

Grade 9 Curriculum Map 2013-14

	Unit 1	Unit 2	Unit 3	Unit 4
Title	Becoming a Close Reader and Writing to Learn: Stories of Ourselves	Analyzing Mythology through Reading Fact and Fiction	Researching to Build Knowledge and Gain Insight	Learning and Demonstrating Persuasive Techniques
End of Unit Performance Task(s)	<p>In the style of <i>To Kill a Mockingbird</i> by Harper Lee, "A Christmas Memory" by Truman Capote, and <i>Scout, Atticus and Boo</i> by Mary McDonagh Murphy, write a personal narrative of one-two pages, double spaced in Times New Roman font. The personal narrative should address an important lesson learned at this point in the student's life. Students should not only describe the lesson, but also describe how the lesson was learned.</p> <p>Required Sources:</p> <p><i>To Kill a Mockingbird</i> by Harper Lee</p> <p>"A Christmas Memory" by Truman Capote</p> <p><i>Scout, Atticus, and Boo</i> by Mary McDonagh Murphy</p>	<p>Using the epic poem <i>The Odyssey</i> by Homer and the one poem from the poetry unit, write a well-developed essay in which you use ideas from <i>The Odyssey</i> and one of the poems to determine a thematic essay about a character's journey.</p> <p>Required Sources:</p> <p><i>The Odyssey</i> by Homer</p> <p><i>The Trojans and their Neighbors</i> by Trevor Bryce - introductory non-fiction text for historical background</p> <p>"The Tide Rises, The Tide Falls" by Henry Wadsworth Longfellow</p> <p>"O Mistress Mine Where are You Roaming?" by William Shakespeare</p> <p>"Sonnet 50" by William Shakespeare</p> <p>"Sonnet 27" by William Shakespeare</p>	<p>Honors: Using <i>at least 5</i> sources, students will construct a research paper where they create an original thesis about an aspect of bullying. Students will allude to causes and effects of bullying within the body of the paper. Prior to the completion of the research paper, students will create an annotated bibliography for the four provided sources as well as six additional sources of their own choosing.</p> <p>Regents: Using <i>at least 5</i> sources, students will construct a research paper where they create an original thesis about an aspect of bullying. Students will allude to causes and effects of bullying within the body of the paper. Prior to the completion of the research paper, students will create an annotated bibliography for the four provided sources as well as four sources researched on their own.</p> <p>Sources Provided by Teacher: The documentary <i>Bully</i> directed by Lee Hirsch The short story "Note to Sixth Grade Self" by Julie Orringer The news article "Malicious Use of Technology..." by Hani Morgan The news article, "Prince Bullying Case Leaves 5 Teens..." by Fred Thys, and in order to explain further about the Phoebe Prince Case, the article "A Teen Tragedy"</p>	<p>Argumentation Essay: Does Montag kill Beatty out of self-defense or to preserve something lost? Has Montag avenged the deaths of Mrs. Hudson and Clarisse? Can Montag justify murder in defense of books? Finally, do the extreme circumstances of Montag's world justify lawless behavior to preserve the freedom to read?</p> <p>Required Sources:</p> <p><i>Fahrenheit 451</i> by Ray Bradbury</p> <p>Students must also find <i>at least one</i> outside sources to support their ideas. These sources can be from the school databases or other outside research (i.e. <i>Novels for Students, Contemporary Literary Criticism</i>, etc.)</p>
Essential Questions/ Essential Understandings	<p>EQ1: What is the author's purpose? EQ2: How can we convey our own stories through writing? EQ3: What effective strategies do authors use to convey their central idea?</p>	<p>EQ1: How do we evolve/transform based on our personal experiences? EQ2: How do readers filter through difficult or challenging texts to construct meaning? EQ3: What techniques do writers utilize to express/convey similar literary ideas?</p>	<p>EQ1: What is bullying and how does it affect individuals? EQ2: How can we use research to effectively prove a thesis? EQ3: Why is citation formatting required in the research process? EQ4: How do we effectively incorporate the MLA format in our research papers?</p>	<p>EQ1: How do we persuade others? EQ2: What techniques do authors use to persuade their audience? EQ3: What is the difference between fact and opinion? EQ4: How do we use facts to create a strong persuasive argument?</p>

