9th Grade Curriculum Map, Unit 1

updated Sept 2020   QUICK GUIDE: <u>Standards for Learning</u>; <u>Sample Questions for Lesson Planning</u>, <u>Unit 1 Vocabulary</u>

Unit Summary: Fiction & Nonfiction: Thematic Connections and Commentary in the Novel and Correlative Texts

This unit is designed to enhance students' understanding of the elements of the novel. It seeks to guide students in making real-world connections to the events taking place in a whole-class novel. Elements such as plot, characters, setting, historical context, mood will be discussed and analyzed in relation to at least one of the novel's themes. This analysis of theme will extend to an independent reading text. Students will engage in annotated close reading of a novel and supplementary texts in order to cultivate critical reading; complete an independent reading assignment that requires analysis of literary elements studied in the unit; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments designed to build students' skills in grammar and effective paragraph writing.

Essential Questions:
These questions establish inquiry to unify the unit's assignments and assessments.

How does the real world relate to fiction?
How does fiction impact a reader's understanding of the real world?
What makes a theme universal?
How are themes conveyed in different artistic mediums?

Assessments:

<u>Summative/Performance Assessments Plan</u>
MAJOR ASSESSMENTS (2) = 40%
1. **Writing Workshop (20%):** Grammar Intensive Writing Portfolio: Effective Paragraphs, <u>Rubric</u>; <u>Google Classroom Rubrics</u>
2. **Performance Assessment (20%):** Theme Analysis ; *Must align with standard **RL.9.2 & RL.CCR.9** – *Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined; Analyze how two or more texts address similar themes or topics (<u>Rubric with Paragraph Writing</u>, <u>TC rubric</u>)*

<u>Formative Assessments</u>
MINOR ASSESSMENTS - Quizzes **= 35%**
<u>Summer Reading Essay</u> **(Minor Assessment Grade)** Expository Essay (**benchmark pre-assessment for writing*); Rubric: <u>left twix</u>, <u>right twix</u>

PREPARATION/PROGRESS/PARTICIPATION - Classwork & Homework **= 25%**
→ *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).*

Texts:

Whole Class novel: *To Kill a Mockingbird, Fahrenheit 451, The Book Thief, The Adventures of Huckleberry Finn,* or *A Separate Peace, Night, Speak, Five People You Meet in Heaven* (CP only)
Supplementary texts relative to context or themes in the novels: <u>On Turning Ten </u>(Common Lit, for TKAM, idea of growing up); <u>President Obama's Remarks on Trayvon Martin Ruling</u> & <u>Excerpt from Southern Horrors: Lynch Laws</u> (CommonLit, for trial portion of TKAM)
<u>Independent reading novel suggestions</u>

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STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Effective Paragraphs	Speaking & Listening	Language
Key Ideas & Structure **RL.9.2, Development of Theme/Motifs**: Determine a theme or central idea and analyze its emergence and development development **RL.9.3, Character & Theme**: Analyze how characters advance plot/develop theme **RL.9.4, Tone & Word Choice**: Determine figurative and connotative meanings; analyze word choice for tone, connect to theme **RL.9.5, Author's Choices: Flashbacks, Foreshadowing, & Symbolism:** Analyze how author's choices develop character, plot, theme **RL.9.6, Point of View:** Analyze point-of-view's impact on theme **Vocabulary-in-Context**: Define unknown words using context clues (RL.9.4/RI.9.4) **Different Mediums:** Analyze a subject or theme in two different mediums, including what is present & absent in each	Text Types & Purposes **Grammar Intensive Writing Portfolio (W.9.2)** Focus on using paragraph writing to demonstrate understanding of the novel, grammar focus determined based on student needs gleaned from pre-assessments. Students will Write at least 4-6 paragraphs on different topics/elements of literature based on the novel. Individual teachers pick topics based on novel. One paragraph/topic will be expanded and revised as a final draft. **Writing Workshop Overview** **W.9.4, W.9.5, & W.9.6 - Writing Process** Write, revise, and edit a rough draft for content and organization, grammar and mechanics. **W.9.7, W.9.8, W.9.9 Research to Build & Present Knowledge** Conduct preliminary research; annotate and document sources; determine thesis and gather relevant information; outline & Works Cited page for performance assessment .	Comprehension & Collaboration **Mini- Seminars:** Engage students in partner and small-group discussions that focus on a single question/goal/purpose to help scaffold speaking and listening skills as well as build on their abilities to analyze how elements of fiction contribute to character development and reflect culture/society (SL.9.1a & b) **Introduction to Socratic Seminar**: preparing for discussion, listening/respecting views, setting ground rules, review of procedures, practice responding to text and questions. (SL.9.1b, SL.9.3) **Full-class Socratic Seminar:** Based on one text that allows for rich discussion that cultivates responses to essential questions *Click here for Seminar Resources*	Conventions of Standard English Use appropriate sentence structure to avoid **run-ons and fragments**; demonstrate understanding of **phrases vs. clauses**. (L.9.1 & L.9.2) Knowledge of Language Revise for content, organization, and word choice (L.9.3a)
Range of Reading **(RL.9.10)** **Novel** **Supplementary nonfiction**	Range of Writing **(W.9.10)** Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations	Presentation of Knowledge & Ideas **(SL.9.4)** Present text analysis and ideas based on close readings in Socratic Seminar & refer to text when supporting ideas.	Vocabulary Acquisition & Use **(L.9.4, L.9.5, L.9.6)** Apply knowledge in contexts; interpret rhetorical language; Evaluate nuance Vocab graphic organizers

