

**CURRICULUM MAP
LANGUAGE ARTS
9th Grade**

1 st Nine Weeks	2 nd Nine Weeks
<p>**<i>Bold and Italics = Power Standards/ Indicators*</i></p> <p>Pre-assessment and review of basic skills Vocabulary Reading Process Modes of writing; Writing Process; Writing Conventions Active listening</p> <p>Unit # 1 Focus—Short Stories/Narrative Pieces <i>Reading Application -Literary Text</i></p> <ul style="list-style-type: none"> • <i>Direct/indirect characterization</i> • Influence of setting • Point of view • Universal themes • <i>Symbolism</i> • <i>Irony</i> • <i>Foreshadowing</i> • <i>Flashback</i> • <i>Conflict</i> • <i>Plot</i> • Mood vs. tone • Allusion <p><i>Writing Applications</i></p> <ul style="list-style-type: none"> • Informal writings (portfolios) • <i>Narrative</i> <p>Responses to literature</p> <p>Unit # 2 Focus—<i>Reading Application Informational text:</i></p> <ul style="list-style-type: none"> • <i>Organizational patterns</i> • Implicit/explicit perspective • <i>Development of key point</i> • Information in maps, charts, graphs, etc. <p><i>Writing Applications</i></p> <ul style="list-style-type: none"> • <i>Letters (business)</i> • Informal writings 	<p>Unit # 3: Focus—The Odyssey <i>Reading Application Literary Text</i></p> <ul style="list-style-type: none"> • Literal and figurative language • Metaphors/similes <p><i>Writing Applications</i></p> <ul style="list-style-type: none"> • Informal writings <p>Unit # 4 Focus—Animal Farm by George Orwell <i>Reading Application Literary Text</i></p> <ul style="list-style-type: none"> • Persuasive techniques/ Propaganda • Satire <p><i>Writing Application</i></p> <ul style="list-style-type: none"> • Informal writings <p>Unit # 5 Focus--<i>Research</i></p> <ul style="list-style-type: none"> • <i>Gather relevant information</i> • Synthesize multiple sources • Use style Guides • Integrate quotations and citations • Documentation • Use style guides

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3 rd Nine Weeks	4 th Nine Weeks
<p>Unit # 5 Continued</p> <ul style="list-style-type: none"> • <i>Writing Application Information essay</i> <p><i>Communications: Oral & Visual</i></p> <ul style="list-style-type: none"> • <i>Deliver informational presentation</i> <p>Unit # 6 Focus--Poetry Reading Application Literary Text</p> <ul style="list-style-type: none"> • Mood and tone • Alliteration • Assonance and consonance • Onomatopoeia • Imagery • Rhyme • Narrative vs. lyric • Voice <p><i>Writing Application</i></p> <ul style="list-style-type: none"> • <i>Responses to literature</i> • Informal writings • <p>Unit # 7 Focus— Functional Reading</p> <p><i>Reading Application Informational text</i></p> <ul style="list-style-type: none"> • Graphics • Product information • Workplace/public documents <p><i>Writing Application</i></p> <ul style="list-style-type: none"> • Informal writings 	<p>Unit # 8 Focus—Romeo and Juliet</p> <p><i>Reading Application Literary Text:</i></p> <ul style="list-style-type: none"> • Idioms/puns • Dramatic monologues • <i>Subplots vs. plot</i> • <i>Conflicts</i> • Historical influence on language <p><i>Writing Application</i></p> <ul style="list-style-type: none"> • Informal writings • <i>Persuasive Writing</i> • Support arguments with detailed evidence <p><i>Communication: Oral & Visual</i></p> <ul style="list-style-type: none"> • <i>Delivery persuasive presentations</i> <p>Post-assessment of skills</p> <p><i>Writing Application</i></p> <ul style="list-style-type: none"> • Informal writings • Formal piece(s)

CURRICULUM MAP
Language Arts
Grade 9

Embedded throughout the curriculum are the following:

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

Writing Process:

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.
5. Use organizational strategies (e.g., notes and outlines) to plan writing.
6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.