Tracy Baird Empsall

SEC 300-01

13 January 2014

Curriculum Plan

**Subject:**

Ninth Grade English 1

**Book:**

Prentice Hall

Literature: Language and Literacy

Ninth Grade

**State Standards:**

<http://www.learnnc.org/lp/editions/ccss2010-english>

For a breakdown of all standards to be covered see page 13.

**Calendars:**

<http://www.nhcs.net/calendar/13_14tradcalendar.pdf>

a. I have two grading periods.

b. I have about 90 instructional days per grading period.

c. Seven days are reserved for teacher workdays and testing.

**Curriculum Mapping:**

a. When entering the ninth grade, students are expected to have learned to infer meanings from text, as well as cite textual evidence; understand concepts of theme and point of view; evaluate and write arguments; use technology to produce and publish writing; develop a method of writing, including planning, revising, editing, rewriting, and working with peers; engage effectively in a range of collaborative discussions; demonstrate command of the conventions of standard English grammar and usage when writing or speaking; and demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

b. During the ninth grade, students are to learn to determine a theme or central idea of a text and analyze in detail its development over the course of the text; analyze author’s structural choices; read and comprehend literature, including stories, dramas, and poems; determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze seminal U.S. documents of historical and literary significance; produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; write routinely over extended time frames leaving time for research, reflection, and revision; and adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

c. After the ninth grade, students are to learn to continue development of skills learned in ninth grade; analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text; integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem; write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences; evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used; and 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.