9th Grade Curriculum Map, Unit 1

Sample Essential Questions for Lesson Planning			
Reading (Fiction & Nonfiction)	**Writing Effective Paragraphs**	**Speaking & Listening**	**Language**
- How do different themes emerge throughout a novel? - How does the author develop theme throughout a novel? - How do authors convey central ideas in various texts? - How do motif and symbolism develop theme? - How do flashbacks affect the plot of a novel? - How can tracking motifs help us determine theme?	- How can writing routinely allow us to practice and refine skills? - How does the writing process influence the final product? - How do we know what to look for and work on in revision? - How can we use a rubric to help us plan and revise our writing? - How should we cite textual evidence?	- How does effective collaboration enhance understanding of texts? - How can we recognize other points of view and formulate educated opinions?	- How does figurative language contribute to the text? - Why is word choice important? - How does knowledge of word parts increase vocabulary and deepen comprehension of text?

to Vocabulary list
to Standards for Learning

ELA Recommended Accommodations &
Modifications for Curriculum Implementation

Tier 2 VOCABULARY:
The following list of words may be used as instructors work to embed vocabulary learning in the context of class readings and content instruction.

The online Membean vocabulary program may also be used to individualize vocabulary learning: through presentation of various contexts and strategies, the program calibrates the level of vocabulary per student performance ability.

As students are taught how to develop skills that lead to independent vocabulary learning, student-generated lists will foster ownership of the learning process.

1. Acute
2. **Adapt**
3. Adept
4. Adherent
5. Adjourn
6. **Arduous**
7. **Asinine**
8. Assurance
9. **Auspicious**
10. Blasphemy
11. **Bleak**
12. **Bode**
13. **Brazen**
14. Brunt
15. Circumspect

16. **Compel**
17. **Competent**
18. Contempt
19. **Daunt**
20. Deadlock
21. Despicable
22. Detain
23. **Deteriorate**
24. **Disclose**
25. Dubious
26. **Eminent**
27. **Fallacy**
28. **Feign**
29. Grievous
30. **Hone**
31. Hoodwink
32. Immunity
33. Intrepid
34. **Inquisitive**
35. **Jeer**
36. **Kin/Kindred**
37. **Laborious**
38. Languid
39. Lenient
40. Liable/Liability
41. **Malign**
42. Maltreat
43. **Morale**
44. Muddle
45. **Ordeal**
46. **Pensive**
47. **Predispose**
48. Preposterous
49. **Pretense**
50. Profound
51. **Propaganda**
52. Prospect

53. **Reconcile**
54. Render
55. Revoke
56. Statute
57. Surmount
58. **Sustain**
59. **Tirade**
60. Unflinching

Unit 1 Words with Definitions

Unit 1 Quizlet

Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout the unit:

1. Academic Integrity
2. Analogy
3. Annotation
4. Colloquial
5. Connotation
6. Denotation
7. Flashback
8. Foreshadowing
9. Frame (narrative)
10. Imagery
11. Motif
12. Novel
13. Plagiarism
14. Symbolism
15. Theme

9th Grade Curriculum Map, Unit 2

QUICK GUIDE: [Standards for Learning](); [Sample Questions for Lesson Planning](), [Unit 2 Vocabulary]()

Unit Summary: Narrative Fiction & Non-Fiction: The Portrayal of People, Places, and Possibilities in the Short Story

This unit is designed to aid students in understanding the important elements of a short story, with particular focus on analysis of characters and the portrayal of cultural experiences and societal views. It seeks to guide students in how to interpret main ideas that are developed in a story through the evaluation of character and conflict development; setting and point of view; plot and literary devices. Students will engage in annotated close reading of a variety of fiction and nonfiction to cultivate critical reading; complete an independent reading assignment that requires analysis of narrative elements; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments designed to develop effective use of language and promote reflections on progress when composing a literary analysis essay.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

What motivates people?   **What causes people to change?**

What are the effects of people's choices and reactions to conflict?   **What can be learned from conflict and change?**

How is literature a reflection of personal or cultural experiences?

