

Common Core Standards Curriculum Map - Grade 9
 QUARTER 1

Unit: 1.1 - (24 days)

<p>Common Core Standards and Content to Be Learned</p>	<p>Essential Questions</p>	<p>Prior Learning, Current Learning and Future Learning</p>	<p>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</p>
<p>Focus Standards: RL.9-10.1 RL.9-10.3 RI.9-10.2 RI.9-10.4 W.9-10.1abcde SL.9-10.1abc L.9-10.2abc</p> <p>Recurring Standards: RL.9-10.10 RI.9-10.10 W.9-10.10</p> <p>Content to be Learned: Short stories/Nonfiction Articles Argument writing</p>	<p><i>What textual evidence supports your analysis of the text explicitly and inferentially? (RL.9-10.1)</i></p> <p><i>How do complex characters develop over the course of a literary text? RL.9-10.3</i></p> <p><i>What is the central idea of an informational text and how is this central idea shaped by specific details and word choices that the author includes? RI.9-10.2</i></p> <p><i>How does a writer use evidence, claims, counterclaims, effective word choices and conventions of the English language to craft an argument that supports a claim in an analysis of a substantive text or topic? W.9-10.1abcde</i></p> <p><i>How do students prepare for, initiate, and participate in various modes of discussion about key texts and topics, using previously decided upon rules for collegial</i></p>	<p>Prior Learning: Students have knowledge of: * citing textual evidence. * character development and plot in a literary text. * central idea of a text and how it is developed; creating an objective summary. * writing arguments to support claims.</p> <p>Current Learning: Students: * cite strong and thorough textual evidence to support character analysis. * determine the central idea of a text and how it is shaped by specific details and word choices. * write arguments to support a claim using proper structure and style.</p> <p>Future Learning: Students will move towards independent: * citation of textual evidence. * character analysis. * determination of central idea. * argument writing.</p>	<p>Instructional Activities (I): * Close reading of literary texts (short stories, poems, excerpts of novels/plays) * Close reading of nonfiction texts * Argument writing - practice writing an argument, reading/analyzing exemplars</p> <p>Formative Assessment (FA): * Guided completion of the summer reading assessment packet * Think-Pair-Share, quizzes, admit/exit slips * Journal writing</p> <p>Summative Assessments (SA): * Independent completion of the summer reading assessment packet * Socratic Seminar/Formal classroom discussion * Quarter 1, unit 1.1 paper (Argument Rubric)</p>

Resources:

- Timeless Voices, Timeless Themes (Gold) - Grade 9 Literature Book
- See Appendix B of RI Common Core State Standards for English Language Arts & Literature (Includes: Stories, Drama, Poetry, Informational Text)
http://www.corestandards.org/assets/Appendix_B.pdf
 - Engage NY: Close Reading Unit Texts Grades 9-10
(Includes Texts & Lessons to: Speech, Photos, Personal Narrative, Video, Website, Informational Text, Government Document)
<http://www.engageny.org/tags/close-reading>
- Engage NY: Text List for P-12 ELA (Includes: Stories, Poetry, Memoir, Novel, Plays, Informational Text, Speech)
<http://www.engageny.org/resource/text-list-for-p-12-ela>

● **Short Stories:**

Cask of Amontillado
Most Dangerous Game
Spear
Girl
Scarlet Ibis
The Necklace
The Lottery
Gift of the Magi
Story of an Hour
The Lady and The Tiger
Blues Ain't No Mockingbird

● **Informational Text Sources:**

Kelly Gallagher
Writer's Notebook
Time Magazine (print)
National Geo: <http://news.nationalgeographic.com/>
Kids National Geo: <http://kids.nationalgeographic.com/kids/stories>
<http://abcnews.go.com/>

<http://www.bbc.co.uk/news/world/>

<http://www.cnn.com/>

<http://hnn.us/>

<http://www.nbcnews.com/>

<http://www.bostonglobe.com/>

<http://www.nytimes.com/>

<http://news.yahoo.com/>

<http://news.discovery.com/>

Common Core Standards Curriculum Map - Grade 9
 QUARTER 1

Unit 1.2 - (23 days)