**Semester-Long Planning:**

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| --- | --- |
| **Week One: January 27th -31st**  **(Jan 30th: Report Cards)**  Unit:  Fiction and Nonfiction (Unit 1 in textbook)  Writing:  Elements of grammar, mechanics, and  usage:   * Common and proper nouns * Abstract and concrete nouns   Literature:  Analyze literary elements:   * Narrative essay * Plot * Character   Make predictions:   * Ask questions * Verify predictions * Create a predictions map   Compare literary works:   * Compare point of view   Works:   * The Washwoman by Isaac Bashevis Singer (p. 26) * The Cask of Amontillado by Edgar Allan Poe (p. 60)   Assignments:   * Write an autobiographical narrative (p. 94) | **Core Standards Covered**   * 9-10.RL.10 (read and comprehend literature) * 9-10.RIT.4 (meaning of words in text) * 9-10.RIT.6 (point of view) * 9-10.RIT.10 (read and comprehend literary nonfiction) * 9-10.W.3 (writing narratives) * 9-10.W.10 (write routinely for a range of tasks/purposes/ audiences) * 9-10.SL.1 (collaborative discussions) * 9-10.SL.3 (speaker’s point of view) * 9-10.L.1 (conventions of standard English/grammar/usage) * 9-10.L.2 (conventions of spelling/capitalization/ punctuation when writing) * 9-10.L.6 (acquire/use academic and domain-specific words words/phrases) |
| **Week Two: February 3rd -7th**  Unit:  Fiction and Nonfiction (Unit 1 in textbook)  Writing:  Elements of grammar, mechanics, and  usage:   * Personal and reflexive pronouns * Relative, interrogative, and indefinite pronouns   Literature:  Analyze literary elements:   * Voice * Character   Identify author’s purpose:   * Preview text for purpose * Create a purpose map   Works:   * A White House Diary by Lady Bird Johnson (p. 104) * The Secret Life of Walter Witty by James Thurber (p. 128)   Assignments:   * Write a character profile * Autobiographical multimedia presentation | **Core Standards Covered**   * 9-10.RL.1 (cite textual evidence) * 9-10.RL.3 (analyze characters) * 9-10.RL.5 (analyze author’s choices) * 9-10.RL.10 (read and comprehend literature) * 9-10.RIT.4 (meaning of words in text) * 9-10.RIT.7 (analyze accounts in different mediums) * 9-10.RIT.10 (read and comprehend literary nonfiction) * 9-10.W.10 (write routinely) * 9-10.SL.1 (collaborative discussions) * 9-10.SL.2 (multiple sources presented in diverse formats) * 9-10.SL.5 (use of digital media) * 9-10.L.1 (conventions of standard English/grammar/usage) * 9-10.L.2 (conventions of spelling/capitalization/ punctuation when writing) * 9-10.L.4 (determine meaning of words) * 9-10.L.6 (academic and domain-specific words words/phrases) |
| **Week Three: Feb 10th -14th**  **(February 14th: ½ day)**  Unit:  Fiction and Nonfiction (Unit 1 in textbook)  Writing:   * Order of events * Using transitions   Literature:  Reading to perform a task  Analyze literary elements:   * Sequencing * Technical jargon   Compare literary works:   * Compare informational texts   Works:   * New Road Chicken Pies by Shaunda Kennedy Wenger and Janet Kay Jensen (p.75) * Incubating Eggs in Small Quantities by Ursula K. Abbot et al (p. 77)   Assignments:   * Write a recipe card * Spoken directions drawings and write ups * Write a How-To Manual | **Core Standards Covered**   * 9-10.RL.4 (meanings of words in text) * 9-10.RL.5 (analyze author’s choices) * 9-10.RL.10 (read and comprehend literature) * 9-10.RIT.3 (Analyze order) * 9-10.RIT.4 (meaning of words in text) * 9-10.RIT.10 (read and comprehend literary nonfiction) * 9-10.W.2 (write informative texts) * 9-10.W.7 (conduct short research projects) * 9-10.W.10 (write routinely) * 9-10.SL.1 (collaborative discussions) * 9-10.SL.4 (present information for listeners to follow a line of reasoning) * 9-10.SL.6 (Adapt speech to a variety of contexts) * 9-10.L.1 (conventions of standard English/grammar/usage) * 9-10.L.2 (conventions of spelling/capitalization/ punctuation when writing) * 9-10.L.4 (determine/clarify meaning of words) * 9-10.L.6 (acquire/use academic and domain-specific words words/phrases) |
