

**Course Resources:****English 9 - Course Syllabus**

English 9 - Course Syllabus

**Description:**

English 9 is a comprehensive introductory language arts course designed to create effective readers and writers. Students are presented with a wide variety of literary forms including short stories, nonfiction, poetry, drama, and novel excerpts. Through implementation of basic literary analysis skills, students understand and apply strategies to maximize reading comprehension and develop analytical skills. Analytical techniques include making inferences, applying visualization, predicting, and awareness of organizational patterns. Vocabulary development is interwoven in each module page and reading selection. Written literary analysis practice promotes student growth of previous learned writing skills.

**Textbook:** English 9 - Excel Education Systems**Course objectives:**

- Read, examine and analyze a variety of literary genres
- Identify literary characteristics of specific genres
- Analyze and identify plot structure, character development, and author's purpose
- Apply literary analysis skills to increase comprehension of a variety of genres
- Compare and contrast works of literature with similar themes
- Acquire new vocabulary identified in reading selections
- Demonstrate written proficiency in literary analysis
- Enhance expository and persuasive writing skills

**Contents:**

Semester A	Semester B
Module 1: Elements of Narrative Structure	Module 6: Rhetorical Analysis
Module 2: Elements of Characterization	Module 7: Poetic Form
Module 3: Setting and Mood	Module 8: Literary Humor
Module 4: Literary Theme	Module 9: Literature and History
Module 5: Author's Purpose	Module 10: The Tragedy of Romeo and Juliet
	Module 11: The Odyssey

**Grading Scale**

A = 90-100%  
 B = 80-89%  
 C = 70-79%  
 D = 60-69%  
 F = under 59%

**Grade Weighting**

Quizzes..... 30%  
 Written Assignments ..... 30%  
 Final Exam..... 40%  
 100%

Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						

<p>Module 1: Elements of Narrative Structure</p> <p>(updated 2/25/20)</p>	<p>ELA.9.4.1.1(A) 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>ELA.9.4.2.2(A) 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>ELA.9.4.3.3(A) 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>ELA.9.4.4.4(A) 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).</p> <p>ELA.9.4.5.5(A) 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>ELA.9.4.10.10(A) By the end of grade 9, read and comprehend literature and other texts 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. •Self-select texts for personal enjoyment, interest, and academic tasks. •Read widely to understand multiple perspectives and pluralistic viewpoints. •Self-select texts for personal enjoyment, interest, and academic tasks. •Read widely to understand multiple perspectives and pluralistic viewpoints.</p> <p>ELA.9.5.1.1(A) 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>ELA.9.5.2.2(A) 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>ELA.9.5.3.3(A) 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>ELA.9.5.4.4(A) 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>ELA.9.5.5.5(A) Analyze in detail how an author's ideas or claims are developed and refined by particular</p>	<p>What makes a good story? How do people's personal experiences impact their interaction with the world? What is the criteria for deciding if a story is poor, fair, good, or great?</p>	<p>Students will: Identify key elements of narrative structure in: fiction, nonfiction, poetry and drama Analyze plot development stages: conflict, rising action, conflict resolution Analyze the narrative technique of suspense Identify characteristics of autobiographies Identify elements of film to create suspense : camera shots, editing, sound Analyze poetic sound devices: rhythm, repetition, alliteration, Create a written literary analysis given a prompt</p>	<p>direct instruction - module pages 1.1 Fiction 1.2 Media Connection: Suspense 1.3 Nonfiction 1.4 Poetry 1.5 Drama guided reading worksheets note taking videos</p>	<p><i>The Most Dangerous Game</i> <i>The Rights to the Streets of Memphis</i> <i>The Raven</i> <i>Sorry, Right Number</i> Video - audio recording of <i>The Raven</i> Video - <i>Jurassic Park Kitchen Scene</i></p>	<p>quizzes CYU's essay</p>
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sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**ELA.9.5.6.6(A)**

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.

**ELA.9.5.8.8(A)**

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.

**ELA.9.5.10.10(A)**

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.

- Self-select texts for personal enjoyment, interest, and academic tasks.

**ELA.9.7.1.1(A)**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- Provide a concluding statement or section that follows from and supports the argument presented.

**ELA.9.7.4.4(A)**

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.)

**ELA.9.7.5.5(A)**

Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 75.)

**ELA.9.7.6.6(A)**

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.

**ELA.9.7.9.9(A)**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grades 9-10 Reading standards to literature (e.g., "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]").
- Apply grades 9-10 Reading standards to literary nonfiction (e.g., "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").