<p>Common Core Standards and Content to Be Learned</p>	<p>Essential Questions</p>	<p>Prior Learning, Current Learning and Future Learning</p>	<p>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</p>
<p>Focus Standards: RL.9-10.2 RL.9-10.5 RI.9-10.1 RI.9-10.6 W.9-10.3abcde SL.9-10.1d L.9-10.1ab L.9-10.3a</p> <p>Reinforced Standard: RL.9-10.3 RI.9-10.4 W.9-10.1d SL.9-10.1c L.9-10.2abc</p> <p>Recurring Standards: RL.9-10.10 RI.9-10.10 W.9-10.10</p> <p>Content to be Learned: Narrative Writing</p>	<p><i>What is the theme/central idea of a literary text and how is this theme/central idea shaped by specific details and word choices that the author includes? (RL.9-10.2)</i></p> <p><i>How does the author's choice create such effects as mystery, tension, or surprise? (RL.9-10.5)</i></p> <p><i>What textual evidence supports your analysis of the text explicitly and inferentially? (RI.9-10.1)</i></p> <p><i>What is the author's point of view/purpose and how does the author use rhetoric to advance the point of view/purpose? (RI.9-10.6)</i></p> <p><i>How does writing real or imagined narratives help the author engage the reader, use dialogue, use a variety of techniques to sequence events, use sensory language, and provide a conclusion that reflects on the experience? (W.9-10.3abcde)</i></p> <p><i>How well does the student orally express</i></p>	<p>Prior Learning: Students have prior knowledge of: *theme and central idea of a text and how it is developed; creating an objective summary. *citing textual evidence. *conventions of writing. *narrative writing. *Sharing their ideas whole group</p> <p>Current Learning: Students: *analyze the development of theme/central idea, author's choice and use of rhetoric.. *cite strong and thorough textual evidence for analysis.. *determine author's point of view/purpose. *write narratives (real or imagined). *prepare for verbal expression of their writing/ideas.</p> <p>Future Learning: Students will move toward independent: *analysis of theme/central idea. *citation for analysis. * analyze different artistic mediums of a dramatic work. * determine ways in which an author draws on and transforms source material</p>	<p>Instructional Activities (I): * Momento * Mini-Me * Life Events Timeline * Journal Writing/Brainstorming * Reading Exemplars * Teacher Modeling * Snap-Shot/Thought-Shot * Punctuating Dialogue * Use of Voice * Mini Lessons (teacher discretion)</p> <p>Formative Assessment (FA): * Teacher Conferences * Think-Pair-Share * Pair Editing/Rubric Reflection * Author's Chair * Exit Slips * Teacher Observation *Student Engagement/Participation</p> <p>Summative Assessments (SA): * Independent completion of the summer reading assessment packet * Socratic Seminar/Formal classroom discussion * Test: Identify Narrative Elements *Quarter 1, unit 1.2 paper (Narrative Rubric)</p>

	<i>his/her understanding of the reading and writing CCSS?</i> (SL.9-10.1)	in a specific literary work. *presentation of their writing.	
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(Includes Texts & Lessons to: Speech, Photos, Personal Narrative, Video, Website, Informational Text, Government Document)
<http://www.engageny.org/tags/close-reading>
- Engage NY: Text List for P-12 ELA (Includes: Stories, Poetry, Memoir, Novel, Plays, Informational Text, Speech)
<http://www.engageny.org/resource/text-list-for-p-12-ela>

Common Core Standards Curriculum Map - Grade 9
 QUARTER 2

Unit: 2.1 - (20 days)

