

## 2017-2018 ELA Curriculum Map Grade 9

<b>Reading Focus: Literature</b> <b>Writing Focus: Narrative</b>	<b>Unifying Concept: Adversity, Conflict, and Change</b>	<b>Quarter 1</b>
<p><b>Highly-Leveraged<sup>1</sup></b> are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas); and essentiality (knowledge and skills are necessary for success in future courses or grade levels).</p> <p><b>9.RL.1</b> 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><b>9.RL.2</b> 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 summary of the text.</p> <p><b>9.RL.6</b> 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.</p> <p><b>9.W.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol> <p><b>9.L.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>	<p><b>9.L.2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>Use a colon to introduce a list or quotation.</li> <li>Spell correctly.</li> </ol> <p><b>Corresponding Standards</b> are integral to achieve mastery of the Highly-Leveraged Standards.</p> <p><b>9.RI.3</b> 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.</p> <p><b>9.RI.6</b> 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.</p> <p><b>9.W.5</b> 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.</p> <p><b>9.SL.1</b> Initiate and participate effectively in a range of collaborative discussions with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>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.</li> <li>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.</li> </ol>	

## 2017-2018 ELA Curriculum Map Grade 9

AZCCRS	Student Standards	Selected Readings of Complex Text	Big Ideas
<p><b>Constant Standards</b> are repeatedly addressed to reinforce grade-level mastery of all standards.</p> <p>9.RL.1,10 9.RI.1,10 9.W.4,5,6,10 9.SL.1,2,6 9.L.1,2,6</p>	<p><b>Identity 1</b>—Students have a positive view of themselves, including an awareness of and comfort with their membership in multiple groups in society (ID.9-12.1).</p> <p><b>Identity 2</b>—Students will know their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups (ID.9-12.2).</p> <p><b>Diversity 6</b>—Students will interact comfortably and respectfully with all people, whether they are similar to or different from them (DI.9-12.6).</p> <p><b>Justice 11</b>—Students will relate to all people as individuals rather than representatives of groups and can identify stereotypes when they see or hear them (JU.9-12.11).</p> <p><b>Action 16</b>—Students will express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias (AC.9-12.16)</p> <p>Anti-Bias Framework <a href="http://perspectives.tolerance.org/?qnode/494">http://perspectives.tolerance.org/?qnode/494</a></p>	<p><b>Adopted Anthology:</b> <i>The Language of Literature</i></p> <p><b>Recommended Extended Texts: Choose: 1-2</b> <i>Absolutely True Diary of a Part Time Indian</i>, Sherman Alexie <i>How the Garcia Girls Lost Their Accents</i>, Julia Alvarez <i>Speak</i>, Laurie Halse Anderson <a href="#"><u><i>The Count of Monte Cristo</i> by Alexandre Dumas</u></a></p> <p><b>Recommended Short Texts: Choose 3-5</b> “Full Circle,” Sue Grafton, p. 742 “Into Thin Air,” John Krakauer, p. 538 “Life without Go-Go Boots,” Barbara Kingsolver, p. 236 “Most Dangerous Game,” Richard Connell, p. 38 “On Being 17, Bright—and Unable to Read,” David Raymond, p. 573 “Perfect Storm,” Sebastian Junger, p. 112 “To Build a Fire,” Jack London, p. 517</p> <p><b>Multicultural Extended Text Adoptions:</b> <i>A Step from Heaven</i>, An Na <i>The Living</i>, Matt de la Pena</p>	<p><b>Enduring Understandings:</b> <b>Reading:</b> Strong readers look at how journeys shape their understanding of others and themselves. <b>Writing:</b> Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does struggle help define a culture or community?</li> <li>2. Why do cultures create myths? What purpose do they serve?</li> <li>3. What turning points determine an individual’s pathway to adulthood?</li> </ol>