| **Week Four: Feb 17th -21st**  Unit:  Types of Nonfiction (Unit 3 in textbook)  Writing:  Elements of grammar, mechanics, and  usage:   * Direct and indirect objects * Predicate nominatives and predicate adjectives * Sentence combining * Colloquial language   Literature:  Analyze literary elements:   * Style * Expository essay * Effects of humor   Works:   * Before Hip-Hop was Hip-Hop by Rebecca Walker (p. 431) * A Celebration of Grandfathers by Rudolfo A. Anaya (p. 443) * The Talk by Gary Soto (p.574) * Talk by Harold Courlander and George Herzog (p. 577)   Assignments:   * Write an editorial * Design a book jacket | **Core Standards Covered**   * 9-10.RL.6 (Analyze cultural experience) * 9-10.RIT.1 (cite strong textual evidence) * 9-10.RIT.4 (meaning of words) * 9-10.RIT.10 (read/comprehend literary nonfiction) * 9-10.W.2 (write informative texts) * 9-10.W.10 (write routinely) * 9-10.SL.1 (collaborative discussions) * 9-10.SL.6 (adapt speech to a variety of contexts) * 9-10.L.1 (conventions of standard English/grammar/usage) * 9-10.L.2 (conventions of spelling/caps/ punctuation when writing) * 9-10.L.4 (determine/clarify meaning of words) * 9-10.L.6 (acquire/use academic and domain-specific words words/phrases) |
| **Week Five: Feb 24th -28th**  **(Feb 24th: Interim Reports)**  Unit:  Types of Nonfiction (Unit 3 in textbook)  Writing:  Elements of grammar, mechanics, and  usage:   * Adjectives * Adverbs * Parallelism * Purpose   Literature:  Analyze literary elements:   * Persuasive essay * Persuasive speech   Evaluate credibility  Works:   * Carry Your Own Skis by Lian Dolan (p. 522) * I Have a Dream by Dr. Martin Luther King (p. 542) * Four Freedoms Speech by FDR (Supplemental Materials)   Assignments:   * Write a business letter * Radio news report with ad | **Core Standards Covered**   * 9-10.RL.4 (meanings of words in text) * 9-10.RIT.2 (determine central idea) * 9-10.RIT.5 (analyze author’s claims) * 9-10.RIT.6 (determine author’s purpose) * 9-10.RIT.8 (evaluate argument) * 9-10.RIT9 (analyze U.S. documents) * 9-10.RIT.10 (read and comprehend literary nonfiction) * 9-10.W.1 (write arguments) * 9-10.W.4 (write for appropriate task/purpose/audience) * 9-10.W.6 (use technology to produce/publish writing) * 9-10.W.10 (write routinely) * 9-10.SL.1 (collaborative discussions) * 9-10.SL.2 (evaluate credibility) * 9-10.SL.4 (present information such that listeners can follow line of reasoning) * 9-10.SL.5 (use of digital media) * 9-10.L.1 (conventions of standard English/grammar/usage) * 9-10.L.2 (conventions of spelling/capitalization/ punctuation when writing) * 9-10.L.4 (determine/clarify meaning of words) * 9-10.L.6 (acquire/use academic and domain-specific words words/phrases |
| **Week Six: March 3rd -7th**  Unit:  Poetry (Unit 4 in textbook)  Writing:  Elements of grammar, mechanics, and  usage:   * Prepositions * Prepositional phrases * Varying sentence patterns   Literature:  Analyze literary elements:   * Figurative language   Works:   * I Wandered Lonely as a Cloud by William Wordsworth (p. 626) * Dream Deferred and Dreams by Langston Hughes (p. 620, 621) * Meciendo/Rocking by Gabriela Mistral (p. 624) * Much Madness is Divinest Sense by Emily Dickinson (p. 635) * The War Against the Trees by Stanley Kunitz (p. 637)   Assignments:   * Write descriptive essay * Create a figurative language chart | **Core Standards Covered**   * 9-10.RL.4 (meanings of words in text) * 9-10.RL.6 (analyze cultural experience) * 9-10.RL.10 (read and comprehend literature) * 9-10.W.4 (write in style appropriate to task) * 9-10.W.10 (write routinely) * 9-10.SL.1 (collaborative discussions) * 9-10.SL.6 (adapt speech to a variety of tasks) * 9-10.L.1 (conventions of standard English/grammar/usage) * 9-10.L.2 (conventions of spelling/capitalization/ punctuation when writing) * 9-10.L.4 (determine/clarify meaning of words) * 9-10.L.5 (understanding figurative language) * 9-10.L.6 (acquire/use academic and domain-specific words words/phrases) |