<p>Common Core Standards and Content to Be Learned</p>	<p>Essential Questions</p>	<p>Prior Learning, Current Learning and Future Learning</p>	<p>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</p>
<p>Focus Standards:</p> <p>RL.9-10.7 RL.9-10.9 RI.9-10.4 W.9-10.9ab SL.9-10.1abc L.9-10.5ab</p> <p>Reinforced Standards:</p> <p>RL.9-10.2 L.9-10.3a</p> <p>Recurring Standards:</p> <p>RL.9-10.1 RL.9-10.10 RI.9-10.10 W.9-10.10</p> <p>Content to be Learned: Drama</p>	<p><i>What is emphasized or absent from different artistic adaptations of a dramatic work (film, music, art, etc.)?</i> RL.9-10.7</p> <p><i>How does an author draw on and transform source material in an original work?</i> RL.9-10.9</p> <p><i>What strategies can students use to determine the meaning of words and phrases as they are used in a text?</i> RI.9-10.4</p> <p><i>How do students draw evidence from literary or informational text to support analysis, reflection, and research?</i> W.9-10.9ab</p> <p><i>How do students prepare for, initiate, and participate in various modes of discussion about key texts and topics, using previously decided upon rules for collegial discussions?</i> SL.9-10.1abc</p>	<p>Prior Learning: Students have knowledge of: *analyzing the development of theme/central idea, author’s choice and use of rhetoric.. *citing strong and thorough textual evidence for analysis.. *determining author’s point of view/purpose. *writing narratives (real or imagined). *preparing for verbal expression of their writing/ideas.</p> <p>Current Learning: Students: * analyze different artistic mediums of a dramatic work. * determine ways in which an author draws on and transforms source material in a specific literary work. * write an analysis of a work using evidence from literary and informational texts.</p> <p>Future Learning: Students will move towards independent: * analysis of how an author’s point of view and cultural experience impacts a literary</p>	<p>Instructional Activities (I):</p> <ul style="list-style-type: none"> * Close reading of literary texts (drama) * Close reading of nonfiction texts * Analytical writing - practice writing an analysis, reading/analyzing exemplars <p>Formative Assessment (FA):</p> <ul style="list-style-type: none"> * Think-Pair-Share, quizzes, admit/exit slips * Journal writing * Viewing graphic organizers * Read alouds & class discussions * Tableau activity * Socratic Seminar <p>Summative Assessments (SA):</p> <ul style="list-style-type: none"> * Socratic Seminar/Formal classroom discussion * Quarter 2, unit 2.1 paper (Analytical Response Paper) * Final test (essay and short answer)

		<p>work.</p> <ul style="list-style-type: none"> * determination of how the chronology of points as well as carefully chosen sentences, paragraphs and larger portions of a text develop an author's ideas or claims.. * writing an informative or explanatory text using proper MLA format analysis of a work using appropriate evidence. *presenting research findings to the whole class to enhance speaking and listening skills. 	
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Resources:

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(Includes Texts & Lessons to: Speech, Photos, Personal Narrative, Video, Website, Informational Text, Government Document)
 - <http://www.engageny.org/tags/close-reading>
 - Engage NY: Text List for P-12 ELA (Includes: Stories, Poetry, Memoir, Novel, Plays, Informational Text, Speech)
 - **Drama:**
 - Romeo & Juliet* by William Shakespeare
 - **Nonfiction Articles:**
 - “Ancient Romeo & Juliet Uncovered” article
- Various articles on William Shakespeare’s life, the Globe theater & Elizabethan times

Common Core Standards Curriculum Map - Grade 9

QUARTER 2

Unit: 2.2 - (20 days)

