

2011-2012 Year-Long English Language Arts Curriculum Map for Grades 9 & 10 Overview

Grade 9	Theme- Decisions, Actions and Consequences	Essential Questions- <ul style="list-style-type: none"> • How do decisions, actions, and consequences vary depending on the different perspectives of the people involved? • What is the relationship between decisions and consequences? • How can a person’s decisions and actions change his/her life? • How do authors use the resources of language (rhetoric) to create meaning?
Grade 10	Theme- Revolution and Evolution in Society (Utopia & Dystopia)	Essential Questions- <ul style="list-style-type: none"> • What is the cost of attaining utopia? • What is the impetus for change (evolution & change)? • How is change related to conflict (evolution & change)? • How do differing perspectives impact change? • How do authors use the resources of language (rhetoric) to create meaning?

- Four modules per year at all grades; each module is approximately 8-9 weeks long (*one module per quarter*)
- Each module includes a “gap week” that can be used for reviewing, re-teaching, incorporating timely instruction based upon assessments, further assessing or extending content (These days should be distributed as needed throughout the module)
- Modules alternate between an informational and a literary focus (Module 1—Informational focus, Module 2—Literary focus, Module 3—Informational focus, & Module 4—Literary focus)

Module Requirements Overview

Reading	Writing About Text	Research	Language	Speaking & Listening
<ul style="list-style-type: none"> • Close reading of 2-3 short literary texts • Close reading of 1-2 short informational texts • In depth study of 1 extended text 	Cite evidence and analyze content in: <ul style="list-style-type: none"> • 2 Analysis pieces, each focused on a single text • 1 Analysis piece comparing 2 or more texts • 1 Analysis piece incorporating research • 1 Narrative piece 	<ul style="list-style-type: none"> • 1 Research project <ul style="list-style-type: none"> -students research a particular related topic -students can present their findings in a variety of informal or formal contexts -this same research will be incorporated into the analysis piece 	<ul style="list-style-type: none"> • Regular study and application of grade level grammar concepts • Regular study and application of tier 2 vocabulary (5-10 words per week & 10-15 words per extended text) 	<ul style="list-style-type: none"> • Presentation of research • Discussions about text

- Each 8 week module must contain these components

2011-2012 Year-Long English Language Arts Curriculum Map for Grades 9 & 10

Grades 9 & 10	Module Focus	Common Core Learning Standards	Focused Learning Goals from the Common Core Learning Standards	Time Line	Assessments
Module 1	<ul style="list-style-type: none"> • Developing self-determining readers and writers (includes summer reading). • Determining meaning of non-fiction through analysis and synthesis. • Developing researchers. • Writing analysis to inform/explain (40% over the course of the year). • Writing to develop narrative voice through purposeful imitation (20% over the course of the year). 	RI 9-10.1a RI 9-10.2 RI 9-10.4 RI 9-10.5 RI 9-10.9a W 9-10.2a,b,f W 9-10.5 W 9-10.7a W 9-10.9b W 9-10.10 SL 9-10.1 SL 9-10.2 SL 9-10.6 L 9-10.1b L 9-10.2 L 9-10.4a,c L 9-10.6 W 9-10.6 *incorporate into module(s) where appropriate	<p><u>Reading</u> Students will:</p> <p>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>a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). (RI 9-10.1)</p> <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. (RI 9-10.2)</p> <p>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). (RI 9-10.4)</p> <p>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). (RI 9-10.5)</p> <p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>a. Read, annotate, and analyze informational texts on topics related to diverse and nontraditional cultures and viewpoints. (RI 9-10.9)</p> <p><u>Writing</u> Students will:</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of</p>	8-9 weeks	<p><u>Formative:</u></p> <ul style="list-style-type: none"> • Routine writing tasks about close reading -i.e.: paraphrasing, summarizing, answers/thoughts on text-dependent questions, revisions to summaries or paraphrases • Text-dependent questions -i.e.: whole class discussion, small group discussion, independent responses, multiple choice • Routine writing tasks to develop informative/explanatory texts • Routine writing to develop narrative voice -i.e.: application of mini-lessons, purposeful imitation of literature • 1st and 2nd analytical pieces each on single text • Narrative piece <p><u>Summative:</u></p> <ul style="list-style-type: none"> • 3rd analytical piece comparing two or more texts -including language standards (inform/explain) • 4th analytical piece incorporating research <p>All summative assessments focus only on targeted instruction areas based on teacher analysis of the formative assessments</p> <p><u>Interim:</u></p> <ul style="list-style-type: none"> • Multiple choice test