| **Week Seven: March 10th -14th**  Unit:  Poetry (Unit 4 in textbook)  Writing:  Elements of grammar, mechanics, and  usage:   * Appositive phrases * Infinitives   Literature:  Analyze literary elements:   * Sound devices * Rhyme and meter   Works:   * The Eagle by Lord Alfred Tennyson (p. 647) * Analysis of Baseball by May Swenson (p. 648) * The Bells by Edgar Allan Poe (p. 654) * Slam, Dunk, & Hook by Yusef Komunyakaa (p. 660) * Jabberwocky by Lewis Carroll (p. 662)   Assignments:   * Create a multiple reading chart * Illustrated presentation | **Core Standards Covered**   * 9-10.RL.4 (meanings of words in text) * 9-10.RL.6 (analyze cultural experience) * 9-10.RL.10 (read and comprehend literature) * 9-10.W.4 (write in style appropriate to task) * 9-10.W.10 (write routinely) * 9-10.SL.1 (collaborative discussions) * 9-10.SL.6 (adapt speech to a variety of tasks) * 9-10.L.1 (conventions of standard English/grammar/usage) * 9-10.L.2 (conventions of spelling/capitalization/ punctuation when writing) * 9-10.L.4 (determine/clarify meaning of words) * 9-10.L.5 (understanding figurative language) * 9-10.L.6 (acquire/use academic and domain-specific words words/phrases) |
| **Week Eight: March 17th -21st**  Unit:  Poetry (Unit 4 in textbook)  Writing:  Elements of grammar, mechanics, and  usage:   * Varying sentence patterns * Paraphrasing   Literature:  Analyze literary elements:   * Narrative poetry   Works:   * Casey at the Bat by Ernest Lawrence Thayer (p. 696) * Twister Hits Houston by Sandra Cisneros (p. 701) * The Writer by Richard Wilbur (p. 708) * The Raven by Edgar Allan Poe (p. 710) * The Road Not Taken and Fire and Ice by Robert Frost (p. 725, 736) * Maggie and Milly and Molly and May by E.E. Cummings (p. 732)   Assignments:   * Write a scene description * Paraphrase chart * Write a poem | **Core Standards Covered**   * 9-10.RL.4 (meanings of words in text) * 9-10.RL.6 (analyze cultural experience) * 9-10.RL.10 (read and comprehend literature) * 9-10.W.4 (write in style appropriate to task) * 9-10.W.10 (write routinely) * 9-10.SL.1 (collaborative discussions) * 9-10.SL.6 (adapt speech to a variety of tasks) * 9-10.L.1 (conventions of standard English/grammar/usage) * 9-10.L.2 (conventions of spelling/capitalization/ punctuation when writing) * 9-10.L.4 (determine/clarify meaning of words) * 9-10.L.5 (understanding figurative language) * 9-10.L.6 (acquire/use academic and domain-specific words words/phrases) |
| **Week Nine: March 24th-28th**  **(March 28th is a ½ day)**  Unit:  Short Stories (Unit 2 in textbook)  Writing:  Elements of grammar, mechanics, and  usage:   * Regular verbs * Irregular verbs * Verb tenses   Literature:  Analyze literary elements:   * Conflict * Internal and external conflict * Resolution * Making inferences * Irony   Works:   * The Most Dangerous Game by Richard Connell (p. 214) * The Gift of the Magi by O. Henry (p. 260) * The Interlopers by Saki (p. 270)   Assignments:   * Write an alternate ending * Oral presentation | **Core Standards Covered**   * 9-10.RL.1 (cite textual evidence to draw inferences) * 9-10.RL.4 (meanings of words in text) * 9-10.RL.7 (key scene in different mediums) * 9-10.RL.10 (read and comprehend literature) * 9-10.3 (write to develop events) * 9-10.W.4 (produce clear/coherent writing) * 9-10.W.10 (write routinely) * 9-10.SL.1 (collaborative discussions) * 9-10.L.1 (conventions of standard English/grammar/usage) * 9-10.L.2 (conventions of spelling/capitalization/ punctuation when writing) * 9-10.L.4 (determine/clarify meaning of words) * 9-10.L.6 (acquire/use academic and domain-specific words words/phrases) |
