

English Language Arts 2014 ©

Ninth Grade

Unit / Core Text	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals
Unit 1 Coming of Age <i>Independent reading novels</i> (Novel)	What does it mean to “come of age”? How are rhetorical appeals used to influence an audience?	strategize inference denotation connotation transcript claim counterclaim analogy	EA 1: Writing and Presenting an Interview Narrative EA 2: Writing an Argumentative Essay	<ul style="list-style-type: none"> To understand the concept of coming of age To identify diction, syntax, imagery, and tone--and to understand the way they work together to convey an author’s or speaker’s voice To incorporate voice effectively in one’s own writing To support an inference or claim using valid reasoning and relevant and sufficient evidence To analyze and use rhetorical appeals and evidence to present an argument to an audience
Unit 2 Defining Style <i>Edward Scissorhands</i> (Film)	What makes a good story? What are the elements of a style analysis?	verify commentary textual commentary textual evidence	EA 1: Writing a Short Story EA 2: Writing a Style Analysis Essay	<ul style="list-style-type: none"> To identify specific elements of an author’s style To develop close reading skills To review and analyze elements of fiction and write a short story To identify cinematic techniques and analyze their effects To analyze syntactical structure and use clauses to achieve specific effects
Unit 3 Coming of Age in Changing Times <i>To Kill a Mockingbird</i> (Novel)	What impact does context have on a novel and on the reactions of readers to it? How does a key scene from a novel contribute to the work as a whole?	context primary source secondary source plagiarize parenthetical citations valid rhetoric annotated bibliography censor censorship evaluate	EA 1: Historical Investigation and Presentation EA 2: Writing a Literary Analysis Essay	<ul style="list-style-type: none"> To gather and integrate relevant information from multiple sources in order to answer research questions To present findings clearly, concisely, and logically, making strategic use of digital media To analyze how literary elements contribute to the development of a novel’s themes To write a literary analysis, citing textual evidence to support ideas and inferences
Unit 4 Exploring Poetic Voices <i>Selected Poems</i>	What is Poetry? What can a writer learn from studying an author’s craft and style?	complementary emulate interpretation oral interpretation elaborate (v.)	EA 1: Creating a Poetry Anthology EA 2: Analyzing and Presenting a Poet	<ul style="list-style-type: none"> To develop the skills and knowledge to analyze and craft poetry To analyze the function and effects of figurative language To write original poems that reflect personal voice, style, and an understanding of poetic elements To write a style analysis essay To present an oral interpretation of a poem
Unit 5 Coming of Age on Stage <i>Romeo and Juliet</i> (Drama)	How do actors and directors use theatrical elements to create a dramatic interpretation? Why do we study Shakespeare?	vocal delivery visual delivery argument claim evidence synthesis counterclaim concession refutation hook concluding statement call to action	EA 1: Presenting a Dramatic Interpretation EA 2: Writing a Synthesis Argument	<ul style="list-style-type: none"> To cite textual evidence to support analysis of a dramatic text To analyze the representation of key scenes in text, film, and other mediums To collaborate with peers on an interpretive performance To conduct research to answer questions and gather evidence To analyze how an author uses rhetoric to advance a purpose To write an argument to support a claim

KEY TEXTS		STRATEGIES FOCUS	
Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)		Explicit teaching of effective strategies that provide scaffolding for all students while moving toward Instructional reading	
Novel:	“Spotlight,” excerpt from <i>Speak</i> , by Laurie Halse Anderson	<ul style="list-style-type: none">• Double Entry Journal• RAFT• SOAPSTone• SMELL• Diffusing	<ul style="list-style-type: none">• SIFT• Levels of Questions• QHT• TWIST
Short Story:	“Marigolds,” by Eugenia Collier		
Poetry:	“‘Race’ Politics,” by Luis J. Rodriguez	LANGUAGE AND WRITER’S CRAFT Instruction that provides grammar support and instruction in the context of actual reading and writing <ul style="list-style-type: none">• Parallel Structure• Clauses• Writer’s Style• Sentence Types• Combining Sentences• Transitions• Citing Sources• Incorporating Quotations• Three-fold Transitions• Verbals• Transitions• Rhetorical Questions• Citing Sources• Compare/Contrast	
Memoir:	from <i>Always Running</i> . by Luis J. Rodriguez		
Speech:	Remarks by the President in a National Address to America’s Schoolchildren		
Editorial:	“An Early Start on College,” <i>Star Tribune</i>		
Poetry:	“Fire and Ice,” by Robert Frost		
Short Story:	“The Gift of the Magi,” by O. Henry		
Short Story:	“The Cask of Amontillado,” by Edgar Allan Poe		
Film:	<i>Charlie and the Chocolate Factory</i> (2005), directed by Tim Burton		
Informational Text:	“Jim Crow: Shorthand for Separation,” by Rick Edmonds		
Informational Text:	Jim Crow Laws, Martin Luther King, Jr. National Historic Site		
Novel:	<i>To Kill a Mockingbird</i> , by Harper Lee		
Film:	Clips from <i>To Kill a Mockingbird</i> , directed by Robert Mulligan		
Poetry:	“Ode to My Socks,” by Pablo Neruda		
Poetry:	“Combing,” by Gladys Cardiff		
Poetry:	“I Wandered Lonely as a Cloud,” by William Wordsworth		
Poetry:	“Harlem,” by Langston Hughes		
Drama:	<i>Romeo and Juliet</i> , by William Shakespeare		
News Article:	“Britain puts on a Shakespeare marathon as world arrives for the Olympic Games” by Associated Press, <i>The Washington Post</i>		
Nonfiction:	from <i>How Shakespeare Changed Everything</i> , by Stephen Marche		
Speech:	“Nancy Hanks Lecture on Arts and Public Policy,” by Kevin Spacey		
Film:	Two film interpretations of <i>Romeo and Juliet</i>		