<p>Common Core Standards and Content to Be Learned</p>	<p>Essential Questions</p>	<p>Prior Learning, Current Learning and Future Learning</p>	<p>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</p>
<p>Focus Standards:</p> <p>RL.9-10.6 RI.9-10.3 RI.9-10.5 W.9-10.2be W.9-10.7 SL.9-10.4 L.9-10.3a</p> <p>Reinforced Standards:</p> <p>RL.9-10.2 RI.9-10.1 W.9-10.9ab SL.9-10.1abcd L.9-10.1ab L.9-10.2abc</p> <p>Recurring Standards:</p> <p>RL.9-10.1</p>	<p><i>How does a particular point of view or cultural experience reflect in and influence a literary work? RL.9-10.6</i></p> <p><i>How are an author's ideas or claims developed and refined by the chronology through which their points are made? RI.9-10.3</i></p> <p><i>How are an author's ideas or claims developed and refined by use of particular sentences, paragraphs and larger portions of the text? RI.9-10.5</i></p> <p><i>How does a writer find and select relevant facts or information to write an effective informative or explanatory text while using proper MLA format? W.9-10.2be, W.9-10.7 & L.9-1.3a</i></p> <p><i>What are the strategies students can use to successfully present information to a large group? SL.9-10.4</i></p>	<p>Prior Learning:</p> <p>Students have knowledge of:</p> <ul style="list-style-type: none"> * analyzing different artistic mediums of a dramatic work. * determining ways in which an author draws on and transforms source material in a specific literary work. * writing an analysis of a work using evidence from literary and informational texts. <p>Current Learning:</p> <p>Students:</p> <ul style="list-style-type: none"> * analyze how an author's point of view and cultural experience impacts a literary work.. * determine how the chronology of points as well as carefully chosen sentences, paragraphs and larger portions of a text develop an author's ideas or claims.. * write an informative or explanatory text using proper MLA format analysis of a work using appropriate evidence. *present research findings to the whole class to enhance speaking and listening 	<p>Instructional Activities (I):</p> <ul style="list-style-type: none"> * Close reading of literary texts (world literature selections) * Historical background knowledge of the selected culture * Close reading of nonfiction texts * informative/explanatory writing - practice writing an explanatory piece, reading/analyzing exemplars <p>Formative Assessment (FA):</p> <ul style="list-style-type: none"> * Think-Pair-Share, quizzes, admit/exit slips * Journal writing * Graphic organizers <p>Summative Assessments (SA):</p> <ul style="list-style-type: none"> * Socratic Seminar/Formal classroom discussion *Quarter 2, unit 2.2 paper (Informative/Explanatory Paper) *Final test (essay and short answer)

<p>RL.9-10.10 RI.9-10.10 W.9-10.10</p> <p>Content to be Learned: World Literature</p>		<p>skills.</p> <p>Future Learning: Students will move towards independent: * selecting a topic of interest to research. * locating and citing effective textual evidence. * writing a thorough, well-organized research paper using MLA format..</p>	
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Resources:

- Timeless Voices, Timeless Themes (Gold) - Grade 9 Literature Book
- See Appendix B of RI Common Core State Standards for English Language Arts & Literature (Includes: Stories, Drama, Poetry, Informational Text)
 - Engage NY: Close Reading Unit Texts Grades 9-10
(Includes Texts & Lessons to: Speech, Photos, Personal Narrative, Video, Website, Informational Text, Government Document)
 - **World Literature:**
Night by Elie Wiesel
Cyrano de Bergerac
Multicultural short stories (*The House on Mango Street* by Sandra Cisneros)

Common Core Standards Curriculum Map - Grade 9

QUARTER 3

Unit: 3.1 - (24 days)