| **Week Ten: March 31st-April 4th**  **(April 3rd: Report Cards)**  Unit:  Short Stories (Unit 2 in textbook)  Writing:  Elements of grammar, mechanics, and  usage:   * Active and passive voice   Literature:  Analyze literary elements:   * Setting * Dialogue * Cause and effect * Symbolism and Allegory   Works:   * The Invalid’s Story by Mark Twain (p. 346) * The Golden Kite, the Silver Wind by Ray Bradbury (p. 396)   Assignments:   * Write an informal letter * Deliver a dialogue | **Core Standards Covered**   * 9-10.RL.1 (cite textual evidence to draw inferences) * 9-10.RL.4 (meanings of words in text) * 9-10.RL.5 (analyze author’s choices) * 9-10.RL.7 (key scene in different mediums) * 9-10.RL.10 (read and comprehend literature) * 9-10.3 (write to develop events) * 9-10.W.4 (produce clear/coherent writing) * 9-10.W.10 (write routinely) * 9-10.SL.1 (collaborative discussions) * 9-10.L.1 (conventions of standard English/grammar/usage) * 9-10.L.2 (conventions of spelling/capitalization/ punctuation when writing) * 9-10.L.4 (determine/clarify meaning of words) * 9-10.L.5 (understanding of figurative language/word relationships/ nuances in word meanings) * 9-10.L.6 (acquire/use academic and domain-specific words words/phrases) |
| **Week Eleven: April 7th-11th**  Final Review  No new material will be covered | **Core Standards Covered** |
| **Week Twelve: April 21st-25th**  Unit:  The Novel  Writing:   * Summarizing   Literature:   * Theme * Reading book reviews * Comparing literature and film   Works:   * To Kill a Mockingbird by Harper Lee   Assignments:   * Write a short book review * Write a film review | **Core Standards Covered**   * 9-10.RL.1 (cite textual evidence) * 9-10.RL.2 (determine theme) * 9-10.RL.3 (analyze character development) * 9-10.RL.4 (meanings of words in text) * 9-10.RL.5 (analyze author’s choices) * 9-10.RL.10 (read and comprehend literature) * 9-10.W.4 (produce clear/coherent writing) * 9-10.W.10 (write routinely) * 9-10.SL.1 (collaborative discussions) * 9-10.L.1 (conventions of standard English/grammar/usage) * 9-10.L.2 (conventions of spelling/capitalization/ punctuation when writing) * 9-10.L.4 (determine/clarify meaning of words) * 9-10.L.6 (acquire/use academic and domain-specific words words/phrases) |
| **Week Thirteen: April 28th-May 2nd**  Unit:  The Novel  Writing:   * Citing sources * MLA format   Literature:   * Character * Reading scholarly articles * Analyzing opinion   Works:   * Lord of the Flies by William Golding   Assignments:   * Create a works cited page   Write a character interview | **Core Standards Covered**   * 9-10.RL.1 (cite textual evidence) * 9-10.RL.2 (determine theme) * 9-10.RL.3 (analyze character development) * 9-10.RL.4 (meanings of words in text) * 9-10.RL.5 (analyze author’s choices) * 9-10.RL.10 (read and comprehend literature) * 9-10.W.4 (produce clear/coherent writing) * 9-10.W.10 (write routinely) * 9-10.SL.1 (collaborative discussions) * 9-10.L.1 (conventions of standard English/grammar/usage) * 9-10.L.2 (conventions of spelling/capitalization/ punctuation when writing) * 9-10.L.4 (determine/clarify meaning of words) * 9-10.L.6 (acquire/use academic and domain-specific words words/phrases) |
| **Week Fourteen: May 5th- 9th**  **(May 5th: Interim Reports)**  Unit:  The Novel  Works:   * To Kill a Mockingbird or Lord of the Flies   Assignments:   * Write a book reflection with scholarly sources and opinion | **Core Standards Covered**   * 9-10.RL.1 (Cite textual evidence) * 9-10.RL.5 (analyze author’s choices) * 9-10.RIT.1 (cite textual evidence) * 9-10.RIT.2 (determine central idea) * 9-10.RIT.5 (analyze author’s claims) * 9-10.RIT.8 (evaluate arguments and claims) * 9-10.W.1 (write arguments to support claims) * 9-10.W.4 (produce clear/coherent writing) * 9-10.W.5 (develop writing through steps) * 9-10.W.8 (gather relevant information) * 9-10.W.9 (draw evidence to support) * 9-10.W.10 (write routinely) * 9-10.SL.1 (collaborative discussions) * 9-10.L.1 (conventions of standard English/grammar/usage) * 9-10.L.2 (conventions of spelling/capitalization/ punctuation when writing) * 9-10.L.4 (determine/clarify meaning of words) * 9-10.L.6 (acquire/use academic and domain-specific words words/phrases) |