2011-2012 Year-Long English Language Arts Curriculum Map for Grades 9 & 10

			<p>content.</p> <ul style="list-style-type: none"> a. 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. b. 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. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>(W 9-10.2)</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W 9-10.5)</p> <p>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. (W 9-10.6)</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none"> a. Explore topics dealing with different cultures and world viewpoints. <p>(W 9-10.7)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> b. Apply <i>grades 9–10 Reading standards</i> 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”). <p>(W 9-10.9)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or</p>		
--	--	--	---	--	--

2011-2012 Year-Long English Language Arts Curriculum Map for Grades 9 & 10

a day or two) for a range of tasks, purposes, and audiences. (W 9-10.10)

Speaking and Listening

Students will:

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- b. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- c. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- d. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- e. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- f. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

(SL 9-10.1)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (SL 9-10.2)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.) (SL 9-10.6)

Language

Students will:

Demonstrate command of the conventions of standard English

2011-2012 Year-Long English Language Arts Curriculum Map for Grades 9 & 10

			<p>grammar and usage when writing or speaking.</p> <p>b. 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. (L 9-10.1)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly. (L 9-10.2)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>c. 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. (L 9-10.4)</p> <p>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. (L9-10. 6)</p>		
<p>Module 2</p>	<ul style="list-style-type: none"> • Comprehending, interpreting and analyzing literature. • Developing researchers. • Writing analysis to argue/persuade (40% over the 	<p>RL 9-10.1 RL 9-10.2 RL 9-10.3 RL 9-10.4 RL 9-10.7 RL 9-10.11</p> <p>W 9-10.1a,b,e W 9-10.3 W 9-10.4</p>	<p><u>Reading</u> Students will:</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL 9-10.1)</p> <p>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</p>	<p>8-9 Weeks</p>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> • Routine writing tasks about close reading -i.e.: paraphrasing, summarizing, answers/thoughts on text-dependent questions, revisions to summaries or paraphrases • Text-dependent questions -i.e.: whole class discussion, small group discussion, independent responses, multiple choice • Routine writing tasks to develop

2011-2012 Year-Long English Language Arts Curriculum Map for Grades 9 & 10

	<p>course of the year).</p> <ul style="list-style-type: none"> • Writing to develop narrative voice through purposeful imitation (20% over the course of the year). 	<p>W 9-10.10 W9-10.9a</p> <p>SL 9-10.1 SL 9-10.2 SL 9-10.6</p> <p>L 9-10.1b L 9-10.2 L 9-10.4a,c L 9-10.5 L 9-10.6</p>	<p>summary of the text. (RL9-10.2)</p> <p>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. (RL 9-10.3)</p> <p>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 Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations. (RL 9-10.4)</p> <p>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 <i>Landscape with the Fall of Icarus</i>).</p> <p>a. Analyze works by authors or artists who represent diverse world cultures. (RL 9-10.7)</p> <p>Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.</p> <p>a. Self-select text to respond and develop innovative perspectives.</p> <p>b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces. (RL 9-10.11)</p> <p><u>Writing</u> Students will:</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>a. 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.</p> <p>b. 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</p>		<p>informative/explanatory texts</p> <ul style="list-style-type: none"> • Routine writing to develop narrative voice -i.e.: application of mini-lessons, purposeful imitation of literature • 1st and 2nd analytical pieces each on single text <p><u>Summative:</u></p> <ul style="list-style-type: none"> • 3rd Analytical piece comparing two or more texts -including language standards (argue/persuade) • 4th analytical piece incorporating research • Narrative piece <p>All summative assessments focus only on targeted instruction areas based on teacher analysis of the formative assessments</p> <p><u>Interim:</u></p> <ul style="list-style-type: none"> • Multiple choice test
--	--	--	---	--	---

2011-2012 Year-Long English Language Arts Curriculum Map for Grades 9 & 10

level and concerns.