How do societal views or setting influence conflict, character, and change?

How do authors use narrative writing to convey ideas about people, places and possibilities?

Assessments:

[Summative/Performance Assessments Plan]()
MAJOR ASSESSMENTS (2) = 40%
1. **Writing Workshop (20%):** Literary Analysis essay on character, **RL.9.3**: *Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.,* [,rubric]()
2. [Performance Assessment]() **(20%):** *must align with **RL.9.6**: Analyze a particular point of view or cultural experience in literature from outside the United States*

Formative Assessments
MINOR ASSESSMENTS - Quizzes **= 35%**

PREPARATION/PROGRESS/PARTICIPATION - Classwork & Homework **= 25%**

→ *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar)*

Texts:

Textbook: Prentice Hall Literature, Grade 9, Common Core Edition
Suggested short story selections (at least 3): **for character:** "[The Necklace]()," 'Rules of the Game," "The Scarlet Ibis," "[Marigolds]()," "[Everyday Use]()," "[Raymond's Run]()," "[Sweet Potato Pie]()," [A White Heron](), "A Chip of Glass Ruby" **additional (not necessarily for character analysis)**: "Poison," "No Witchcraft for Sale," "[The Most Dangerous Game,]()" "[The Cask of Amontillado,]()" "[The Gift of the Magi]()," "[The Lady or the Tiger]()", "[The Sound of Thunder]()," "[The Interlopers]()," "[Lamb to the Slaughter,]()" "The Sniper," [Other 9-10th grade short stories via common lit]().
Additional Supplemental Fiction: "The Princess and the Tin Box," " "The Golden Kite, the Silver Wind," "A Christmas Memory," "Salvador Late or Early"
Supplemental Nonfiction: :Various news articles and commentaries related to short stories studied in this unit: "Separate Spheres" (article to accompany "The Necklace"); Current events (articles, memoirs) related to themes of revenge, social class, and ethnic cleansing (to accompany "The Most Dangerous Game") – check out [www.articles.cnn.com](), [www.nytimes.com](), and [commonlit.org]()

9th Grade Curriculum Map, Unit 2

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Literary Analysis	Speaking & Listening	Language
Key Ideas & Structure **Close Readings/Annotations** **Characters:** static, dynamic; contribution to plot & theme(RL.9.3) Theme: citing textual evidence of development of author's message (RL.9.1 & RL.9.2) **Plot development:** Exposition, Rising Action/Conflict development, Climax, Resolution, Falling Action (RL.9.5) **Point of View:** Narrative 1st person, 3rd person limited & omniscient **World literature/Cultural Perspective:** Cultural experiences reflected in literature (RL.9.6) **Mood:** Setting, diction, figurative language, foreshadowing, imagery (RL.9.4 & RL.9.5) **Irony:** the purpose and effect of its use; its contribution to theme and character development (RL.9.4 & RL.9.5)	Text Types & Purposes **Literary Analysis Writing:** Analyze the development of a character in a short story, with a clearly defined thesis, logical organization, and ample and appropriate textual evidence as support, cited properly in MLA Format **(W.9.2a-e)** **Writing Process** Write, revise, and edit a rough draft for content and organization, grammar and mechanics. **(W.9.4, W.9.5, & W.9.6)** **Research to Build & Present Knowledge** Conduct preliminary research; annotate and document sources; determine thesis and gather relevant information; outline & Works Cited page. **(W.9.7, W.9.8, W.9.9)** **Ideas for Character Analysis Essay:** Character Analysis with Plot (teacher reference)	Comprehension & Collaboration **Mini- Seminars:** Engage students in partner and small-group discussions (SL.9.1a & b) that focus on a single question/goal/purpose to help scaffold speaking and listening skills as well as build on their abilities to analyze how theme is developed through plot, character, word choice, etc. and evaluate theme across different mediums **(RL.9.2, 3, 4, 7)** **Continued use of Socratic Seminar:** Support ideas shared in collaborative discussions; engage in dialogue, not debate; listen & summarize; ask questions to propel conversations; entertain other perspectives; continue to set individual and group goals with students for participation in seminar discussions. **(SL.9.1a, 1c, 1d, SL.9.2, SL.9.3)** *Click here for Seminar Resources*	Conventions of Standard English Use a semicolons to link independent clauses; use colons to introduce a list or quotation; use commas in lists, to offset phrases, and to separate clauses Continue to use appropriate sentence structure to avoid run-ons and fragments. Vary sentence structure, using simple, compound, and complex sentences **(L.9.1 & L.9.2)** Knowledge of Language Revise for content, organization, and word choice; edit work according to MLA guidelines **(L.9.3a)**
Range of Reading **(RL.9.10)** **Short Stories:** Narrative fiction/non-fiction **Mentor Texts:** Nonfiction narratives **Independent Reading Choice:** Annotate for elements/devices studied in class; emphasis on plot elements and factors that contribute to characterization.	Range of Writing **(W.9.10)** Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations	Presentation of Knowledge & Ideas **(SL.9.4)** Present text analysis and ideas based on close readings in Socratic Seminar & refer to text when supporting ideas.	Vocabulary Acquisition & Use **(L.9.4, L.9.5, L.9.6)** Apply knowledge in contexts; interpret rhetorical language; Evaluate nuance Vocab graphic organizers