| **Week Fifteen: May 12th-16th**  Unit:  Drama (Unit 5 in textbook)  Writing:   * Participles * Gerunds   Literature:   * Dialogue * Stage directions * Blank verse * Tragedy * Motive   Works:   * The Tragedy of Romeo and Juliet by William Shakespeare   Acts I & II (p. 806)  Assignments:   * Write act summaries | **Core Standards Covered**   * 9-10.RL.3 (analyze characters) * 9-10.RL.4 (meanings of words in text) * 9-10.RL.7 (analyze different artistic mediums) * 9-10.RL.9 (analyze how authors transform source materials) * 9-10.RL.10 (read and comprehend literature) * 9-10.W.9 (draw evidence from text to support analysis) * 9-10.W.10 (write routinely) * 9-10.SL.1 (collaborative discussions) * 9-10.SL.6 (adapt speech) * 9-10.L.1 (conventions of standard English/grammar/usage) * 9-10.L.2 (conventions of spelling/capitalization/ punctuation when writing) * 9-10.L.4 (determine/clarify meaning of words) * 9-10.L.6 (acquire/use academic and domain-specific words words/phrases) |
| **Week Sixteen: May 19th-23rd**  Unit:  Drama (Unit 5 in textbook)  Writing:   * Main/subordinate clauses   Literature:   * Dramatic speeches * Dramatic irony   Works:   * The Tragedy of Romeo and Juliet by William Shakespeare   Acts III, IV, & V (p. 862)  Assignments:   * Scene adaptation | **Core Standards Covered**   * 9-10.RL.3 (analyze characters) * 9-10.RL.4 (meanings of words in text) * 9-10.RL.7 (analyze different artistic mediums) * 9-10.RL.9 (analyze how authors transform source materials) * 9-10.RL.10 (read and comprehend literature) * 9-10.W.9 (draw evidence from text to support analysis) * 9-10.W.10 (write routinely) * 9-10.SL.1 (collaborative discussions) * 9-10.SL.6 (adapt speech) * 9-10.L.1 (conventions of standard English/grammar/usage) * 9-10.L.2 (conventions of spelling/capitalization/ punctuation when writing) * 9-10.L.4 (determine/clarify meaning of words) * 9-10.L.6 (acquire/use academic and domain-specific words words/phrases) |
| **Week Seventeen: May 27th-30th**  **(May 26th: Memorial Day Holiday)**  Unit:  Heroism (Unit 6 in textbook)  Writing:   * Simple/compound sentences * Complex sentences * Similes   Literature:   * Epics * Epic heroes * Using background and cultural context   Works:   * The Odyssey by Homer (p. 1044) * A Hero in Our Midst by Justice Paul E. Pfeifer (p. 1121)   Assignments:   * Conduct a debate * Write a short biography | **Core Standards Covered**   * 9-10.RL.2 (determine theme) * 9-10>RL.3 (analyze characters) * 9-10.RL.4 (meanings of words in text) * 9-10.RL.7 (analyze scenes in different mediums) * 9-10.RL.10 (read and comprehend literature) * 9-10.W.1 (write arguments to support claims) * 9-10.W.10 (write routinely) * 9-10.SL.1 (collaborative discussions) * 9-10.L.1 (conventions of standard English/grammar/usage) * 9-10.L.2 (conventions of spelling/capitalization/ punctuation when writing) * 9-10.L.4 (determine/clarify meaning of words) * 9-10.L.6 (acquire/use academic and domain-specific words words/phrases) |
| **Week Eighteen: June 2nd-6th**  Unit:  Heroism (Unit 6 in textbook)  Writing:   * Commas and dashes * Colons, semicolons, and ellipsis   Literature:   * Protagonists and antagonists   Works:   * Three Skeleton Key by George G. Toudouze (p. 1148) * Glory and Hope by Nelson Mandela (p. 1202)   Assignments:   * Prepare an oral report * Write a personal letter | **Core Standards Covered**   * 9-10.RL.2 (determine theme) * 9-10>RL.3 (analyze characters) * 9-10.RL.4 (meanings of words in text) * 9-10.RL.10 (read and comprehend literature) * 9-10.W.1 (write arguments to support claims) * 9-10.W.10 (write routinely) * 9-10.SL.1 (collaborative discussions) * 9-10.L.1 (conventions of standard English/grammar/usage) * 9-10.L.2 (conventions of spelling/capitalization/ punctuation when writing) * 9-10.L.4 (determine/clarify meaning of words) * 9-10.L.6 (acquire/use academic and domain-specific words words/phrases) |
| **Week Nineteen: June 9th-12th**  **(June 12th: ½ day and last day)**  Final Review  No new material will be covered | **Core Standards Covered** |

