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| **9th Grade – Who Am I?**  **Unit 1 – What factors shape our public and private identities?**  Lexile Range 1080-1305 | | | | |
| **Ongoing KCAStandards** | **Reading – Literary/Informational** | **Writing** | **Speaking & Listening** | **Language/Conventions** |
| 1 – cite textual evidence /draw inferences  4 – determine meanings of words and phrases  10 – range of reading | 4 – clear and consistent writing  5 – writing process  6 – technology to produce  9 – draw evidence to support  10 – range of writing | 1 – prepare and participate | 1, 2 – conventions review  • Refer to progressions and address student needs — goal is to meet these by the end of 9th grade.  4, 5, 6 – Vocabulary Acquisition and Use |
| **Unit Focus KCAStandards** | Key Ideas & Details  1 – cite textual evidence/draw inferences  2 – determine central ideas/themes/summarize  3 – analyze characters | 3 – narrative | 1 – prepare and participate | • 2.a - use semicolon to link two + closely related **independent clauses**  • 2.b - use colon to introduce list or quotation (and to **link independent clauses**) |
| [ACT College Readiness English Standards](http://www.act.org/standard/planact/english/)  • apostrophes to indicate possessive nouns (especially with irregular plural nouns) |
| **Major Text** | **Advanced** | **Honors/Comprehensive** | **Ramp – Up** | |
| *Joy Luck Club –* Amy Tan  or  *The Woman Warrior* – Maxine Hong Kingston | *Anthem –* Ayn Rand  or  *Animal Farm* – George Orwell | short story selections (from textbook) | |
| **Terminology** | plot (Freytag’s Pyramid) setting point of view protagonist antagonist analysis  internal conflict external conflict theme/universal idea inference allegory | | | |
| **Writing** | • Narrative – consider *This I Believe* (resources available at [thisibelieve.org](http://thisibelieve.org/))  • Introduce thesis statement and literary analysis | | | |
| **Research** | • Annotated Bibliography – students will create an annotated bibliography for reading each six weeks (on-going 9th – 12th grade) | | | |
| **Authentic Community Connection** | • Students may begin working toward a school-based service learning project by exploring the needs of their school and generating ideas for service possibilities. They may consider what makes them a member of their school community and how belonging to their school affects their identity.  • Ramp Up students will participate in an ongoing Cross Age Tutoring Project. | | | |
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| **9th Grade – Who Am I?**  **Unit 2 – How does adversity shape identity?**  Lexile Range 1080-1305 | | | | |
| **Ongoing KCAStandards** | **Reading – Literary/Informational** | **Writing** | **Speaking & Listening** | **Language/Conventions** |
| 1 – cite textual evidence /draw inferences  4 – determine meanings of words and phrases  10 – range of reading | 4 – clear and consistent writing  5 – writing process  6 – technology to produce  9 – draw evidence to support  10 – range of writing | 1 – prepare and participate | 1, 2 – conventions review  4, 5, 6 – Vocabulary Acquisition and Use |
| **Unit Focus KCAStandards** | Craft & Structure  4 – determine meanings of words and phrases  5 – analyze structure  6 – analyze point of view | 2 – informative/explanatory  7 – short/sustained research | 6 – adapt speech to contexts | • 1.b use various types of **phrases and clauses** to convey specific meanings and add variety and interest. |
| [ACT College Readiness English Standards](http://www.act.org/standard/planact/english/)  • commas to set off an  appositive or clause  • conjunctions to join clauses |
| **Major Text** | **Advanced** | **Honors/Comprehensive** | | **Ramp – Up** |
| *Night –* Elie Wiesel  or  *Man’s Search for Meaning –* Victor Frankel | *Night –* Elie Wiesel  or  *Red Scarf Girl –* Ji-li Jiang | | *Night –* Elie Wiesel |
| **Terminology** | mood tone dialogue foreshadowing connotation denotation diction colloquial  hyperbole repetition flashback point of view | | | |
| **Writing** | • Informative/Explanatory  - I Search paper: topic of student choice. Students generate a question to research — could be a question of their own curiosity or a big question that comes from independent reading, class text, or authentic community connection project.  - focused writing (On Demand, writing task, timed, etc.)  • Introduction to literary analysis – making a connection between literary devices and meaning | | | |
| **Research** | • Focus – locating sources (find it)  • Annotated Bibliography – students will create an annotated bibliography for reading each six weeks (on-going 9th – 12th grade) | | | |
| **Authentic Community Connection** | • Students will identify a service learning project that they can implement in their school and gather information about how this project will be of aid to their school.  • Ramp Up students will participate in an ongoing Cross Age Tutoring Project. | | | |