Sample Essential Questions for Lesson Planning			
Reading (Fiction & Nonfiction)	**Writing Literary Analysis**	**Speaking & Listening**	**Language**
- What do good readers do when they do not comprehend a text? - How do conflicts shape characters in a short story? - How does word choice affect character development, conflict, and mood? - How does the structure of the short story contribute to plot development? - How do characters, conflict, and plot work to convey theme?	- How can close reading and annotation of text help us write a better literary analysis essay? - How can writing routinely allow us to practice and refine skills? - How does the writing process influence the final product? - How do we know what to look for and work on in revision? - How can we use a rubric to help us plan and revise our essays? - How should we cite textual evidence?	- How can close reading and preparation be used to propel and enhance discussions? - How does effective collaboration enhance understanding of texts? - How can entertaining alternative perspectives enhance our own? - How can we use other points of view to mold our own opinions and make educated decisions? - How do we effectively listen to our peers?	- Why would a writer choose to use a semicolon instead of a period? - How can punctuation marks such as semicolon, colon, and comma, create pacing in our writing? - How does word choice affect or reveal theme? - How can self-reflection help me set goals in writing conventions?

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to [Standards for Learning](#)

[ELA Recommended Accommodations & Modifications for Curriculum Implementation](#)

9th Grade Curriculum Map, Unit 2

Tier 2 VOCABULARY:
The following list of words may be used as instructors work to embed vocabulary learning in the context of class readings and content instruction.

The online Membean vocabulary program may also be used to individualize vocabulary learning: through presentation of various contexts and strategies, the program calibrates the level of vocabulary per student performance ability.

As students are taught how to develop skills that lead to independent vocabulary learning, student-generated lists will foster ownership of the learning process.

1. accomplice
2. acknowledge
3. affirm
4. affluent
5. allude
6. altercation
7. anecdote
8. audible
9. awe
10. candid
11. catalyst
12. coherent
13. commandeer
14. comply
15. concise
16. condone
17. consequence
18. convey
19. debacle
20. denounce
21. destiny
22. dilemma
23. evolve
24. facilitate
25. fortify
26. humane
27. hypocrite
28. illustrious
29. impact
30. impartial
31. impoverished
32. initiate
33. innate
34. intolerable
35. lucrative
36. malicious
37. mediocre
38. momentous
39. naïve
40. opinionated
41. paramount
42. perceive
43. pompous
44. ponder
45. prevail
46. probe
47. quarry
48. rectify
49. relinquish
50. reminisce
51. ritual
52. scapegoat
53. semblance
54. sparse
55. stereotype
56. subtle
57. temperate
58. universal
59. versatile
60. warp

Unit 2 Vocabulary Definitions

Unit 2 Quizlet

Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout the unit:

1. Academic Integrity
2. Annotation
3. Antagonist
4. Clause
5. Conflict (Internal and External),
6. Diction
7. Dynamic character
8. Foil
9. Foreshadowing
10. Fragment
11. Imagery
12. Irony
13. Metaphor
14. Mood
15. Personification
16. Phrase
17. Plagiarism
18. Protagonist
19. Run-on
20. Short Story
21. Simile
22. Static character
23. Theme

