

9 th Grade - Unit 1				
How do people develop a sense of self?				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	1 – Cite textual evidence/draw inferences 2 – Determine central ideas/themes/summarize 5-Analyze structure 6-Analyze point of view	1 – Argument 3 – Narrative 5 – writing process	1-Prepare and participate 2-Diverse media formats	3 - Language
Topical Essential Questions	How do writers use language to develop purpose?	What can be learned from studying an author’s craft and style?	Why and how does a writer’s purpose affect meaning?	What impact does context have on a text selection and on the reactions of readers to it?
Enduring Understandings	Strong writing includes effective technique, well-chosen details, and logical sequences to share an experience or event.	Writers analyze, critique, and synthesize other works and topics to create text.	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the central ideas to the reader.	Writers gain and use background knowledge to comprehend, synthesize and then create text.
Assessments	Formative		Summative	
	Quick write - Tell me a story / based on picture Character Diary Text Selection continuation Reader’s/Writer’s Notebook Annotating and Marking the Text Graphic Organizers Text Selection Analysis		Narrative – 1 st person perspective Summary <i>*Additional Summative Assessments developed by the grade level per building</i>	

<p>Learning Targets</p>	<p>I can recognize and develop a clear thesis and incorporate it into an effective introduction. I can determine a theme or central idea of a text and analyze in detail its development over the course of the text and provide an objective summary of the text. I can analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. I can cite textual evidence to support analysis of a text in a summary format. I can continue to recognize and apply punctuation, syntax and grammar rules throughout my writing. I can develop detailed sequences using chronological and a variety of points of view to share an event. I can analyze other writer’s use of syntax and style. I can analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. I can write a multi-draft narrative using editing and revising techniques. I can demonstrate my comprehension of a text through annotations and marking the text. I can identify appropriate text for independent reading.</p>		
<p>Vocabulary</p>	<p style="text-align: center;">Tier 2</p> <p>Recognize Determine Analyze Develop Identify Objective Annotation Classify Generate Discern Cite Synthesis</p>	<p style="text-align: center;">Tier 2</p> <p>Thesis Thesis Explicit Implicit Summary Textual Evidence Theme: Cultural, Universal Clincher Sentence Ambience Exposition Narrative Types Vivid Imagery Cohesion Expressive Writing Syntax Science Fiction</p>	<p style="text-align: center;">Tier 3</p> <p>Characterization Dramatic Element External/Internal Conflict Motivation Shifts First Person Limited Point of View Omniscient Point of View Feature Article Modern Literature Religious Literature Traditional Literature Literature Review Verb Tense (imperative, conditional, indicative, interrogative)</p>
<p>Recommended Text</p>			

9 th Grade - Unit 2				
How do people inform themselves to transform?				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	1 – Cite text evidence /infer / draw conclusions 2- Determine central ideas/themes/summarize 3- Analyze characters/effect of events 7- Analyze two different mediums	1-Argument 2-Informative/explanatory 9- Draw evidence to support	1 – Prepare and participate 5-Make strategic use of digital media	1-Grammar and usage
Topical Essential Questions	How does structure help a reader understand the essential components of argumentative text?	What makes a source reliable?	How do writers integrate multiple sources?	How do writers create an argument?
Enduring Understandings	Writing is structured based on the purpose and content being delivered.	Writers will determine reliability of the sources and accurately cite information.	Writers identify a variety of useful information and evidence from sources to embed in text.	Argumentative writing should introduce a clear, concise claim with support and acknowledgment of a counterargument.
Assessments	Formative		Summative	
	Textual Evidence Guided One page research Sources and Works Cited (MLA) Writer’s Notebook / routine writing “Blasts”		Research Based Argument Source Evaluation <i>*Additional Summative Assessments developed by the grade level per building</i>	

<p>Learning Targets</p>	<p>I can read non-fiction texts for understanding and extract important information from a variety of print and non-print source types. When discussing a text, I can cite textual evidence to support analysis of a text. I can differentiate between facts and opinions in various mentor texts, as well as throughout my own writing. I can identify, explain, and demonstrate the various formats of expository writing through the exploration of various mentor pieces. (Compare/contrast, time order, problem/solution, cause and effect, and definition). I can apply research from a variety of authoritative print and digital sources and accurately cite textual evidence to fully support the ideas that coincide with my presented expository topic. I can evaluate a variety of sources to determine reliability and validity. I can use a variety of print and non-print sources to gain information which will be used to develop my own thoughts. I can use MLA to develop a Works Cited page.</p>		
<p>Essential Vocabulary</p>	<p style="text-align: center;">Tier 2</p> <p>Analyze Annotation Apply Cite Classify Determine Develop Differentiate Discern Explain Evaluate Format Generate Identify Objective Recognize</p>	<p style="text-align: center;">Tier 2</p> <p>Anecdote Distinction Direct Address Extended Quotation Memorandum Conflicting Evidence Conflicting Viewpoints Author’s Bias Clarity of Purpose Copyright Law Credit Controlling Idea Ethics Artifact Parallel Structure Participle Infinitive</p>	<p style="text-align: center;">Tier 3</p> <p>Overview Consumer Document Court Opinion Dictation Exaggerated Claim Logical Fallacy Overgeneralization Overstatement Principle Primary Source Secondary Source Substantive URL Secure site Gerund Noun Clause/Phrase MLA</p>
<p>Recommended Texts</p>			