**Standards Not Covered by Textbook:**

* 9-10.RL.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).
* 9-10.RIT.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* 9-10.RIT.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.
* 9-10.W.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.
* 9-10.W.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.
* 9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Supplemental Materials:**

1. Technical Jargon Overload

<http://www.youtube.com/watch?v=aW2LvQUcwqc>

Used in Week Three

1. FDR and the Four Freedoms Speech <http://www.fdrlibrary.marist.edu/fourfreedoms>

Used in Week Five

1. Alice in Wonderland- Jabberwocky reading

<http://www.youtube.com/watch?v=b0dhJXUX6I4>

Used in Week Seven

1. The Most Dangerous Game- Radio Play

<http://www.youtube.com/watch?v=1-swJzhDMaY>

Used in Week Nine

1. To Kill a Mockingbird review

http://www.chicagotribune.com/features/chi-0108060223aug06,0,7158074.story

Used in Week Twelve

1. To Kill a Mockingbird- 1962 Film

Used in Week Twelve

1. Painted Shakespearian Scenes

<http://www.rsc.org.uk/explore/collection/art.aspx>

Used in Weeks Fifteen and Sixteen

1. Romeo + Juliet- 1996 Film

Used in Weeks Fifteen and Sixteen

1. Art in Ancient Rome

<http://www.crystalinks.com/romeart.html>

Used in Week Seventeen

1. Odyssey Rap

http://blog.flocabulary.com/homeric-simile-examples/

Used in Week Seventeen

**Breakdown of Standards for Ninth Grade English I:**

**Reading Literature:**

Key Ideas and Details

* 9-1.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* 9-10.RL.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.
* 9-10.RL.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.
* 9-10.RL.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).
* 9-10.RL.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.
* 9-10.RL.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.

Integration of Knowledge and Ideas

* 9-10.RL.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).
* 9-10.RL.8 (Not applicable to literature)
* 9-10.RL.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).

Range of Reading and Level of Text Complexity

* 9-10.RL.10 By the end of grade 9, read and comprehend 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. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

**Reading Informational Texts:**

Key Ideas and Details

* 9-10.RIT.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* 9-10.RIT.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.
* 9-10.RIT.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.
* 9-10.RIT.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).
* 9-10.RIT.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).
* 9-10.RIT.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.

Integration of Knowledge and Ideas

* 9-10.RIT.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.
* 9-10.RIT.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.
* 9-10.RIT.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.

Range of Reading and Level of Text Complexity

* 9-10.RIT.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. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

**Writing:**

Text Types and Purposes

* 9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
* 9-10.W.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.
* 9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
* 9-10.W.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.)
* 9-10.W.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.
* 9-10.W.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.

Research to Build and Present Knowledge

* 9-10.W.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.
* 9-10.W.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.
* 9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

* 9-10.W.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.

**Speaking and Listening:**

Comprehension and Collaboration

* 9-10.SL.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.
* 9-10.SL.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.
* 9-10.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
* 9-10.SL.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.
* 9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
* 9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Language:**

Conventions of Standard English

* 9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* 9-10.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language/Vocabulary Acquisition and Use

* 9-10.L.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.
* 9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
* 9-10.L.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.