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

(W 9-10.1)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.

(W 9-10.3)

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.)

(W 9-10.4)

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

- a. 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]”).

(W 9-10.9)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or

2011-2012 Year-Long English Language Arts Curriculum Map for Grades 9 & 10

a day or two) for a range of tasks, purposes, and audiences. (W 9-10.10)

Speaking and Listening

Students will:

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

(SL 9-10.1)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (SL 9-10.2)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.) (SL 9-10.6)

Language

Students will:

Demonstrate command of the conventions of standard English

2011-2012 Year-Long English Language Arts Curriculum Map for Grades 9 & 10

			<p>grammar and usage when writing or speaking.</p> <p>b. 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. (L9-10.1)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly. (L9-10.2)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>c. 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. (L9-10.4)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations. (L9-10.5)</p> <p>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. (L9-10.6)</p>		
--	--	--	---	--	--

2011-2012 Year-Long English Language Arts Curriculum Map for Grades 9 & 10

Module 3	<ul style="list-style-type: none"> • Determining meaning of non-fiction through analysis and synthesis. • Writing analysis to argue/persuade (40% over the course of the year). • Writing to develop narrative voice through purposeful imitation (20% over the course of the year). • Developing researchers. • Presenting research. 	<p>RI 9-10.3 RI 9-10.6 RI 9-10.7 RI 9-10.8 RI 9-10.9</p> <p>W 9-10.1c,d W 9-10.8 W 9-10.9b W 9-10.10</p> <p>SL 9-10.3 SL 9-10.4 SL 9-10.6</p> <p>L 9-10.2 L 9-10.3 L 9-10.4b,d L 9-10.6</p>	<p><u>Reading</u> Students will:</p> <p>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. (RI 9-10.3)</p> <p>Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (RI 9-10.6)</p> <p>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. (RI 9-10.7)</p> <p>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. (RI 9-10.8)</p> <p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>a. Read, annotate, and analyze informational texts on topics related to diverse and nontraditional cultures and viewpoints. (RI 9-10.9)</p> <p><u>Writing</u> Students will:</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>c. 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.</p> <p>d. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>8-9 weeks</p>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> • Routine writing tasks about close reading -i.e.: paraphrasing, summarizing, answers/thoughts on text-dependent questions, revisions to summaries or paraphrases • Text-dependent questions -i.e.: whole class discussion, small group discussion, independent responses, multiple choice • Routine writing tasks to develop informative/explanatory texts • Routine writing to develop narrative voice -i.e.: application of mini-lessons, purposeful imitation of literature • 1st and 2nd analytical pieces each on single text • Narrative piece <p><u>Summative:</u></p> <ul style="list-style-type: none"> • 3rd Analytical piece comparing two or more texts -including language standards (argue/persuade) • 4th analytical piece incorporating research <p>All summative assessments focus only on targeted instruction areas based on teacher analysis of the formative assessments</p> <p><u>Interim:</u></p> <ul style="list-style-type: none"> • Multiple choice test
---------------------	--	---	--	------------------	--

2011-2012 Year-Long English Language Arts Curriculum Map for Grades 9 & 10

(W 9-10.1)

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. (W 9-10.8)

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

- b. 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”).