9th Grade Curriculum Map, Unit 3

QUICK GUIDE: Standards for Learning; Sample Questions for Lesson Planning, Unit 3 Vocabulary

Unit Summary: The Art of Argument & The Research Process: Becoming an Investigator

This unit will require students to choose a topic that has been covered in class through reading and discussion, or discovered through their own writing and independent reading process. This unit will also require students to implement the proper steps of the research process, which include garnering scholarly sources, outlining, documenting (MLA & parenthetical citations), writing a thesis, summarizing, and revising to add research and explanations that support the topic or delete irrelevant information. Students will engage in annotated close reading of informational texts to cultivate critical reading; complete an independent reading assignment that requires analysis of ; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments designed to develop effective use of language and promote reflections on progress when developing argument in research paper writing.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

How do argument and debate function in our personal lives and in society?

What are the effects of using inquiry when researching?

How does one evaluate an argument and determine credibility?

How does one effectively navigate digital research and evaluate information from multiple sources?

Assessments:

Summative/Performance Assessments Plan

MAJOR ASSESSMENTS (2) = 40%

1. **Writing Workshop (20%):** Argument Research Paper, controversial issue
2. **Performance Assessment (10%):** *must align with **RI.9.5-6**: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs,, etc./determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that purpose.*

Formative Assessments

MINOR ASSESSMENTS - Quizzes **= 35%**

PREPARATION/PROGRESS/PARTICIPATION - Classwork & Homework **= 25%**

→ *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar)*

Texts:

Textbook: Prentice Hall Literature, Grade 9, Common Core Edition

Mentor Texts: "Mind-Reading Technology" by Mark Rowh; "Saving Lives or Enabling Addicts?"; "Expanded Access to Narcan Pro and Con"

Argument Writing Resources: *Everything's an Argument*, 6th/7th Edition by Andrea E. Lunsford; *Real Essays with Readings, 4th Edition* (pgs. 299-322;. 814-838)

Suggested Online Resources: teaching students to avoid plagiarism (Cult of Pedagogy); contextualizing plagiarism (PurdueOWL); plagiarism resources (blog); plagiarism spectrum (turnitin.com); procon.org; stageoflife.com/education/MentorTexts.aspx; https://twowritingteachers.org/

Suggestions for Independent Reading

STANDARDS for Learning Targets			
Reading (Fiction & Nonfiction)	**Writing Argument**	**Speaking & Listening**	**Language**
Key Ideas & Structure	Text Types & Purposes	Comprehension & Collaboration	Conventions of Standard English
Author Purpose/Point of View: Cite textual evidence (RI.9.1 & RI.9.2)	**Argument Writing:** Documented research of a controversial topic (choices generated by students & instructors); analyze two claims; develop a thesis & support a claim w/ research; must explore two claims, minimum of 3 sources; 2-3 pages in length.	**Mini- Seminars:** Engage students in partner and small-group discussions (SL.9.1a & b) that focus on a single question/goal/purpose to help scaffold speaking and listening skills as well as build on their abilities to analyze how theme is developed through plot, character, word choice, etc. and evaluate theme across different mediums **(RL.9.2, 3, 4, 7)**	Use a semicolon and conjunctive adverb to link independent clauses; use a colon to introduce a list or quotation; uses commas in lists, to offset phrases, and to separate clauses.
Development of central idea: Analysis of details, purpose, & text structure (RI.9.5 & RI.9.6)			
Craft: Use of diction and figurative language to convey tone. (RI.9.4)	Write, revise, and edit a rough draft for content and organization, grammar and mechanics. **(W.9.4, W.9.5, & W.9.6)**		Continue to use appropriate sentence structure to avoid run-ons and fragments.
Evaluation of Text: Annotate and evaluate mentor texts on a particular subject (RI.9.7, RI.9.8) Analyze texts/articles (RI.9.9)	**Research to Build & Present Knowledge** Conduct preliminary research; annotate and document sources; determine thesis and gather relevant information; outline & Works Cited page. **(W.9.7, W.9.8, W.9.9)**	**Continued use of Socratic Seminar:** Support ideas shared in collaborative discussions; engage in dialogue, not debate; listen & summarize; ask questions to propel conversations; entertain other perspectives; continue to set individual and group goals with students for participation in seminar discussions. **(SL.9.1a, 1c, 1d, SL.9.2, SL.9.3)**	Vary sentence structure, using simple, compound, and complex sentences **(L.9.1 & L.9.2)**
Introduction to Rhetorical Devices: Introduction to analysis of how rhetorical devices support argument			Knowledge of Language Revise for content, organization, and word choice; edit work according to MLA guidelines **(L.9.3a)**
Ethos, Logos, Pathos (RI.9.6)	9th grade topics **(still a working list)** 11th grade topics - *to cross-check; off limits for 9th grade*		
	Click here for Seminar Resources		
Range of Reading **(RL.9.10)**	Range of Writing **(W.9.10)**	Presentation of Knowledge & Ideas **(SL.9.4)**	Vocabulary Acquisition & Use **(L.9.4, L.9.5, L.9.6)**
Mentor Texts: Argument	Writing Workshop writing process, including reflections (portfolio)	Present text analysis and ideas based on close readings in Socratic Seminar & refer to text when supporting ideas.	Apply knowledge in contexts; interpret rhetorical language; Evaluate nuance
Research Sources:	Responses to Literature & Argument		
Independent Reading Choice: Annotate for elements/devices studied in class;	Open-ended Questions Annotations		Vocab graphic organizers