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Instructional and Assessment Guides	Additional Instructional Resources
<p><b>DOK Levels</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26">https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26</a></p> <p><b>DOK Stems</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a">https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a</a></p> <p><b>Hess’s Matrix</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e">https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e</a></p> <p><b>Socratic Seminar</b>  <a href="https://www.nwabr.org/sites/default/files/SocSem.pdf">https://www.nwabr.org/sites/default/files/SocSem.pdf</a>  <a href="https://www.paideia.org/about-paideia/socratic-seminar/">https://www.paideia.org/about-paideia/socratic-seminar/</a></p> <p><b>Free Master Teacher Lesson Plans</b>  <a href="http://betterlesson.com/master_teacher_projects">http://betterlesson.com/master_teacher_projects</a></p> <p><b>Performance Level Descriptors</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583ca096aadebe13d87d42e3">https://cms.azed.gov/home/GetDocumentFile?id=583ca096aadebe13d87d42e3</a></p>	<p><b>Electronic and Alternative Media:</b></p> <p><b>Superman and Me Sherman Alexie</b>  <a href="http://articles.latimes.com/1998/apr/19/books/bk-42979">http://articles.latimes.com/1998/apr/19/books/bk-42979</a></p> <p><b>The Giant Wave from <i>A Perfect Storm</i></b>  <a href="https://www.youtube.com/watch?v=W9Tdw5nG4dQ">https://www.youtube.com/watch?v=W9Tdw5nG4dQ</a></p> <p><b>Down with the Ship from <i>A Perfect Storm</i></b>  <a href="https://www.youtube.com/watch?v=CeSQfi3eLhs">https://www.youtube.com/watch?v=CeSQfi3eLhs</a></p> <p><b>John Krakauer—Into Thin Air</b>  <a href="https://www.youtube.com/watch?v=IqUGxIM_r_0">https://www.youtube.com/watch?v=IqUGxIM_r_0</a></p> <p><b>Article of Texting and Learning</b>  <a href="#">“Students Study Effects of Texting on Learning,” Sterling College</a></p> <p><b>The Dinner Party</b>  <a href="#">“The Dinner Party,” Mona Gardner</a></p> <p><b>New York Times Book Review: <i>The Living</i></b>  <a href="http://www.nytimes.com/2013/11/10/books/review/the-living-by-matt-de-la-pena.html">http://www.nytimes.com/2013/11/10/books/review/the-living-by-matt-de-la-pena.html</a></p>

## 2017-2018 ELA Curriculum Map Grade 9

<b>Reading Focus: Informational</b> <b>Writing Focus: Informative/Explanatory</b>	<b>Unifying Concept: Constructing Identities</b>	<b>Quarter 2</b>
<p><b>Highly-Leveraged<sup>1</sup></b> are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas); and essentiality (knowledge and skills are necessary for success in future courses or grade levels).</p> <p><b>9.RI.1</b> 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><b>9.RI.2</b> 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.</p> <p><b>9.RI.8</b> 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> <p><b>9.W.2</b> 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"> <li>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.</li> <li>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.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented</li> </ol>	<p><b>9.L.4</b> 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"> <li>Use context as a clue to the meaning of a word or phrase.</li> <li>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>).</li> <li>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.</li> <li>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).</li> </ol> <p><b>9.SL.2</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.</p> <p><b>Corresponding Standards</b> are integral to achieve mastery of the Highly-Leveraged Standards.</p> <p><b>9.RL.4</b> 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 choices on meaning and tone.</p> <p><b>9.RI.4</b> 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.</p> <p><b>9.RI.5</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p><b>9.W.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience.</li> </ol>	

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<p><b>Constant Standards</b> are repeatedly addressed to reinforce grade-level mastery of all standards.</p> <p>9.RL.1,10 9.RI.1,10 9.W.4,5,6,10 9.SL.1,2,6 9.L.1,2,6</p>	<p><b>Identity 1</b>—Students have a positive view of themselves, including an awareness of and comfort with their membership in multiple groups in society (ID.9-12.1).</p> <p><b>Identity 2</b>—Students will know their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups (ID.9-12.2).</p> <p><b>Diversity 6</b>—Students will interact comfortably and respectfully with all people, whether they are similar to or different from them (DI.9-12.6).</p> <p><b>Justice 11</b>—Students will relate to all people as individuals rather than representatives of groups and can identify stereotypes when they see or hear them (JU.9-12.11).</p> <p><b>Action 16</b>—Students will express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias (AC.9-12.16)</p> <p>Anti-Bias Framework <a href="http://perspectives.tolerance.org/?qnode/494">http://perspectives.tolerance.org/?qnode/494</a></p>	<p><b>Adopted Anthology:</b> <i>The Language of Literature</i></p> <p><b>Extended Texts:</b> <i>Curious Incident of the Dog in the Night Time</i>, Mark Haddon <i>Fahrenheit 451</i>, Ray Bradbury <i>I Know Why the Caged Bird Sings</i>, Maya Angelou <i>Lord of the Flies</i>, William Golding <i>Secret Life of Bees</i>, Sue Monk Kidd <i>The Stranger</i>, Albert Camus</p> <p><b>Recommended Short Texts: 3-5</b> “Cask of Amontillado,” Edgar Allan Poe, p. 215 “Censors,” Luisa Valenzuela, p. 185 “End of Separateness,” Andre Brink, p. 451 “Glory and Hope,” Nelson Mandela, p. 439 “I Have a Dream,” Martin Luther King Jr., p. 439 “United States vs. Susan B. Anthony,” Margaret Truman, p. 453 “Utterly Perfect Murder,” Ray Bradbury, p. 799</p> <p><b>Multicultural Extended Text Adoptions:</b> <i>Ask Me No Question</i>, Marina Budhos <i>Colibri</i>, Ann Cameron</p>	<p><b>Enduring Understandings:</b> <u>Reading:</u> Human beings strive to find and maintain their individual identities while still belonging to a group. <u>Writing:</u> Good writers have clear main ideas and well organized supporting details.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the difference between what is right and what is popular?</li> <li>2. How do people connect in meaningful ways with people who are different from them?</li> <li>3. How do we distinguish between group identity and individuality?</li> </ol>