9 th Grade - Unit 3				
How does society influence the development of an individual?				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	1 – Cite text evidence /draw evidence 6-Analyze point of view 8- Delineate/evaluate argument and claims 9-Analyze source material	1-Argument 7-Short/sustained research 8-Gather sources	1 – Prepare and participate 3-Evaluate speaker’s point of view	4 – Meaning of unknown and multiple-meaning words and phrases 6 – Academic/technical language
Topical Essential Questions	How do writers create an argument?	How do writers appeal to their audience?	What does a good reader do to evaluate the position of a writer?	How does a writer’s language affect the audience’s interpretation?
Enduring Understandings	Argumentative writing should introduce a clear, concise claim with support and acknowledgment of a counterargument.	Writers move their audiences through the use of the rhetorical appeals - logos, ethos and pathos - in order to tailor to the needs of a specific audience.	Readers question and evaluate the rhetorical argument presented in the evidence to form a position.	Language reveals background experiences, bias, and rhetorical appeals.
Assessments	Formative		Summative	
	On-demand argument – claim On-demand argument - counterclaim Collaborative Analysis Writer’s Notebook / routine writing Debate / Socratic Seminars / Philosophical Chairs		Independent Research Argumentative Project Rhetorical Analysis <i>*Additional Summative Assessments developed by the grade level per building</i>	

<p>Learning Targets</p>	<p>I can recognize and develop a clear thesis and incorporate it into an effective introduction for an argumentative piece. I can use words, phrases, and clauses to link ideas within my essay. I can appropriately acknowledge the opposite opinion of my argument and address it through a developed rebuttal using templates such as <i>They Say / I Say</i>. I can revise to enhance the quality of my argument in addition to correcting issues with conventions. I can use a variety of rhetorical appeals in my speaking and writing. I can question what I hear and read using a variety of levels of questioning. I can collaborate with my peers. I can analyze a writer’s and reader’s bias and background knowledge. I can craft both a claim and counterclaim. I can participate in collaborative discussions.</p>		
<p>Essential Vocabulary</p>	<p style="text-align: center;">Tier 2</p> <p>Recognize Determine Analyze Develop Identify Objective Annotation Classify Generate Discern Cite Revise Collaborate Craft</p>	<p style="text-align: center;">Tier 3</p> <p>Temporal Change Divided Quotation Persona Rhetoric Sarcasm Bandwagon Rhetorical Device Rhetorical Feature Rhetorical Question Questionnaire Advanced Search Contradiction Point of Agreement</p>	<p>Computer-Generated Imagery Drama Documentary Visual Text False Causality False Statement Faulty Mode of Persuasion Deconstruct Bias Limitation Types of Audiences Overreliance Consensus Point of Disagreement Inflection</p>
<p>Recommended Text</p>			

9 th Grade - Unit 4				
How do people maintain a sense of identity when they belong to many communities?				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	1 – Cite text evidence /draw evidence 2-Determine central ideas/themes/summarize 3-Analyze character/events 7- Analyze in two different mediums	1-Argument 6 – Technology (optional) 9-Draw evidence to support	1 – Prepare and participate 2-Diverse media formats 4-Presentation of information	1,2-Conventions
Topical Essential Questions	How does literature and writing exploration create empathy and help to improve an individual’s understanding of self?	How do multiple writers develop pieces of text?	How does a speaker use multimedia to present a theme or position?	How does an author’s use of language conventions create nuances of meaning and understanding?
Enduring Understandings	Synthesizing multiple forms of media and writing help to understand and communicate about self.	Writing is a revision and reflection of multiple writers integrating multiple modes to establish and achieve their purpose.	Integration of both print and non-print text communication provides an engaging and comprehensive analysis of multiple sources.	Understanding what appropriate and correct grammar is allows a writer to manipulate language.
Assessments	Formative		Summative	
	Online document Submission Multi-media / technology use Collaborative Writing / Google Docs/TurnItIn (optional) Revision / Reflection		Multiple Lens Project/Portfolio Reflection <i>*Additional Summative Assessments developed by the grade level per building</i>	

<p>Learning Targets</p>	<p>I can incorporate both print and non-print evidence in my writing. I can analyze the style of multiple writers. I can use technology to revise and edit for publication. I can present a theme and/or position to my peers embedding technology and sources. I can organize my evidence into effective paragraphs that support my thesis. I can integrate multiple modes of writing into a piece. I can revise my writing to enhance the quality of my purpose.</p>		
<p>Academic Vocabulary</p>	<p style="text-align: center;">Tier 2</p> <p>Recognize Determine Analyze Develop Identify Objective Annotation Classify Generate Discern Cite Incorporate</p>	<p style="text-align: center;">Tier 3</p> <p>Allegory Red Herring Cumulative Impact Ballad Blurring Genre Comedy Lyric Poem Ode Opening Monologue Surprise Tragedy</p>	<p style="text-align: center;">Tier 3</p> <p>Couplet Dramatic Dialogue Interior Monologue Shakespeare Literary Significance Synthesis Well-Reasoned Creative Diction Interactive Element Textual Element/Feature</p>
<p>Recommended Texts</p>	<p>Romeo and Juliet</p>		