9th Grade Curriculum Map, Unit 3

Sample Essential Questions for Lesson Planning			
Reading (Fiction & Nonfiction)	**Writing Argument**	**Speaking & Listening**	**Language**
- What makes a source reliable? - How can you recognize bias? - How does text structure support author purpose? - How can you use text structure to evaluate usefulness of a text in regard to a research topic? - How does one determine main ideas and evaluate argument? - How does one determine relevance of information? - How does the use of rhetorical devices help create style and a thesis? - How can analysis of counterclaims enhance argument?	- What types of questions guide research? - Why are outlines beneficial? - What constitutes plagiarism? Why must sources be documented? How do writers know when to use parenthetical citations? - How do writers effectively present claims and counterclaims to develop arguments? How do we use and explain researched evidence to support thesis statements? - How can note-taking help us gather and process information? - How does the writing process influence the final product?	- How can research be used to propel and enhance discussions? - How does effective collaboration enhance understanding of texts? - How can analyzing counterclaims help us develop and refine our perspectives? - How can we use other points of view to mold our own opinions and make educated decisions?	- How can rhetoric enhance argument writing? - Why are the mechanics of a formal paper important to the final presentation of my research? - How does word choice impact argument? - How does knowledge of word parts increase vocabulary and deepen comprehension of text?

to **Vocabulary list**
to **Standards for Learning**

ELA Recommended Accommodations & Modifications for Curriculum Implementation

9th Grade Curriculum Map, Unit 3

Tier 2 VOCABULARY:
The following list of words may be used as instructors work to embed vocabulary learning in the context of class readings and content instruction.

The online Membean vocabulary program may also be used to individualize vocabulary learning: through presentation of various contexts and strategies, the program calibrates the level of vocabulary per student performance ability.

As students are taught how to develop skills that lead to independent vocabulary learning, student-generated lists will foster ownership of the learning process.

1. Abridge
2. Advocate
3. Ample
4. Appreciable
5. Arbitrary
6. Assess
7. Auxiliary
8. Brevity
9. Brigand
10. Chronological
11. Cite
12. Comparable
13. Compile
14. Comport
15. Concede/Conceded
16. Concerted
17. Conservative
18. Contend
19. Contrary
20. Cornerstone
21. Credible
22. Dawdle
23. Derive
24. Devise
25. Diligent
26. Diminutive
27. Distort
28. Elaborate
29. Eloquent
30. Enlightened
31. Erroneous
32. Evasive/Evade
33. Exonerate
34. Futile
35. Hamper
36. Infer
37. Institute
38. Integrity
39. Legitimate
40. Notable
41. Plaintiff
42. Proponent
43. Prudent
44. Quaver
45. Rational
46. Rebut
47. Refute
48. Relevant
49. Retain
50. Skeptical
51. Stagnant
52. Supplement
53. Surpass
54. Tenacious
55. Theoretical
56. Transition
57. Trite
58. Valid
59. Verify
60. Vindicate

Unit 3 Words with Definitions

Unit 3 Quizlet

Unit 3 Cumulative Lists: CP & A

Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout the unit:

1. Academic Integrity
2. Annotate
3. Argument
4. Citation
5. Counterargument
6. Credible
7. Paraphrase
8. Persuasive appeals: Ethos, Logos, Pathos
9. Plagiarism
10. Refutation
11. Summarize
12. Synthesize
13. Thesis

