation, or observation.  a. Can hook the reader by setting up one or more points of view and introducing a narrator and/or characters.  a. Can write events and experiences that progress smoothly and logically.  b. Can write a narrative using techniques such as: dialogue, timing, description, reflection, and more than one plot line.  c. I can arrange the events in their story in various ways and still be clear.  d. Can use precise words, details, and sensory language to create a mental picture in my narrative.  e. Can conclude story by reflecting on what is experienced, observed, or resolved. | Explain how the author’s purpose is affected by the rhetoric and point of view.  Explain how to determine an author's point of view or purpose  Model and explain the elements of a narrative structure: setting, point of view, narrator, characters, multiple plot lines, sequence of events, pacing, and resolutions  Model and explain the elements of narrative writing: precise and descriptive language, dialogue, and vivid sensory detail.  Demonstrate a variety of techniques to sequence events such as: flashback, foreshadowing, full-circle, etc. |
| **3rd Quarter**  January | **Romeo and Juliet**  **Combining all of the above skills.** | | **Reading: Literature Standard 3**  Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  **Reading: Literature Standard 5**  Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  **Reading: Literature Standard 9**  Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).  **Writing Standard 10**  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 tasks, purposes, and audiences. | Compare the play to a movie: West Side Story  Memorize a monologue/ dialog  Create a mask that explains part of you that you hide.  Love questionnaire    Story Map  Set the Stage  Create a Cast  Alternate Ending idea  10 examples of how Romeo and Juliet are referenced today.  Family feud the Capulet’s vs. the Montague’s.  Journal | Students can explain how characters can have multiple or conflicting motivations.  Students can identify how characters change or develop over the course of a story.  Students can analyze the interactions of characters  Students can explain how characters advance the plot or develop the theme.  Can recognize references to other well-known works that the author uses throughout a text.  Can connect a specific author's work to a prior well-known text.  Can analyze how an author has transformed well-known texts into his own work.  I can recognize the difference between what the author states directly and what he/she implies in the text.  I can determine if there is sufficient evidence to support what the text says.  I can determine the quality of the evidence used to support what the text says. | Understand character complexity, their motivations and conflicts, and development throughout a text. Show how characters’ interactions advance the plot or theme.  Identify the author's use of structures, events, (such as parallel plots) and time, (such as pacing and flashbacks) to create effects like mystery, tension, or surprise.  Examine and explain how authors use a variety of famous and well-known texts such as Ovid, the Bible, or Shakespearean works to create new pieces of work.  Identify textual evidence that explicitly and inferentially supports the ideas presented in the story.  Qualify the strength and amount of the evidence to support the ideas presented in the story. |
| **3rd Quarter**  February/March | **Interviews & Speeches**  **Point of View and Persuasion** | | **Reading: Literature Standard 6**  Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.    **Writing Standard 2**  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   |  |  | | --- | --- | |  |  |     **Writing Standard 8**  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.  **Writing Standard 10**  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 tasks, purposes, and audiences. | 3 Interviews on a specific topic.  Class interview.  Watch the news and write a 1 page summary  Famous speech breakdowns…  Journal  Speech: Rough draft, Revision, Final written draft and spoken delivery.  The art of Persuasion: Verbal, body language and written persuasion. | Can identify an author's point of view or purpose in a text  Can identify and explain literary and stylistic techniques the author uses to support his position.  Can write an essay that conveys complex ideas and information.  Can organize my information by choosing and studying my content carefully.  Can organize complex ideas using a clear introduction.  Can use concepts and information to make important connections and distinctions in my paper.  Can develop my paper using enough facts, well-explained definitions and details, quotations, and examples that are appropriate to my audience’s knowledge.  Can use a variety of appropriate transitions to link major ideas of my paper and show connections between ideas and concepts.  Can use appropriate vocabulary and language that is specific to my topic to manage the difficulty of the subject.  Can write a formal paper with an objective tone that uses the correct conventions for my subject area.  Can write a conclusion that shows the importance of the information presented in my paper. | Explain how the author’s purpose is affected by the rhetoric and point of view.  Explain how to determine an author's point of view or purpose.  Explain and model the elements of informative/explanatory writing to examine and convey complex ideas, concepts, and information: thesis, organizational strategies, formatting, relevant and sufficient textual supports, transitions, domain-specific vocabulary, conventions of the discipline, objective tone, and a strong concluding paragraph. |
| **4th Quarter**  March | **Argument Essay**  **Point of View and Persuasion Continued** | | **Reading: Informational Text Standard 9**  Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.    **Writing Standard 1:**  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **a.** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.   |  |  | | --- | --- | |  |  |   **b.** Develop claim(s) and counterclaims 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.   |  |  | | --- | --- | |  |  |   **c.** 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.   |  |  | | --- | --- | |  |  |   **d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   |  |  | | --- | --- | |  |  |   **e.** Provide a concluding statement or section that follows from and supports the argument presented.  **Writing Standard 10**  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 tasks, purposes, and audiences. | 3 sources of research  Brainstorm  Outline  Rough Draft 1  Peer edit  Rough Draft 2 self-edit  Final Draft  In class debates.  Find Support  Hooks  Blood bath  Who won the argument listening to different debaters  Journal  Cartoon debate | Can recognize references to other well-known works that the author uses throughout a text  Can connect a specific author's work to a prior well-known text.  Can analyze how an author has transformed well-known texts into his own work.  Can write a claim(s) and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text.  Can write a clear claim(s) and distinguish it from a different or opposing claim.  Can organize my argument to show clear connections between the claim(s), counterclaim(s), reasons, and evidence.  Can provide evidence that supports both the claim(s) and the counterclaim(s) and points out the pros and cons of each.  Can provide evidence in a way that anticipates what the audience is thinking about the issue.  Can use words, phrases, and clauses to clearly show how claims, counterclaims, reasons, and evidence fit together.  Can use formal words and language to write about an issue or topic.  Can end my writing with a concluding statement that backs up the claims in my argument. | Examine and explain how authors use a variety of famous and well-known texts such as Ovid, the Bible, or Shakespearean works to create new pieces of work.  Explain and model the elements of an argumentative analysis: claims, counterclaims, reasons that support claims, and relevant evidence that sustains reasons. Encourage students to address substantive topics or texts  Model appropriate formal style and organization to create cohesion and clarify relationships between claims, reasons, and evidence |
| **4th Quarter**  April/May | **Children’s Books**  **Wrap up all skills.** | | **Reading: Literature Standard 10**  By the end of grade 9 read and comprehends literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **Reading: Informational Text Standard 10**  By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **Writing Standard 4**  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **Writing Standard 10**  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 tasks, purposes, and audiences. | Interview a kindergartener.  Illustrate a Children’s book    Write a Children’s Book  Test on Features of a Children’s book. | Students can develop and organize clear and understandable writing which is appropriate for a specific task, purpose, and audience.  Students can identify key features in Children’s books.  Students can integrate the skills they have learned throughout the year and apply them in writing a Children’s book | Model clarity and cohesion of writing for a specific task, purpose, and audience.  Teach students a variety of techniques for development, organization, and style.  Provide ample examples of Children’s books and a clear grading rubric. |