## ELA.9.7.10.10(A)

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.

- Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

## ELA.9.9.7.7.(A)

Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.

- Evaluate the content and effect of persuasive techniques used in different mass media.
- Synthesize information and recognize categories, trends, and themes across multiple sources.
- Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.
- Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.

## ELA.9.11.1.1(A)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use parallel structure.
- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

## ELA.9.11.2.2(A)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- Use a colon to introduce a list or quotation.
- Spell correctly.

## ELA.9.11.3.3(A)

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.

- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

## ELA.9.11.4.4(A)

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.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

	<ul style="list-style-type: none"> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> <p>ELA.9.11.5.5(A) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ul> <p>ELA.9.11.6.6(A) 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>ELA.9.14.4.4(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline, task, purpose, and audience.</p>					
Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						
<p>Module 2: Elements of Characterization</p> <p><i>(updated 7/10/20)</i></p>	<p>ELA.9.4.1.1(A) 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>ELA.9.4.2.2(A) 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>ELA.9.4.3.3(A) 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>ELA.9.4.4.4(A) 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).</p> <p>ELA.9.4.5.5(A) 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>What makes a compelling character? What motivates you? How do author's use words to bring characters to life?</p>	<p>Students will: Identify and analyze point of view Analyze how author's create complex characters Analyze development of character traits and motivation in fiction, nonfiction, poetry Analyze and compare characterization in fiction, nonfiction, poetry Make inferences and draw conclusions Identify and compare central ideas vs. supporting details</p>	<p>direct instruction - module pages 2.1 Character Motivation 2.2 Characterization - Nonfiction 2.3 Characterization - Poetry 2.4 Characterization - Genre Comparison guided reading worksheets note taking</p>	<p><i>The Necklace</i> <i>I Know Why the Caged Bird Sings</i> <i>Rosa</i> <i>Rosa Parks</i></p>	<p>quizzes CYU's</p>

## ELA.9.4.6.6(A)

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.

## ELA.9.4.7.7(A)

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).

## ELA.9.4.10.10(A)

By the end of grade 9, read and comprehend literature and other texts 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.

- Self-select texts for personal enjoyment, interest, and academic tasks.
- Read widely to understand multiple perspectives and pluralistic viewpoints.
- Self-select texts for personal enjoyment, interest, and academic tasks.
- Read widely to understand multiple perspectives and pluralistic viewpoints.

## ELA.9.5.1.1(A)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## ELA.9.5.2.2(A)

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.

## ELA.9.5.3.3(A)

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.

## ELA.9.5.4.4(A)

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).

## ELA.9.5.5.5(A)

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).

## ELA.9.5.6.6(A)

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.

## ELA.9.5.7.7(A)

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.

## ELA.9.5.10.10(A)

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.

- Self-select texts for personal enjoyment, interest, and academic tasks.

## ELA.9.11.3.3(A)

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.

- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

## ELA.9.11.4.4(A)

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.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)

- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## ELA.9.11.5.5(A)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

- Analyze nuances in the meaning of words with similar denotations.

## ELA.9.11.6.6(A)

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.

## ELA.9.12.1.1(A)

Cite specific textual visual or physical evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