QUICK GUIDE: Standards for Learning; Sample Questions for Lesson Planning, Unit 4 Vocabulary

Unit Summary: Poetry & Drama

This unit is designed to enhance students' understanding of the elements of poetry and drama. It seeks to guide students in interpreting how main ideas are developed and refined through author's choices of character/speaker, plot, figurative language, etc. Students will analyze the form and function of different poems as well as the structure of drama through the reading of *Romeo & Juliet*. Students will engage in annotated close readings of poems and a drama as well as supplementary texts in order to refine their critical reading skills; complete an independent reading assignment that requires an independent analysis; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments designed to develop effective use of language and promote reflections on progress when developing a narrative essay.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

How do an author's choices affect a poem's meaning and impact?   How is structure connected to meaning?

Why do authors choose to structure poems in different ways?

How can reading multiple texts on the same topic broaden our perspective on the topic?

How can the juxtaposition of different characters' perspectives enhance our understanding of the big ideas in drama?

How can we make deliberate choices/take risks in our writing to achieve an effects?

Assessments:

Summative/Performance Assessments Plan

MAJOR ASSESSMENTS (2) = 40%

1. **Writing Workshop (20%):** Narrative Essay
2. **Performance Assessment (20%):** mini-multigenre? *must align with **RL.9.7**: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is absent or emphasized in each*

Formative Assessments

MINOR ASSESSMENTS - Quizzes **= 35%**

PREPARATION/PROGRESS/PARTICIPATION - Classwork & Homework **= 25%**

→ *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar)*

Texts:

Whole-class drama: *Romeo & Juliet* (Prentice Hall Literature textbook edition)

Suggested poetry selections: Shakespeare's Sonnet 18 ("Shall I Compare Thee") & 130 ("My Mistress's Eyes Are Nothing Like the Sun") My Father's Song," "I Wandered Lonely as a Cloud," "Oranges," "Do Not Go Gentle Into that Good Night," "i carry your heart," "Theme for English B" (Hughes); "So You Want to Be a Writer" (Bukowski); "This is Just to Say" (Williams); "Introduction to Poetry" (Collins); "Knock Knock" (Beaty); "If I should have a daughter" (Kay); "Beethoven" (Koyczan), "Where I'm From"

Supplemental texts: Romeo & Juliet excerpts with questions (commonlit), Common Lit's related text theme sets: Tragedy *(What can we learn from tragedy?)*, Death *(How do people face death?)*, Fate & Free Will *(Can we control our fate?)*, Love *(How are we changed by love?)*, Revenge & Betrayal *(Is Revenge ever justified?)*

Independent reading novel suggestions

9th Grade Curriculum Map, Unit 4

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Narrative	Speaking & Listening	Language
Key Ideas & Structure **RL.9.2 Development of Theme/Motifs**: Determine a theme or central idea and analyze its emergence and development throughout the text. **RL.9.3 Character**: Analyze how characters develop, interact with one another, and advance the story line or reveal the theme. **RL.9.4 Tone & Word Choice**: Navigate Shakespearean syntax; determine figurative and connotative meanings; analyze word choice for tone in poetry and drama. **RL.9.5: Author's Choices:** Analyze how author's choices develop character, plot, theme in drama and how they create effects in poetry. **RL.9.6 Point of View:** Analyze impact of a character pov/perspective on plot and theme in drama and impact of speaker's pov/cultural experience in poetry. **RL.9.9:** Analyze how an author or authors draw on and transform source texts.	Text Types & Purposes **Narrative Writing** *Writing Workshop*: Use mentor text stories to illustrate conflict development; use notebooks entries to make connections to the trials & tribulations of a character met within this unit; writing may reflect commonalities between self & character. Include descriptive details, establish mood, develop of plot; use figurative language and literary devices studied in this unit. Write, revise, and edit a rough draft for content and organization, grammar and mechanics. Portfolio Reflections **(W.9.3,W.9.4, W.9.5, & W.9.6)** **Research to Build & Present Knowledge** Use evidence from readings to support analysis **(W.9.9)**	Comprehension & Collaboration **Mini- Seminars:** Engage students in partner and small-group discussions (SL.9.1a & b) that focus on a single question/goal/purpose to help scaffold speaking and listening skills as well as build on their abilities to analyze how theme is developed through plot, character, word choice, etc. and evaluate theme across different mediums (RL.9.2, 3, 4, 7) **Continued use of Socratic Seminar:** Support ideas shared in collaborative discussions; engage in dialogue, not debate; listen & summarize; ask questions to propel conversations; entertain other perspectives; continue to set individual and group goals with students for participation in seminar discussions. (SL.9.1a, 1c, 1d, SL.9.2, SL.9.3) *Click here for Revenge Seminar materials* *Click here for Seminar Resources*	Conventions of Standard English Use a semicolon to link independent clauses; use colons to introduce a list or quotation; use commas in lists, to offset phrases, and to separate clauses Continue to use appropriate sentence structure to avoid run-ons and fragments. Vary sentence structure, using simple, compound, and complex sentences (L.9.1 & L.9.2) Knowledge of Language Revise for content, organization, and word choice; edit work according to MLA guidelines (L.9.3a)
Range of Reading **(RL.9.10)** **Drama:** *Romeo and Juliet* **Poetry** **Mentor Texts** **Independent Reading Choice**	Range of Writing **(W.9.10)** Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations	Presentation of Knowledge & Ideas **(SL.9.4)** Present text analysis and ideas based on close readings in Socratic Seminar & refer to text when supporting ideas.	Vocabulary Acquisition & Use **(L.9.4, L.9.5, L.9.6)** Apply knowledge in contexts; interpret rhetorical language; Evaluate nuance *Vocab graphic organizers*

