

## 9th Grade ELA Curriculum Plan

### Fall Semester

Dates	Days	Unit	Standards Covered	Describe overall unit objective in plain English	Terminology	Assessments	Resources
August 17-19	3	Unit 1: Short Fiction	RL.9-10.1, RI.9-10.1, RST.9-10.1, RH.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.10, RI.9-10.10, RH.9-10.10, RST.9-10.10: By the end of grade 9 & 10, read and comprehend literature, including stories, dramas, and poems RL.9-10.2, RI.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text; provide an objective summary of the text. RL.9-10.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. RL.9-10.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	I can prove my thoughts over a reading by using examples from the reading. I can correctly write/speak sentences using proper grammar I can read fiction and non-fiction stories or texts at my grade level (with support) . I can summarize a story and figure out what the author wants me to know from the reading. I can determine the meaning vocabulary words in the material I am reading and then use them in my own writing.	Plot, Exposition, Rising Action, Conflict, Falling Action, Resolution, Dynamic/Static Characters, Conflict, Setting, Irony, Symbolism	Informal: Guided reading and discussion questions with written responses. Annotation of text. Comprehension quizzes	My Perspectives
August 22-26	5					Formal: Unit Test over concepts learned throughout the unit. Will include subjective and objective questioning. Writing using text	
August 29-Sept 2	5						
Sept 6-9	4						
Sept 12-16	5						
Sept 19-23	5						
Sept 26-30	4						
Oct 3-7	5	Unit 2: Expository Writing	W.9-10.2, WHST.9-10.2: 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. W.9-10.10, WHST.9-10.10: 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. L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	I can explain or tell people about ideas or information while organizing my thoughts and ideas. I can tell others about my research in an organized and appropriate way.  I can write about a large variety of topics, including some long and short projects, for many reasons.	Expository, textual evidence, citation, referent	Informal: Writing process: Planning, Drafting, revising	
Oct 10-14	5					Formal: Completed Formal draft graded with 6+1 Traits	
Oct 17-18	2						
Oct 24-28	5						
Oct 31-Nov 4	5	Book Report/Presentation	SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.			Presentation to the Class; video production	
Nov 7-11	5	Unit 3: Novel/Argumentative Writing	RL.9-10.2, RI.9-10.2: 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. W.9-10.1, WHST.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	How does an author's diction determine how readers will view a character or a situation? How do the seemingly small, insignificant moments or characters reinforce the overall meaning/theme of the text? What is the relationship between man and nature? Between man and animal? How does an author's use of literary devices such as foreshadowing or symbolism help a reader understand a greater meaning within the text? How can an author use a work of fiction to comment on societal concerns or controversies? I can: a. Engage the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression			
Nov 14-17	4						
Nov 21-22	2						
Nov 28 Dec 2	5						
Dec 5-8	5						
Dec 12-16	5					Completed/Revised Final Draft	

Dec 19-21	3	Summative/Final Project: Personal Narrative/Creative Writing	W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<p>introducing a narrator and/or characters, create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>			
Total Days	82						

## 9th Grade ELA Curriculum Plan"

### Spring Semester

Date	Days	Unit	Standards Covered	Describe overall unit objective in plain English	Terminology	Assessments
Jan 4-6	3	Unit 4: Poetry Including Reading, Writing, and Study of Epic Poem	RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially RL.9-10.2. 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 and provide an objective summary of the text. RL.9-10.3. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; RL.9-10.5. 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 specific effects (e.g. mystery, tension, or surprise). RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature	Through reading the "Odyssey": students will learn to recognize how the culture and time period in which a work of literature is set affects the work. They will also learn to use their own experiences to relate to a different culture and to use directions in text to add to their cultural understanding. Why are we so drawn to the hero's journey (the monomyth)? How do heroes reflect and influence their culture? How do cultural and religious beliefs impact stories? Why is it so important for cultures and societies to tell stories? What are the characteristics of a hero?	Drama, In Media Res, Epic Poem, Stanza, foreshadowing	Guided reading and discussion questions with written responses. Annotation of text. Comprehension quizzes Formal: Unit Test over concepts learned throughout the unit. Will include subjective and objective questioning. Writing using text evidence
Jan 9-13	5					
Jan 16-20	4					
Jan 23-27	5					
Jan 30-Feb 3	5					
Feb 6-10	5	Unit 5: Novel	RL.9-10.12 Demonstrate understanding of figurative language, word relationships, and nuances in word. W.9-10.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. meanings. RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. RI.9-10.11.d Verify the preliminary determination of the meaning of a word or phrase. RI.9-10.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. RI.9-10.12.a Interpret figures of speech in context and analyze their role in the text. RI.9-10.12.b Analyze nuances in the meaning of words with similar denotations	Essential Questions How do allegories reveal basic truths about society/life? How is the idea of freedom seen in the book? How is repression seen in the book? What is the role of an individual in his/her society? How does propaganda influence the actions of an individual? What do you think are Orwell's feelings about religion? What do you think are Orwell's feelings about Communism? How does Orwell want you to feel about power? How do you know? Why do the animals' original utopian ideas fail? Does this novel still resonate today? How so? I can examine how one rises to power and assess how they maintain that power I can criticize how or why leaders deviate from goals of their people and/or government. I can discover and analyze what actions citizens could take in response to their government. I can evaluate what happens when a citizen fails to take action against justice.		
Feb 13-17	3					
Feb 20-24	5					
Feb 27-March 3	5					
March 6-9	4					
March 13-17	0	Spring Break				
March 20-24	5	Unit 6: Essay Compare and Contrast	W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.9-10.5 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. W.9-10.6 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.	I can format a comparison essay using either a point by point or block by block method of organization. I can properly use in-text citations and/or referents		
March 27-31	5					
April 3-6	4					

April 10-14	4	Unit 7: Drama	Analyze historical, social, and cultural context of setting.	Essential Questions Do we determine our own destinies? Is there such thing as love at first sight? Does your name define who you are and what others perceive about you? Do the choices you make in life define who you are? Can wanting something so much lead us to do things that are typically out of character? Is it better to seek revenge or find forgiveness?		
April 17-21	5		Explain how various literary techniques are used to shape the plot and meanings of a literary text. Evaluate how the author's use of language shapes meaning and tone in a text. Analyze how characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme. Determine central ideas or themes of a text and analyze their development; cite key supporting details and ideas.			
April 24-28	5		Analyze how the author structures a text, orders events within it, and manipulates time. Explain how the author uses symbols and figurative language to create broader meanings			
May 1-5	5					
May 8-12	5					
May 15-19	5	Final Essay/Project: Cause and Effect	W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I can determine the purpose and structure of the cause-and-effect essay. I can understand how to write a cause-and-effect essay. I can identify the author's primary thesis or theme. I can identify the "causes" and/or "effects" that help reinforce the author's thesis.		
May 22-24	3		W.9-10.5 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. W.9-10.6 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.			
Total Days Taught	90					