## ELA.9.12.2.2(A)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

## ELA.9.12.3.3(A)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

## ELA.9.12.4.4(A)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.

## ELA.9.12.5.5(A)

	<p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.  <b>ELA.9.12.6.6(A)</b>                  Compare the point of view of two or more authors or creators for how they treat the same or similar topics, including which details they include and emphasize or exclude in their respective accounts including points of view about Minnesota American Indian history  <b>ELA.9.12.8.8(A)</b>                  Assess the extent to which the reasoning and evidence in a text support the author's claims.  <b>ELA.9.12.10.10(I)</b>                  By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>					
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Learning Objectives</b>	<b>Instructional Strategies</b>	<b>Resources</b>	<b>Assessments</b>
<b>Months 1-12</b>						
<p><b>Module 3: Setting and Mood</b>  (updated 2/25/20)</p>	<p><b>ELA.9.4.1.1(A)</b>                  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><b>ELA.9.4.2.2(A)</b>                  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><b>ELA.9.4.3.3(A)</b>                  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><b>ELA.9.4.4.4(A)</b>                  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).</p> <p><b>ELA.9.4.5.5(A)</b>                  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><b>ELA.9.4.10.10(A)</b>                  By the end of grade 9, read and comprehend literature and other texts 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.                  •Self-select texts for personal enjoyment, interest, and academic tasks.                  •Read widely to understand multiple perspectives and pluralistic viewpoints.                  •Self-select texts for personal enjoyment, interest, and academic tasks.                  •Read widely to understand multiple perspectives and pluralistic viewpoints.</p> <p><b>ELA.9.5.1.1(A)</b>                  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><b>ELA.9.5.2.2(A)</b></p>	<p>Is revenge ever justified?                  How does our environment help create emotion?                  What influences authors to write?</p>	<p>Students will:                  Analyze how setting impacts conflict and characters in fiction and poetry</p> <p>Identify mood and tone</p> <p>Analyze how author's word choice conveys mood and tone</p> <p>Distinguish between primary and secondary sources</p> <p>Apply strategies for analyzing primary sources</p> <p>Identify and analyze imagery</p> <p>Determine author's purpose and perspective</p> <p>Make inferences</p> <p>Cite evidence</p> <p>Create a written literary analysis given a prompt</p>	<p>direct instruction - module pages:                  3.1 Fiction - Setting and Mood                  3.2 Nonfiction - Primary Sources                  3.3 Poetry - Mood and Tone                  guided reading worksheets                  videos                  note taking</p>	<p><i>The Cask of Amontillado</i>  <i>Wilderness Letter</i>  <i>The Sharks</i>  <i>The Peace of Wild Things</i>                  Video - <i>What's the Mood</i>                  Video - <i>What is a Primary Source</i></p>	<p>quizzes                  CYU's                  essay</p>

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.

ELA.9.5.3.3(A)

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.

ELA.9.5.4.4(A)

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).

ELA.9.5.5.5(A)

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).

ELA.9.5.6.6(A)

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.

ELA.9.5.8.8(A)

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.

ELA.9.5.10.10(A)

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.

- Self-select texts for personal enjoyment, interest, and academic tasks.

ELA.9.7.1.1(A)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- Provide a concluding statement or section that follows from and supports the argument presented.

ELA.9.7.4.4(A)

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.)

ELA.9.7.5.5(A)

Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 75.)

ELA.9.7.6.6(A)

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.

ELA.9.7.7.7(A)

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.

ELA.9.7.8.8(A)

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.

ELA.9.7.9.9(A)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grades 9-10 Reading standards to literature (e.g., "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]").

- Apply grades 9-10 Reading standards to literary nonfiction (e.g., "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").

ELA.9.7.10.10(A)

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.

- Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

ELA.9.11.1.1(A)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use parallel structure.

- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

ELA.9.11.2.2(A)

Demonstrate command of the conventions of

standard English capitalization, punctuation, and spelling when writing.

- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

- Use a colon to introduce a list or quotation.

- Spell correctly.

#### ELA.9.11.3.3(A)

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.

- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

#### ELA.9.11.4.4(A)

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.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)

- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### ELA.9.11.5.5(A)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

- Analyze nuances in the meaning of words with similar denotations.

#### ELA.9.11.6.6(A)

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.

#### ELA.9.12.1.1(A)

Cite specific textual visual or physical evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

#### ELA.9.12.2.2(A)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

#### ELA.9.12.4.4(A)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.

#### ELA.9.12.5.5(A)

	<p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.  <b>ELA.9.12.8.8(A)</b>                  Assess the extent to which the reasoning and evidence in a text support the author's claims.  <b>ELA.9.13.2.2(A)</b>                  Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.  <b>ELA.9.13.5.5(A)</b>                  Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).  <b>ELA.9.13.6.6(A)</b>                  Analyze the author's purpose in describing phenomena, providing an explanation, describing a procedure, or discussing/reporting an experiment in a text, defining the question the author seeks to address.  <b>ELA.9.13.8.8(A)</b>                  Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.  <b>ELA.9.12.10.10(I)</b>                  By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.  <b>ELA.9.13.10.10(I)</b>                  By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p>					
Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						
<p>Module 4: Literary Theme  (updated 7/10/20)</p>	<p><b>ELA.9.4.1.1(A)</b>                  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b>ELA.9.4.2.2(A)</b>                  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.  <b>ELA.9.4.3.3(A)</b>                  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.  <b>ELA.9.4.4.4(A)</b>                  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).  <b>ELA.9.4.5.5(A)</b>                  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>What does it mean to "grow up"?                  What impact do our memories have?                  What impact does family have during different stages of our lives?                  Why are some literary themes universal?</p>	<p>Students will:                  Identify and analyze theme or central idea                   Identify, compare and contrast universal themes                   Identify and interpret symbolism                   Identify author's perspective                   Draw conclusions                   Make inferences                   Cite evidence</p>	<p>direct instruction - module pages                  4.1 Fiction - Theme                  4.2 Nonfiction - Central Ideas                  4.3 Poetry - Universal Themes                  4.4 Genre Comparison - Theme                  guided reading worksheets                  video                  note taking</p>	<p><i>Marigolds</i>  <i>Math and After Math</i>  <i>Poem on Returning to Dwell in the Country</i>  <i>My Heart Leaps Up</i>  <i>The Sun</i>                  Video - <i>Theme in Literature</i></p>	<p>quizzes                  CYU's</p>