<p>Common Core Standards and Content to Be Learned</p>	<p>Essential Questions</p>	<p>Prior Learning, Current Learning and Future Learning</p>	<p>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</p>
<p>Focus Standards:</p> <p>RL.9-10.4 W.9-10.2acdf W.9-10.8 SL.9-10.2 L.9-10.4ac</p> <p>Reinforced Standards:</p> <p>RL.9-10.1 W.9-10.5 SL.9-10.4</p> <p>Recurring Standards:</p> <p>RL.9-10.10 W.9-10.10 SL.9-10.1abc</p>	<p><i>What are the necessary components of a literary analysis? (W.9-10.2)</i></p> <p><i>How does a writer find and select relevant facts or information to write an effective informative text while using proper MLA format? (W.9-10.2be, W.9-10.7 & L.9-1.3a)</i></p> <p><i>How does a writer incorporate and use strong textual evidence in a research paper to support the thesis statement? (RL.9-10.1)</i></p> <p><i>What are the necessary steps to gather relevant information from multiple authoritative prints and digital sources when trying to answer an essential question? (W.9-10.8, SL.9-10.2, L.9-10.a, c)</i></p>	<p>Prior Learning:</p> <p>students:</p> <ul style="list-style-type: none"> * analyze how an author’s point of view and cultural experience impacts a literary work.. * determine how the chronology of points as well as carefully chosen sentences, paragraphs and larger portions of a text develop an author’s ideas or claims.. * write a literary analysis using proper MLA format and analysis of a work using appropriate evidence. *present analysis to the whole class to enhance speaking and listening skills. <p>Current Learning:</p> <p>Students will move towards independent:</p> <ul style="list-style-type: none"> * analysis of literary text. * locating and citing effective textual evidence. * writing a thorough, well-organized literary analysis using MLA format. 	<p>Instructional Activities (I):</p> <ul style="list-style-type: none"> * Close reading of literary texts * Analytical writing - practice writing a literary analysis paper, reading/analyzing exemplars <p>Formative Assessment (FA):</p> <ul style="list-style-type: none"> * Think-Pair-Share, admit/exit slips * Journal writing *list, jot, write long * Viewing graphic organizers * Read alouds & class discussions * Peer editing *teacher/student writing conferences *Annotation of research material <p>Summative Assessments (SA):</p> <ul style="list-style-type: none"> * Literary Analysis

<p>Content to be Learned: Literary Analysis</p>		<p>Future Learning: Students will be able to use the skills of analysis and interpretation to analyze both literature and informational text.</p>	
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Resources:

- Staples, Brent. [“Just Walk on By: Black Men and Public Space.”](#)
 - Mora, Pat. [“Sonrisas.”](#)
 - LeGuin, Ursula. [“The Wife’s Story.”](#)
- See Appendix B of RI Common Core State Standards for English Language Arts & Literature (Includes: Stories, Drama, Poetry, Informational Text)
 - http://www.corestandards.org/assets/Appendix_B.pdf
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(Includes Texts & Lessons to: Speech, Photos, Personal Narrative, Video, Website, Informational Text, Government Document)
 - <http://www.engageny.org/tags/close-reading>
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Common Core Standards Curriculum Map - Grade 9
 QUARTER 3

Unit: 3.2 - (24 days)

<p>Common Core Standards and Content to Be Learned</p>	<p>Essential Questions</p>	<p>Prior Learning, Current Learning and Future Learning</p>	<p>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</p>
<p>Focus Standards:</p> <p>RL.9-10.1 RL.9-10.7 RI.9-10.7 RI.9-10.9 W.9-10.4 W.9-10.5 W.9-10.9b SL.9-10.3 L.9-10.4bd</p> <p>Reinforced Standards:</p> <p>W.9-10.9b SL.9-10.1abd L.9-10.4abd</p> <p>Recurring Standards:</p> <p>RI.9-10.10 W.9-10.10 L.9-10.1b</p>	<p><i>What rhetorical devices are used in a speech to get the speaker's point of view and reasoning across?</i></p> <p><i>How do students draw evidence from a text to support analysis?</i></p>	<p>Prior Learning:</p> <p>Students will move towards independent:</p> <ul style="list-style-type: none"> * selecting a topic of interest to research. * locating and citing effective textual evidence. * writing a thorough, well-organized research paper using MLA format. <p>Current Learning:</p> <p>Students will</p> <ul style="list-style-type: none"> *examine and analyze U.S. documents *write an analysis discussing historical and literary significance using textual evidence, as well, as rhetorical devices used within the speech *practice thoroughly annotating U.S. documents <p>Future Learning:</p> <p>Students will</p> <ul style="list-style-type: none"> *identify theme within a literary work. *cite strong textual evidence to support 	<p>Instructional Activities (I):</p> <ul style="list-style-type: none"> * Close reading of U.S. documents * Analytical writing - practice writing a research paper, reading/analyzing exemplars <p>Formative Assessment (FA):</p> <ul style="list-style-type: none"> * Think-Pair-Share, admit/exit slips * Journal writing *list, jot, write long * Viewing graphic organizers * Read alouds & class discussions * Peer editing *teacher/student writing conferences *Annotation of U.S. documents <p>Summative Assessments (SA):</p> <ul style="list-style-type: none"> * Analytical paper on U.S. speech

Content to be Learned:

U.S. Documents

analysis of literary work.