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| **9th Grade – Who Am I?**  **Unit 3 – How do our identities shape the choices we make?**  Lexile Range 1080-1305 | | | | |
| **Ongoing KCAStandards** | **Reading- Literary/Informational** | **Writing** | **Speaking & Listening** | **Language/Conventions** |
| 1 – cite textual evidence /draw inferences  4 – determine meanings of words and phrases 10 – range of reading | 4 – clear and consistent writing  5 – writing process  6 – technology to produce  9 – draw evidence to support  10 – range of writing | 1 – prepare and participate | 1, 2 – conventions review  4, 5, 6 – Vocabulary Acquisition and Use |
| **Unit Priority KCAStandards** | Integration of Knowledge and Ideas  7 – analyze in two different mediums  8 – delineate/evaluate argument and claims  9 – analyze source material | 2 – info./explanatory  8 – gather sources | 4 – present information | • 1.a use parallel structure |
| [ACT College Readiness English Standards](http://www.act.org/standard/planact/english/)  • verb tense  • subject-verb agreement  • consistent verb tense and pronoun on the basis of the preceding clause or sentence |
| **Major Text** | **Advanced** | **Honors/Comprehensive** | | **Ramp-Up** |
| *The Metamorphosis –* Franz Kafka | *To Kill A Mockingbird* – Harper Lee  (may choose to focus on selected chapters) | | *Absolutely True Diary of a Part-Time Indian* – Sherman Alexie |
| **Terminology** | suspense/tension irony direct characterization indirect characterization figurative language  simile metaphor analogy imagery symbolism | | | |
| **Writing** | • Informative/Explanatory (continuation from Unit 2)  - I Search paper: topic of student choice. Students generate a question to research – could be a question of their own curiosity or a big question that comes from Independent Reading or class text.  - focused writing (On Demand, writing task, timed, etc.)  • Introduction to literary analysis – making a connection between literary devices and meaning | | | |
| **Research** | • Focus – locating sources (find it)  • Annotated Bibliography – students will create an annotated bibliography for reading each six weeks (on-going 9th – 12th grade) | | | |
| **Authentic Community Connection** | • Students identify a service learning project that they can implement in their school and gather information about how this project will be of aid to their school.  • Ramp Up students will participate in an ongoing Cross Age Tutoring Project.  • On-going student reflection should be an important component of this process. | | | |

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| **9th Grade – Who Am I?**  **Unit 4 – How do our ideas about others influence the choices we make?**  Lexile Range 1080-1305 | | | | |
| **Ongoing KCAStandards** | **Reading – Literary/Informational** | **Writing** | **Speaking & Listening** | **Language/Conventions** |
| 1 – cite textual evidence /draw inferences  4 – determine meanings of words and phrases  10 – range of reading | 4 – clear and consistent writing  5 – writing process  6 – technology to produce  9 – draw evidence to support  10 – range of writing | 1 – prepare and participate | 1, 2 – conventions review |
| **Unit Priority KCAStandards** | Integration of Knowledge and Ideas  7 – analyze in two different mediums  8 – delineate/evaluate argument and claims  9 – analyze source material | 1 – argument  7 – short/sustained research | 3 – evaluate speaker’s point of view | 4, 5, 6 – Vocabulary Acquisition and Use |
| [ACT College Readiness English Standards](http://www.act.org/standard/planact/english/)  • pronoun-antecedent agreement  • commas (items in series, to set off parenthetical phrases)  • conjunctive adverbs & phrases to show time & express logical relationships |
| **Major Text** | **Advanced** | **Honors/ Comprehensive** | | **Ramp-Up** |
| *Warriors Don’t Cry –* Melba Patillo Beals | *Warriors Don’t Cry –* Melba Patillo Beals  (may chose to focus on selected chapters) | | *Warriors Don’t Cry* –  Melba Patillo Beals  (selected chapters) |
| **Terminology** | free verse end verse alliteration stanza generalization  argument claim counterclaim evidence reasoning appeals (ethical, emotional, logical) | | | |
| **Writing** | • Argument  - may be proposal for school-based service learning project or other topic of student choice  - focused writing (On Demand, writing task, timed, etc.)  • Literary analysis: thesis statement and structure of supporting paragraphs | | | |
| **Research** | • Focus – locating sources (find it)  • Annotated Bibliography – students will create an annotated bibliography for reading each six weeks (on-going 9th – 12th grade) | | | |