## 2017-2018 ELA Curriculum Map Grade 9

Instructional and Assessment Guides	Additional Instructional Resources
<p><b>Informative/Explanatory Writing Guide</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583da595aadebe0a18e962c3">https://cms.azed.gov/home/GetDocumentFile?id=583da595aadebe0a18e962c3</a></p> <p><b>Informative/Explanatory Rubric</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583da494aadebe0a18e962ae">https://cms.azed.gov/home/GetDocumentFile?id=583da494aadebe0a18e962ae</a></p> <p><b>DOK Levels</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26">https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26</a></p> <p><b>DOK Stems</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a">https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a</a></p> <p><b>Hess's Matrix</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e">https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e</a></p> <p><b>Socratic Seminar</b>  <a href="https://www.nwabr.org/sites/default/files/SocSem.pdf">https://www.nwabr.org/sites/default/files/SocSem.pdf</a>  <a href="https://www.paideia.org/about-paideia/socratic-seminar/">https://www.paideia.org/about-paideia/socratic-seminar/</a></p> <p><b>Free Master Teacher Lesson Plans</b>  <a href="http://betterlesson.com/master_teacher_projects">http://betterlesson.com/master_teacher_projects</a></p> <p><b>Performance Level Descriptors</b>  <a href="https://cms.azed.gov/home/GetDocumentFile?id=583ca096aadebe13d87d42e3">https://cms.azed.gov/home/GetDocumentFile?id=583ca096aadebe13d87d42e3</a></p>	<p><b>Electronic and Alternative Media:</b></p> <p><b>Superman and Me Sherman Alexie</b>  <a href="http://articles.latimes.com/1998/apr/19/books/bk-42979">http://articles.latimes.com/1998/apr/19/books/bk-42979</a></p> <p><b>Colibri Lesson Plans</b>  <a href="https://teachinglatinamericathroughliterature.wordpress.com/january-2014-colibri/">https://teachinglatinamericathroughliterature.wordpress.com/january-2014-colibri/</a></p> <p><b>The Albert Camus Society</b>  <a href="http://www.camus-society.com/">http://www.camus-society.com/</a></p> <p><b>Albert Camus Biography</b>  <a href="http://www.biography.com/people/albert-camus-9236690">http://www.biography.com/people/albert-camus-9236690</a></p> <p><b>Ray Bradbury New York Times Obituary</b>  <a href="http://www.nytimes.com/2012/06/07/books/ray-bradbury-popularizer-of-science-fiction-dies-at-91.html?_r=0">http://www.nytimes.com/2012/06/07/books/ray-bradbury-popularizer-of-science-fiction-dies-at-91.html?_r=0</a></p> <p><b>Women's Rights to the Suffrage, Susan B. Anthony 1873</b>  <a href="http://www.nationalcenter.org/AnthonySuffrage.html">http://www.nationalcenter.org/AnthonySuffrage.html</a></p> <p><b>Dr. Martin Luther King, Jr. "I Have a Dream" speech video</b>  <a href="https://www.youtube.com/watch?v=I47Y6VHc3Ms">https://www.youtube.com/watch?v=I47Y6VHc3Ms</a></p> <p><b>"Glory and Hope" Speech Nelson Mandela May 10, 1994</b>  <a href="https://www.youtube.com/watch?v=pJiXu4q_VU">https://www.youtube.com/watch?v=pJiXu4q_VU</a></p> <p><b>Scene in Invictus: What is Your Philosophy on Leadership?</b>  <a href="https://www.youtube.com/watch?v=TQhns5AwAkA">https://www.youtube.com/watch?v=TQhns5AwAkA</a></p>