## ELA.9.4.10.10(A)

By the end of grade 9, read and comprehend literature and other texts 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.

- Self-select texts for personal enjoyment, interest, and academic tasks.

- Read widely to understand multiple perspectives and pluralistic viewpoints.

- Self-select texts for personal enjoyment, interest, and academic tasks.

- Read widely to understand multiple perspectives and pluralistic viewpoints.

## ELA.9.5.1.1(A)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## ELA.9.5.2.2(A)

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.

## ELA.9.5.3.3(A)

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.

## ELA.9.5.4.4(A)

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).

## ELA.9.5.5.5(A)

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).

## ELA.9.5.6.6(A)

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.

## ELA.9.5.10.10(A)

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.

- Self-select texts for personal enjoyment, interest, and academic tasks.

## ELA.9.11.3.3(A)

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.

- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

## ELA.9.11.4.4(A)

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.

	<ul style="list-style-type: none"> <li>•Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>•Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)</li> <li>•Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>•Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> <p>ELA.9.11.5.5(A) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>•Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>•Analyze nuances in the meaning of words with similar denotations.</li> </ul> <p>ELA.9.11.6.6(A) 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>					
Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						
Module 5: Author's Purpose  <i>(updated 7/10/20)</i>	<p>ELA.9.4.1.1(A) 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>ELA.9.4.2.2(A) 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>ELA.9.4.3.3(A) 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>ELA.9.4.4.4(A) 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).</p> <p>ELA.9.4.5.5(A) 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>ELA.9.4.10.10(A)</p>	<p>What topics of interest do most everyone have and why?</p> <p>How does society effect the individual?</p> <p>What inspires author's to write about a particular subject, theme, or idea?</p>	<p>Students will: Analyze author's purpose in fiction, nonfiction, and media Identify and analyze literary tone and diction Identify elements of functional texts: bold print, headings, subheadings, graphic aids, captions Determine patterns of organization Determine how an author's develop and organize ideas Analyze elements of a news segment: anchor, video footage, voice over, sound bites Identify and analyze vignettes Make inferences Cite evidence</p>	<p>direct instruction - module pages: 5.1 Text Features 5.2 Media Connection - News Report 5.3 Author's Perspective guided reading worksheets videos note taking</p>	<p><i>Who Killed the Iceman</i> <i>The House of Mango Street</i> <i>Video - In Focus: Otzi "The Ice Man"</i> <i>Video - Thai Cave Rescue</i></p>	quizzes CYU's

By the end of grade 9, read and comprehend literature and other texts 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.

- Self-select texts for personal enjoyment, interest, and academic tasks.

- Read widely to understand multiple perspectives and pluralistic viewpoints.

- Self-select texts for personal enjoyment, interest, and academic tasks.

- Read widely to understand multiple perspectives and pluralistic viewpoints.

#### ELA.9.5.1.1(A)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### ELA.9.5.2.2(A)

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.

#### ELA.9.5.3.3(A)

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.

#### ELA.9.5.4.4(A)

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).

#### ELA.9.5.5.5(A)

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).

#### ELA.9.5.6.6(A)

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.

#### ELA.9.5.8.8(A)

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.

#### ELA.9.5.10.10(A)

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.

- Self-select texts for personal enjoyment, interest, and academic tasks.

#### ELA.9.9.3.3(A)

Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### ELA.9.11.3.3(A)

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.

- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

## ELA.9.11.4.4(A)

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.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## ELA.9.11.5.5(A)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.

## ELA.9.11.6.6(A)

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.

## ELA.9.12.1.1(A)

Cite specific textual visual or physical evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

## ELA.9.12.2.2(A)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

## ELA.9.12.3.3(A)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

## ELA.9.12.4.4(A)

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.