| **Authentic Community Connection** | • Students should begin to implement service-learning project within their school.  • Ramp Up students will participate in an ongoing Cross Age Tutoring Project.  • On-going student reflection should be an important component of this process. | | | |
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| **9th Grade – Who Am I?**  **Unit 5 – How do the journeys I take in life influence my identity?**  Lexile Range 1080-1305 | | | | |
| **Ongoing KCAStandards** | **Reading – Literary/Informational** | **Writing** | **Speaking & Listening** | **Language/Conventions** |
| 1 – cite textual evidence /draw inferences  4 – determine meanings of words and phrases 10 – range of reading | 4 – clear and consistent writing  5 – writing process  6 – technology to produce  9 – draw evidence to support  10 – range of writing | 1 – prepare and participate | 1, 2 – conventions review  4, 5, 6 – Vocabulary Acquisition and Use |
| **Unit Priority KCAStandards** | Key Ideas & Details  1 – cite textual evidence/draw inferences  2 – determine central ideas/themes/summarize  3 – analyze characters | 1 – argument  8 – gather sources | 2 – integrate multiple sources in diverse media formats  5 – make strategic use of digital media | [ACT College Readiness English Standards](http://www.act.org/standard/planact/english/)  (click link above to see standards and determine specific focus)  • continue to refine and reinforce language standards and skills based on student need |
| **Major Text** | **Advanced** | **Honors/ Comprehensive** | | **Ramp-Up** |
| *The Odyssey –* Homer | *The Odyssey –* Homer  (selections from textbook) | | *The Odyssey* – Homer (selections from textbook) |
| **Terminology** | epic poem epic hero motivation personification archetype motif myth allusion  pun | | | |
| **Writing** | • Argument (continuation from Unit 4)  - may be proposal for school-based service learning project or other topic of student choice  - focused writing (On Demand, writing task, timed, etc.)  • Literary analysis: thesis statement and structure of supporting paragraphs | | | |
| **Research** | • Focus – locating sources (find it)  • Annotated Bibliography – students will create an annotated bibliography for reading each six weeks (on-going 9th – 12th grade) | | | |
| **Authentic Community Connection** | • Students should implement service-learning project within their school.  • Ramp Up students will participate in an ongoing Cross Age Tutoring Project.  • On-going student reflection should be an important component of this process. | | | |

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| **9th Grade – Who Am I?**  **Unit 6 – How do my relationships influence my identity?**  Lexile Range 1080-1305 | | | | |
| **Ongoing KCAStandards** | **Reading – Literary/Informational** | **Writing** | **Speaking & Listening** | **Language/Conventions** |
| 1 – cite textual evidence /draw inferences  4 – determine meanings of words and phrases 10 – range of reading | 4 – clear and consistent writing  5 – writing process  6 – technology to produce  9 – draw evidence to support  10 – range of writing | 1 – prepare and participate | 1, 2 – conventions review  4, 5, 6 – Vocabulary Acquisition and Use |
| **Unit Priority KCAStandards** | Craft & Structure  4 – determine meanings of words and phrases  5 – analyze structure  6 – analyze point of view | 4 – clear and consistent writing  5 – writing process  6 – technology to produce | 4 – present information  6 – adapt speech to contexts | [ACT College Readiness English Standards](http://www.act.org/standard/planact/english/)  (click link above to see standards and determine specific focus)  • continue to refine and reinforce language standards and skills based on student need |
| **Major Text** | **Advanced** | **Honors/ Comprehensive** | | **Ramp-Up** |
| *Romeo and Juliet* – Shakespeare  or  *A Midsummer Night’s Dream –* Shakespeare | *Romeo and Juliet* – Shakespeare  or  *A Midsummer Night’s Dream –* Shakespeare | | *Romeo and Juliet*  *–* Shakespeare  or  *A Midsummer Night’s Dream –* Shakespeare |
| **Terminology** | drama dramatic irony tragedy/comedy stage directions couplet monologue  flat character round character dynamic character static character foil aside | | | |
| **Writing** | • Teacher choice – recommend a technology-based project  • Literary analysis: thesis statement and structure of supporting paragraphs  • Compile portfolio | | | |
| **Research** | • Focus - locating sources (find it)  • Annotated Bibliography – students will create an annotated bibliography for reading each six weeks (on-going 9th – 12th grade) | | | |
| **Authentic Community Connection** | • Students should implement service-learning project within their school and reflect upon its impact and connect to the essential question(s).  • Ramp Up students will participate in an ongoing Cross Age Tutoring Project.  • On-going student reflection should be an important component of this process. | | | |