(W 9-10.9)

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. (W 9-10.10)

Speaking and Listening

Students will:

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (SL 9-10.3)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (SL 9-10.4)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.) (SL 9-10.6)

Language

Students will:

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

- a. Use a semicolon (and perhaps a conjunctive adverb) to link

2011-2012 Year-Long English Language Arts Curriculum Map for Grades 9 & 10

			<p>two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly. (L 9-10.2)</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. (L 9-10.3)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>d. 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). (L 9-10.4)</p> <p>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. (L 9-10.6)</p>		
Module 4	<ul style="list-style-type: none"> • Comprehending, interpreting and analyzing literature. • Writing analysis to inform/explain (40% over the course of the year). • Writing to develop narrative voice through 	<p>RL 9-10.5 RL 9-10.6 RL 9-10.9 RL 9-10.10 RL 9-10.11</p> <p>W 9-10.2c,d,e W 9-10.4 W9-10.9a W 9-10.10 W 9-10.11</p> <p>SL 9-10.3 SL 9-10.4</p>	<p><u>Reading</u></p> <p>Students will:</p> <p>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. (RL 9-10.5)</p> <p>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. (RL 9-10.6)</p> <p>Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from</p>	8-9 weeks	<p><u>Formative:</u></p> <ul style="list-style-type: none"> • Routine writing tasks about close reading -i.e.: paraphrasing, summarizing, answers/thoughts on text-dependent questions, revisions to summaries or paraphrases • Text-dependent questions -i.e.: whole class discussion, small group discussion, independent responses, multiple choice • Routine writing tasks to develop informative/explanatory texts • Routine writing to develop narrative voice -i.e.: application of mini-lessons, purposeful imitation of literature

2011-2012 Year-Long English Language Arts Curriculum Map for Grades 9 & 10

	<p>purposeful imitation (20% over the course of the year).</p> <ul style="list-style-type: none"> Developing researchers. Presenting research. 	<p>SL 9-10.5 SL 9-10.6</p> <p>L 9-10.1a L 9-10.2 L 9-10.3 L 9-10.4b,d L 9-10.5 L 9-10.6</p>	<p>Ovid or the Bible or how a later author draws on a play by Shakespeare). (RL 9-10.9)</p> <p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (RL 9-10.10)</p> <p>Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.</p> <ol style="list-style-type: none"> Self-select text to respond and develop innovative perspectives. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces. (RL 9-10.11) <p><u>Writing</u> Students will:</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> 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. (W 9-10.2) <p>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.) (W 9-10.4)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze 		<ul style="list-style-type: none"> 1st and 2nd analytical pieces each on single text <p><u>Summative:</u></p> <ul style="list-style-type: none"> 3rd Analytical piece comparing two or more texts -including language standards (inform/explain) 4th analytical piece incorporating research Narrative piece <p>All summative assessments focus only on targeted instruction areas based on teacher analysis of the formative assessments</p> <p><u>Interim:</u></p> <ul style="list-style-type: none"> Multiple choice test
--	--	---	---	--	---

2011-2012 Year-Long English Language Arts Curriculum Map for Grades 9 & 10

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]”).

(W 9-10.9)

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. (W 9-10.10)

Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit.

- a. Engage in a wide range of prewriting experiences, such as using a variety of visual representations, to express personal, social, and cultural connections and insights.
- b. Identify, analyze, and use elements and techniques of various genres of literature.
- c. Develop critical and interpretive texts from more than one perspective, including historical and cultural.
- d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

(W 9-10.11)

Speaking and Listening

Students will:

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (SL 9-10.3)

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (SL 9-10.4)

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL 9-10.5)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.) (SL 9-10.6)

2011-2012 Year-Long English Language Arts Curriculum Map for Grades 9 & 10

			<p><u>Language</u> Students will:</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none">Use parallel structure. (L 9-10.1) <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none">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. (L 9-10.2) <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none">Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. (L 9-10.3) <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none">Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).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). (L 9-10.4) <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none">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. (L 9-10.5) <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and</p>		
--	--	--	---	--	--

2011-2012 Year-Long English Language Arts Curriculum Map for Grades 9 & 10

			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. (L 9-10.6)		
--	--	--	--	--	--

Draft