## ELA.9.12.5.5(A)

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

## ELA.9.12.6.6(A)

Compare the point of view of two or more authors or creators for how they treat the same or similar topics, including which details they include and emphasize or exclude in their respective accounts

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	<p>including points of view about Minnesota American Indian history</p> <p>ELA.9.12.8.8(A) Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>ELA.9.13.2.2(A) Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>ELA.9.13.6.6(A) Analyze the author's purpose in describing phenomena, providing an explanation, describing a procedure, or discussing/reporting an experiment in a text, defining the question the author seeks to address.</p> <p>ELA.9.9.7.7.(I) Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.  <ul style="list-style-type: none"> <li>•Evaluate the content and effect of persuasive techniques used in different mass media.</li> <li>•Synthesize information and recognize categories, trends, and themes across multiple sources.</li> <li>•Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.</li> <li>•Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.</li> </ul> </p> <p>ELA.9.12.10.10(I) By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>					
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Learning Objectives</b>	<b>Instructional Strategies</b>	<b>Resources</b>	<b>Assessments</b>
<b>Months 1-12</b>						
<p>Module 6: Rhetorical Analysis  (updated 7/10/20)</p>	<p>ELA.9.4.1.1(A) 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>ELA.9.4.2.2(A) 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>ELA.9.4.3.3(A) 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>ELA.9.4.4.4(A) 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).</p> <p>ELA.9.4.5.5(A) 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>ELA.9.4.7.7(A) Analyze the representation of a subject or a key</p>	<p>How can criticism be beneficial? How does media shape our view of the world? How are individuals responsible for social justice? What determines an effective vs. ineffective argument?</p>	<p>Students will: Identify elements of an argument Analyze how authors develop and support their claims Identify and analyze persuasive techniques Identify and analyze rhetorical devices: repetition, parallelism, analogy Compare characteristics of literary social criticism in fiction and nonfiction Make inferences Cite evidence Write a persuasive essay</p>	<p>direct instruction - module pages: 6.1 Persuasion 6.2 Social Criticism guided reading worksheets video note taking</p>	<p><i>I Have a Dream</i> <i>Primal Screen</i> <i>The Pedestrian</i> <i>Video - Martin Luther King, Jr., I Have a Dream</i></p>	<p>quizzes CYU's essay</p>

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).

ELA.9.4.10.10(A)

By the end of grade 9, read and comprehend literature and other texts 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.

- Self-select texts for personal enjoyment, interest, and academic tasks.
- Read widely to understand multiple perspectives and pluralistic viewpoints.
- Self-select texts for personal enjoyment, interest, and academic tasks.
- Read widely to understand multiple perspectives and pluralistic viewpoints.

ELA.9.5.1.1(A)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELA.9.5.2.2(A)

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.

ELA.9.5.3.3(A)

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.

ELA.9.5.4.4(A)

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).

ELA.9.5.5.5(A)

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).

ELA.9.5.6.6(A)

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.

ELA.9.5.7.7(A)

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.

ELA.9.5.8.8(A)

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.

ELA.9.5.9.9(A)

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," and other documents such as those written by Sojourner Truth, Chief Seattle, and Elizabeth Cady Stanton), including how they address related themes and concepts.

ELA.9.5.10.10(A)

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.

•Self-select texts for personal enjoyment, interest, and academic tasks.

ELA.9.7.1.1(A)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

•Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

•Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

•Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

•Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

•Provide a concluding statement or section that follows from and supports the argument presented.

ELA.9.7.4.4(A)

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.)

ELA.9.7.5.5(A)

Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 75.)

ELA.9.7.6.6(A)

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.

ELA.9.7.7.7(A)

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.

ELA.9.7.8.8(A)

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.

**ELA.9.7.9.9(A)**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grades 9-10 Reading standards to literature (e.g., “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]”).
- Apply grades 9-10 Reading standards to literary nonfiction (e.g., “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”).

**ELA.9.7.10.10(A)**

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.

- Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

**ELA.9.11.1.1(A)**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use parallel structure.
- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**ELA.9.11.2.2(A)**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- Use a colon to introduce a list or quotation.
- Spell correctly.

**ELA.9.11.3.3(A)**

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.

- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.