## 2017-2018 ELA Curriculum Map Grade 9

<b>Reading Focus: Literature</b> <b>Writing Focus: Argumentative</b>	<b>Unifying Concept: Relationships and Communities</b>	<b>Quarter 3</b>
<p><b>Highly-Leveraged</b><sup>1</sup> are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student’s lifetime); leverage (knowledge and skills are used across multiple content areas); and essentiality (knowledge and skills are necessary for success in future courses or grade levels).</p> <p><b>9.RL.3</b> 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.</p> <p><b>9.RL.5</b> 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.</p> <p><b>9.W.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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 level and concerns.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> <p><b>9.L.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol> <p><b>9.SL.3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p><b>Corresponding Standards</b> are integral to achieve mastery of the Highly-Leveraged Standards.</p> <p><b>9.RL.9</b> 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).</p> <p><b>9.RI.7</b> 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.</p> <p><b>9.RI.8</b> 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> <p><b>9.SL.4</b> 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.</p> <p><b>9.W.6</b> 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.</p> <p><b>9.W.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply <i>grades 9–10 Reading standards</i> 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]").</li> </ol>	

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<p><b>Constant Standards</b> are repeatedly addressed to reinforce grade-level mastery of all standards.</p> <p>9.RL.1,10 9.RI.1,10 9.W.4,5,6,10 9.SL.1,2,6 9.L.1,2,6</p>	<p><b>Identity 1</b>—Students have a positive view of themselves, including an awareness of and comfort with their membership in multiple groups in society (ID.9-12.1).</p> <p><b>Identity 2</b>—Students will know their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups (ID.9-12.2).</p> <p><b>Diversity 6</b>—Students will interact comfortably and respectfully with all people, whether they are similar to or different from them (DI.9-12.6).</p> <p><b>Justice 11</b>—Students will relate to all people as individuals rather than representatives of groups and can identify stereotypes when they see or hear them (JU.9-12.11).</p> <p><b>Action 16</b>—Students will express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias (AC.9-12.16)</p> <p>Anti-Bias Framework <a href="http://perspectives.tolerance.org/?qnode/494">http://perspectives.tolerance.org/?qnode/494</a></p>	<p><b>Adopted Anthology:</b> <i>The Language of Literature</i></p> <p><b>Extended Texts: Choose 1-2</b> <i>Romeo &amp; Juliet</i>, William Shakespeare, p. 989 <i>To Kill a Mockingbird</i>, Harper Lee <i>Odyssey</i>, Homer, excerpts p. 893, <a href="#">or full text</a></p> <p><b>Recommended Short Texts: Choose 3-5</b> “Gift of the Magi,” O. Henry, p. 151 “Necklace,” Guy de Maupassant, p. 26 “Respite from ‘The Troubles,’” Gayle Tzemach, p. 170 “Romeo and Juliet Are from Palestine,” Carol Rosenberg, p. 1106 “Scarlet Ibis,” James Hurst, p. 592 “Sniper,” Liam O’Flaherty, p. 162</p> <p><b>Multicultural Extended Text Adoptions:</b> <i>Eleanor &amp; Park</i>, Rainbow Rowell <i>If You Come Softly &amp; Behind You</i>, Jacqueline Woodson</p>	<p><b>Enduring Understandings:</b> <u>Reading:</u> Literature reveals different types of relationships and how they impact people’s lives. <u>Writing:</u> Good writers support their claims using strong evidence and logical reasoning.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do people find common ground with people who are different from them?</li> <li>2. How much do communities and families determine how people see other people?</li> <li>3. How are heroes, quests, and historic ideals still valid and applicable in today’s world?</li> <li>4. How is conflict an inevitable part of relationships?</li> </ol>



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## 2017-2018 ELA Curriculum Map Grade 9

<b>Reading Focus: Informational</b> <b>Writing Focus: Argumentative</b>	<b>Unifying Concept: A View of the World</b>	<b>Quarter 4</b>
<p><b>Highly-Leveraged<sup>1</sup></b> are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas); and essentiality (knowledge and skills are necessary for success in future courses or grade levels).</p> <p><b>9.RI.3</b> 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.</p> <p><b>9.RI.6</b> 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.</p> <p><b>9.W.8</b> 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.</p> <p><b>9.L.3</b> 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"> <li>Write and edit work so that it conforms to the guidelines in a style appropriate for the discipline and writing type.</li> </ol> <p><b>Corresponding Standards</b> are integral to achieve mastery of the Highly-Leveraged Standards.</p> <p><b>9.RL.7</b> 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><b>9.RI.9</b> 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><b>9.W.2</b> 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"> <li>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.</li> <li>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.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented</li> </ol> <p><b>9.W.7 Conduct</b> 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> <p><b>9.W.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply <i>grades 9–10 Reading standards</i> to literature</li> <li>Apply <i>grades 9–10 Reading standards</i> to literary nonfiction</li> </ol> <p><b>9.SL.5</b> 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.</p>	

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<sup>1</sup>This definition for Highly-Leveraged Standards was adapted from the "power standard" definition on the website of the Millis Public Schools, K-12, Massachusetts, USA, 2016.