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<p style="text-align: center;">Content Connections (SS, Science, Math, World Lang, Art, Music, Other)</p>	<p>Social Studies: Segregation; Jim Crow Laws; Great Depression; Scottsboro Trials</p> <p>Music: "Strange Fruit" by Billie Holiday</p>	<p>Social Studies: Historical Background about Ancient Greece, Greek Gods, and Homer</p> <p>Science/Psychology: Hubris; Science Option: Planetarium - myths through constellations</p> <p>Art: <i>Storm of the Reef</i> by painter John David Hawver</p>	<p>Social Studies: Current Events</p> <p>Science: Psychology/Sociology : Study of the Human Being</p> <p>Art: Film Study of <i>Bully</i></p> <p>Math: Statistics</p>	<p>Social Studies: The Cold War; WW2 Book burnings; 1950s Social Issues</p> <p>Ethics/Philosophy: the concept of justice/justifiable homicide</p> <p>Science: comparison of Bradbury's future versus the real future</p>
<p style="text-align: center;">Reading Standards Across Units</p>	<p>CCSS.ELA-Literacy.RL.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.</p> <p>CCSS.ELA-Literacy.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; provide an objective summary of the text.</p>			
<p style="text-align: center;">Reading Standards Central to Unit</p>	<p>RL.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.</p> <p>RI.9-10.3. 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.</p> <p>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 (e.g., a section or chapter).</p>	<p>RL.9-10.7. 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).</p> <p>RI.9-10.2. 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>RI.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.</p> <p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.8. Delineate and evaluate argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>RL.9-10.3. 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.</p> <p>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 such effects as mystery, tension, or surprise.</p> <p>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.</p> <p>RI.9-10.7. 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> <p>RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>

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<p>Writing Standards Across Units</p>	<p>CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p>CCSS.ELA-Literacy.W.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.</p>			
<p>Writing Standards Central to Unit</p>	<p>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> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.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.</p> <p>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.</p> <p>W.9-10.7. 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.</p>	<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.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.</p>
<p>Speaking/Listening Standards Across Units</p>	<p>CCSS.ELA-Literacy.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>			

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<p>Speaking/ Listening Standards Central to Unit</p>	<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.2. 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>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.2. 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>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.2. 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>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.</p> <p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p>Language Standards Across Units</p>	<p>CCSS.ELA-Literacy.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>			
<p>Language Standards Central to Unit</p>	<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.4. 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.</p> <p>L.9-10.6. 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>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.9-10.6. 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>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.6. 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>

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<p>Texts</p>	<p><i>To Kill a Mockingbird</i> by Harper Lee (1380L)</p> <p>“A Christmas Memory” by Truman Capote (820L)</p> <p><i>Scout, Atticus and Boo</i> by Mary McDonagh Murphy (1080L)</p>	<p><i>The Odyssey</i> by Homer (1130L),</p> <p><i>The Trojans and their Neighbors</i> by Trevor Bryce (1170L)</p> <p>“The Tide Rises, The Tide Falls” by Henry Wadsworth Longfellow (870L)</p> <p>“O Mistress Mine Where are You Roaming?” by William Shakespeare (740L)</p> <p>“Sonnet 50” by William Shakespeare (1200L)</p> <p>“Sonnet 27” by William Shakespeare (1310L)</p>	<p><i>Bully</i> directed by Lee Hirsch (1440L)</p> <p>“Note to Sixth Grade Self” by Julie Orringer (700L)</p> <p>“A Teen Tragedy” (990L)</p> <p>“Prince Bullying Case Leaves 5 Teens...” by Fred Thys (1000L)</p> <p>“Malicious Use of Technology...” by Hani Morgan (1330L)</p>	<p>REQUIRED TEXTS <i>Fahrenheit 451</i> by Ray Bradbury (890L)</p> <p>INDEPENDENT READING ASSIGNMENT (HONORS/REGENTS) <i>Of Mice and Men</i> by John Steinbeck (1240L)</p> <p>SUPPLEMENTAL TEXTS <i>A Tale of Two Cities</i> by Charles Dickens (1490L) <i>Anthem</i> by Ayn Rand (880L)</p>
<p>Increasing Text Complexity (Lexile Bands)</p>	<p align="center">820L-1380L</p>	<p align="center">870L-1310L</p>	<p align="center">700L-1440L</p>	<p align="center">890L-1490L</p>