**ELA.9.11.4.4(A)**

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.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its

**Curriculum Map - English Language Arts - English 9**

	<p>precise meaning, its part of speech, or its etymology.</p> <ul style="list-style-type: none"> <li>•Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> <p>ELA.9.11.5.5(A) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>•Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>•Analyze nuances in the meaning of words with similar denotations.</li> </ul> <p>ELA.9.11.6.6(A) 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>ELA.9.12.1.1(A) Cite specific textual visual or physical evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>ELA.9.12.2.2(A) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>ELA.9.12.3.3(A) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>ELA.9.12.4.4(A) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.</p> <p>ELA.9.12.5.5(A) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>ELA.9.12.8.8(A) Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>					
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Learning Objectives</b>	<b>Instructional Strategies</b>	<b>Resources</b>	<b>Assessments</b>
<b>Months 1-12</b>						
<p>Module 7: Poetic Form</p> <p><i>(updated 7/10/20)</i></p>	<p>ELA.9.4.1.1(A) 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>ELA.9.4.2.2(A) 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>ELA.9.4.3.3(A) 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>ELA.9.4.4.4(A) Determine the meaning of words and phrases as</p>	<p>How can individuals make deep connections to seemingly ordinary events? How does poetry reveal things that are not so obvious? What elements create meaningful poetry?</p>	<p>Students will: Identify characteristics of forms of poetry including: lyric, elegy, ballad, ode, organic, and dramatic monologue Identify a poem's speaker Analyze character development Identify and analyze imagery</p> <p>Analyze how diction impacts poetic meaning and tone</p>	<p>direct instruction - module pages: 7.1 Lyric and Elegy 7.2 Ballad and Ode 7.3 Dramatic Monologue guided reading worksheets videos note taking</p>	<p><i>My Papa's Waltz</i> <i>I Ask My Mother to Sing</i> <i>Spring is like perhaps a hand</i> <i>Elegy to for the Giant Tortoise</i> <i>For Poets</i> <i>Ode to My Socks</i> <i>Egg Horror</i> <i>O What is that Sound</i> <i>The Seven Ages of Man</i> <i>The Road Not Taken</i> Video - audio of <i>The Seven Ages of Man</i> Video - audio of <i>The</i></p>	<p>quizzes CYU's</p>

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).

ELA.9.4.5.5(A)

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.

ELA.9.4.10.10(A)

By the end of grade 9, read and comprehend literature and other texts 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.

- Self-select texts for personal enjoyment, interest, and academic tasks.
- Read widely to understand multiple perspectives and pluralistic viewpoints.
- Self-select texts for personal enjoyment, interest, and academic tasks.
- Read widely to understand multiple perspectives and pluralistic viewpoints.

ELA.9.11.3.3(A)

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.

- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

ELA.9.11.4.4(A)

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.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELA.9.11.5.5(A)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.

ELA.9.11.6.6(A)

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

Identify poetic structures

Interpret figurative language including metaphor, simile and personification

Identify the impact of sound devices including: end rhyme, internal rhyme, assonance

Apply visualization

Make inferences

Cite evidence

*Roaa NOT taken*

Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						
Module 8: Literary Humor <i>(updated 7/10/20)</i>	<p>ELA.9.4.1.1(A) 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>ELA.9.4.2.2(A) 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>ELA.9.4.3.3(A) 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>ELA.9.4.4.4(A) 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).</p> <p>ELA.9.4.5.5(A) 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>ELA.9.4.6.6(A) 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.</p> <p>ELA.9.4.10.10(A) By the end of grade 9, read and comprehend literature and other texts 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.  <ul style="list-style-type: none"> <li>•Self-select texts for personal enjoyment, interest, and academic tasks.</li> <li>•Read widely to understand multiple perspectives and pluralistic viewpoints.</li> <li>•Self-select texts for personal enjoyment, interest, and academic tasks.</li> <li>•Read widely to understand multiple perspectives and pluralistic viewpoints.</li> </ul> </p> <p>ELA.9.5.1.1(A) 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>ELA.9.5.2.2(A) Determine a central idea of a text and analyze its development over the course of the text, including</p>	<p>How does humor effect individuals? Is humor universal, or does it depend on sociological factors? Why do authors craft humorous texts?</p>	<p>Students will: Identify and analyze characteristics of farce, informational humor, and parody Analyze how an author's style impacts the meaning of the text Analyze elements of author's style, including word choice, tone, sentence structure Identify word choice, hyperbole, and irony Identify sensory language and figurative language Analyze authors use of sequencing Apply visualization strategies Make prediction</p>	<p>direct instruction - module pages: 8.1 Parody 8.2 Informational Humor 8.3 Dramatic Farce guided reading worksheets note taking</p>	<p><i>The Princess and the Tin Box</i> <i>Going to Japan</i> <i>The Sneeze</i></p>	<p>quizzes CYU's</p>

how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELA.9.5.3.3(A)

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.