9th Grade Curriculum Map, Unit 4

Sample Essential Questions for Lesson Planning			
Reading (Fiction & Nonfiction)	**Writing Narrative**	**Speaking & Listening**	**Language**
- What is the difference between poetry and prose? - How does word choice impact an author/speaker's tone? - What strategies can we use to closely read Shakespearean language? - What does how a character speaks reveal about them? - Why does an author use figurative language? - Why do poets choose certain forms to write in? - How do characters such as the Friar and Nurse function in the story as a whole?	- What can be learned from studying mentor texts? - How do writers create and develop characters, conflicts, - How does one develop writing skills?	- How can close reading and preparation be used to propel and enhance discussions? - How does effective collaboration enhance understanding of texts? - How can entertaining alternative perspectives enhance our own? - How can we use other points of view to mold our own opinions and make educated decisions? - How do we effectively listen to our peers?	- Why would a writer choose to use a semicolon instead of a period? - Why do poets use punctuation marks such as the colon and dash? - How can Shakespeare's punctuation marks help us understand his writing better? - How can self-reflection help me set goals in writing conventions?

to Vocabulary list
to Standards for Learning

ELA Recommended Accommodations &
Modifications for Curriculum Implementation

Tier 2 VOCABULARY:
The following list of words may be used as instructors work to embed vocabulary learning in the context of class readings and content instruction.

The online Membean vocabulary program may also be used to individualize vocabulary learning: through presentation of various contexts and strategies, the program calibrates the level of vocabulary per student performance ability.

As students are taught how to develop skills that lead to independent vocabulary learning, student-generated lists will foster ownership of the learning process.

1. Abscond
2. Adverse
3. Alter
4. Amble
5. Apex
6. Breach
7. Chide
8. Combatant
9. Congenial
10. Conspire
11. Cordial
12. Defray
13. Demure
14. Doleful
15. Drudgery
16. Elapse
17. Fickle
18. Fluent
19. Idealistic
20. Imply
21. Impose
22. Incessant
23. Incorrigible
24. Indignant
25. Indulgent
26. Inhibit
27. Intervene
28. Kindle
29. Liberal
30. Moderate
31. Monologue
32. Morose
33. Novice
34. Obtrusive
35. Perilous
36. Posthumous
37. Prelude
38. Prolong
39. Provoke
40. Radical
41. Reciprocate
42. Recur
43. Refrain
44. Retort
45. Revert
46. Revile
47. Rift
48. Ruthless
49. Salvage
50. Savor
51. Seclusion
52. Sever
53. Subside
54. Susceptible
55. Tedious
56. Treacherous
57. Trivial
58. Vivid
59. Vocation
60. Yearn

Unit 4 Vocab with Definitions

Unit 4 Quizlet

Unit 4 Cumulative Lists: **CP** & **A**

Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout the unit:

1. Aside
2. Blank Verse
3. Comic Relief
4. Couplet
5. Drama
6. Dramatic Irony
7. Dialogue
8. Free Verse
9. Iambic Pentameter
10. Monologue
11. Poetry
12. Pun
13. Rhyme Scheme
14. Soliloquy
15. Stanza
16. Tragedy
17. Tragic Flaw