*Produce a clear and coherent piece of writing which the development, organization, style, purpose is appropriate to the task.

Common Core Standards Curriculum Map - Grade 9
 QUARTER 4

Unit: 4.1 - (15 days)

<p>Common Core Standards and Content to Be Learned</p>	<p>Essential Questions</p>	<p>Prior Learning, Current Learning and Future Learning</p>	<p>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</p>
<p>Focus Standards:</p> <p>RL.9-10.1 RL.9-10.2 RI.9-10.3 W.9-10.6 SL.9-10.5 L.9-10.6</p> <p>Reinforced Standards:</p> <p>RL.9-10.3 W.9-10.9a</p> <p>Recurring Standards:</p> <p>RL.9-10.10 W.9-10.10</p> <p>Content to be Learned: Novel</p>	<p><i>How does an author use literary devices to get the theme across to the reader?</i></p> <p><i>How does a student draw and cite textual evidence to support analysis of a literary text?</i></p>	<p>Prior Learning: Students will *examine and analyze U.S. documents *write an analysis discussing historical and literary significance using textual evidence, as well, as rhetorical devices used within the speech *practice thoroughly annotating U.S. documents</p> <p>Current Learning: Students will *identify theme within a literary work. *cite strong textual evidence to support analysis of literary work. *Produce a clear and coherent piece of writing which the development, organization, style, purpose is appropriate to the task.</p> <p>Future Learning:</p>	<p>Instructional Activities (I): * Close reading of literary text * Analytical writing - practice writing a research paper, reading/analyzing exemplars</p> <p>Formative Assessment (FA): * Think-Pair-Share, admit/exit slips * Journal writing *list, jot, write long * Viewing graphic organizers * Read alouds & class discussions * Peer editing *teacher/student writing conferences *Annotation of U.S. documents</p> <p>Summative Assessments (SA): *</p>

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Common Core Standards Curriculum Map - Grade 9
 QUARTER 4

Unit: 4.2 - (25 days)

<p><i>Common Core Standards and Content to Be Learned</i></p>	<p><i>Essential Questions</i></p>	<p><i>Prior Learning, Current Learning and Future Learning</i></p>	<p><i>Instructional Activities (I) Formative Assessments (FA) Summative Assessments (SA)</i></p>
<p>Focus Standards:</p> <p>RL.9-10.4 RI.9-10.5 RI.9-10.8 W.9-10.1ab SL.9-10.3 SL.9-10.6 L.9-10.2c</p> <p>Reinforced Standards:</p> <p>RI.9-10.8 W.9-10.8 SL.9-10.1 abcd L.9-10.1ab L.9-10.6</p> <p>Recurring Standards:</p> <p>RI.9-10.10 W.9-10.10 SL.9-10.4</p>		<p>Prior Learning: Students will *examine and analyze U.S. documents *write an analysis discussing historical and literary significance using textual evidence, as well, as rhetorical devices used within the speech *practice thoroughly annotating U.S. documents</p> <p>Current Learning: Students will</p> <p>Future Learning:</p>	<p>Instructional Activities (I): * Close reading of literary text * Analytical writing - practice writing a research paper, reading/analyzing exemplars</p> <p>Formative Assessment (FA): * Think-Pair-Share, admit/exit slips * Journal writing *list, jot, write long * Viewing graphic organizers * Read alouds & class discussions * Peer editing *teacher/student writing conferences *Annotation of U.S. documents</p> <p>Summative Assessments (SA): *</p>

Content to be Learned: Argument Writing			
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