ELA.9.5.4.4(A)

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).

ELA.9.5.5.5(A)

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).

ELA.9.5.6.6(A)

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.

ELA.9.5.10.10(A)

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.

- Self-select texts for personal enjoyment, interest, and academic tasks.

ELA.9.11.3.3(A)

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.

- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

ELA.9.11.4.4(A)

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.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)

- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELA.9.11.5.5(A)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., euphemism,

Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						
Module 9: Literature and History  <i>(updated 7/10/20)</i>	<p>oxymoron) in context and analyze their role in the text.            •Analyze nuances in the meaning of words with similar denotations.</p> <p>ELA.9.11.6.6(A)            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>ELA.9.4.1.1(A)            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>ELA.9.4.2.2(A)            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>ELA.9.4.3.3(A)            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>ELA.9.4.4.4(A)            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).</p> <p>ELA.9.4.5.5(A)            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>ELA.9.4.10.10(A)            By the end of grade 9, read and comprehend literature and other texts 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.            •Self-select texts for personal enjoyment, interest, and academic tasks.            •Read widely to understand multiple perspectives and pluralistic viewpoints.            •Self-select texts for personal enjoyment, interest, and academic tasks.            •Read widely to understand multiple perspectives and pluralistic viewpoints.</p> <p>ELA.9.5.1.1(A)            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>ELA.9.5.2.2(A)            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</p>	<p>What outside influences have shaped you into the person you are today?            What cultural symbols are important to you?            How do authors create compelling accounts of cultural and historical events?</p>	<p>Students will:            Identify elements of historical context and how it impacts literature            Identify how the significance of cultural experiences are represented in text            Interpret cultural symbols            Determine how author's background influences literature            Identify the controlling idea of a text            Identify elements of a documentary            Make inferences            Draw conclusions            Cite evidence            Write an informative essay.</p>	<p>direct instruction -            module pages:            9.1 Cultural Symbolism            9.2 Historical Reflection            9.3 Cultural Heritage            9.4 Media Connection - Documentary            guided reading            worksheets            videos            note taking</p>	<p><i>Revisiting Sacred Ground</i>  <i>Special Report</i>  <i>The Tropics in New York</i>  <i>Theme for English B</i>  <i>Video - Langston Hughes</i>  <i>Video - Claude McKay</i>  <i>Video - Native American History and Culture</i></p>	<p>quizzes            CYU's            essay</p>

the text.

ELA.9.5.3.3(A)

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.

ELA.9.5.4.4(A)

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).

ELA.9.5.5.5(A)

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).

ELA.9.5.6.6(A)

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.

ELA.9.5.8.8(A)

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.

ELA.9.5.10.10(A)

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.

- Self-select texts for personal enjoyment, interest, and academic tasks.

ELA.9.7.2.2(A)

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.

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- Use precise language and domain-specific vocabulary to manage the complexity of the topic.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications)

ELA.9.7.4.4(A)

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.)

ELA.9.7.5.5(A)

Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 75.)

ELA.9.7.6.6(A)

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.

ELA.9.7.7.7(A)

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.

ELA.9.7.8.8(A)

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.

ELA.9.7.10.10(A)

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.

- Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

ELA.9.11.1.1(A)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use parallel structure.

- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

ELA.9.11.2.2(A)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

- Use a colon to introduce a list or quotation.

- Spell correctly.

ELA.9.11.3.3(A)

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.

- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook,

Turabian's Manual for Writers) appropriate for the discipline and writing type.

**ELA.9.11.4.4(A)**

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.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**ELA.9.11.5.5(A)**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.

**ELA.9.11.6.6(A)**

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.

**ELA.9.12.1.1(A)**

Cite specific textual visual or physical evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**ELA.9.12.2.2(A)**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**ELA.9.12.3.3(A)**

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**ELA.9.12.4.4(A)**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.

**ELA.9.12.5.5(A)**

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**ELA.9.12.8.8(A)**

Assess the extent to which the reasoning and evidence in a text support the author's claims.

**ELA.9.9.7.7.(I)**

Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.

- Evaluate the content and effect of persuasive

**Curriculum Map - English Language Arts - English 9**

	<p>techniques used in different mass media.</p> <ul style="list-style-type: none"> <li>•Synthesize information and recognize categories, trends, and themes across multiple sources.</li> <li>•Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.</li> <li>•Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.</li> </ul> <p>ELA.9.12.10.10(I) By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>					
<b>Unit</b>	<b>Benchmarks</b>	<b>Essential Questions</b>	<b>Learning Objectives</b>	<b>Instructional Strategies</b>	<b>Resources</b>	<b>Assessments</b>
Months 1-12						
<p>Module 10: Romeo and Juliet  (updated 7/10/20)</p>	<p>ELA.9.4.1.1(A) 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>ELA.9.4.2.2(A) 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>ELA.9.4.3.3(A) 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>ELA.9.4.4.4(A) 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).</p> <p>ELA.9.4.5.5(A) 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>ELA.9.4.6.6(A) 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.</p> <p>ELA.9.4.10.10(A) By the end of grade 9, read and comprehend literature and other texts 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.</p> <ul style="list-style-type: none"> <li>•Self-select texts for personal enjoyment, interest, and academic tasks.</li> <li>•Read widely to understand multiple perspectives and pluralistic viewpoints.</li> <li>•Self-select texts for personal enjoyment, interest, and academic tasks.</li> <li>•Read widely to understand multiple perspectives and pluralistic viewpoints.</li> </ul> <p>ELA.9.11.3.3(A) Apply knowledge of language to understand how language functions in different contexts, to make</p>	<p>Do you believe in love at first sight? Have the concepts of love, loyalty, family, and friendship changed over time? To what extent does Shakespeare's play critique the value of romantic love as a social construct?</p>	<p>Students will: Identify conventions of Shakespearean dramatic tragedies Analyze traits of a tragic hero Identify and comprehend soliloquies, asides, and allusions Analyze Shakespearean language: blank verse, word play, pun Identify theme and analyze Shakespeare's development Identify specific cultural experiences in world literature Utilize paraphrasing to aid in comprehension</p>	<p>direct instruction - module page: 10.1 William Shakespeare guided reading worksheets note taking hyperlink to sparknotes</p>	<p><i>The Tragedy of Romeo and Juliet</i></p>	<p>quiz CYU</p>

	<p>effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> <li>•Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</li> </ul> <p>ELA.9.11.4.4(A) 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> <ul style="list-style-type: none"> <li>•Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>•Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)</li> <li>•Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>•Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> <p>ELA.9.11.5.5(A) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>•Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>•Analyze nuances in the meaning of words with similar denotations.</li> </ul> <p>ELA.9.11.6.6(A) 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>					
Unit	Benchmarks	Essential Questions	Learning Objectives	Instructional Strategies	Resources	Assessments
Months 1-12						
<p>Module 11: The Odyssey</p> <p><i>(updated 3/6/20)</i></p>	<p>ELA.9.4.1.1(A) 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>ELA.9.4.2.2(A) 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>ELA.9.4.3.3(A) 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>ELA.9.4.4.4(A) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative</p>	<p>What is a hero? What constitutes courage? How do cultural beliefs shape our individual behavior? How is Homer's epic still relevant today?</p>	<p>Students will: Identify and analyze characteristics of an epic including: plot, setting, and theme Identify and analyze traits of an epic hero Identify and analyze archetypal character Analyze the impact of the cultural perspective in the text</p>	<p>direct instruction - module page 11.1 Epic guided reading worksheets note taking</p>	<p><i>The Odyssey, Books 1,5,9-12,16,17,21-23</i></p>	<p>quiz CYU</p>

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).

ELA.9.4.5.5(A)

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.

ELA.9.4.6.6(A)

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.

ELA.9.4.9.9(A)

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 or how a Minnesota American Indian author uses oral tradition to create works of literature).

ELA.9.4.10.10(A)

By the end of grade 9, read and comprehend literature and other texts 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.

- Self-select texts for personal enjoyment, interest, and academic tasks.
- Read widely to understand multiple perspectives and pluralistic viewpoints.
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ELA.9.5.10.10(A)

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.

- Self-select texts for personal enjoyment, interest, and academic tasks.

ELA.9.11.3.3(A)

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.

- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

ELA.9.11.4.4(A)

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.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)
- Consult general and specialized reference materials (e.g., dictionaries, glossaries,

thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELA.9.11.5.5(A)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

- Analyze nuances in the meaning of words with similar denotations.

ELA.9.11.6.6(A)

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.