

ELA 9 Quarter 1 Priority Standards and Skills

Standards	Skills	Notes
<p>Reading RL.1 RL.2 RL.3 RL.4 RL.5 RL.10</p> <p>RI.1 RI.2 RI.3 RI.4 RI.5 RI.6 RI.7 RI.8 RI.10</p> <p>Writing W.1a-e W.2a W.3a-e W.4 W.5 W.7 W.9b W.10</p> <p>Language L.1a,b,c,d L.2a,b L.4b,c, d L.5b L.6</p> <p>Speaking and Listening SL.1 SL.3 SL.4a,b SL.5 SL.6</p>	<ul style="list-style-type: none"> ● Evaluate written narratives by analyzing how authors sequence and describe experiences and events. RL.5 ● Expand Knowledge and use of academic and thematic vocabulary. RL.4, RI.4 ● Write a nonfiction narrative in which you develop characters or events using effective technique W.3 ● Present a narrative ● Correctly use exposition and dialogue to convey meaning and add variety and interest to your writing and presentations.L.1, L.1.c ● Evaluate written arguments by analyzing how authors state and support their claims. RI.8 ● Write an Argumentative essay in which you effectively incorporate the key elements of an argument W.1 ● Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 ● Demonstrate command of the conventions of standard English grammar and usage of verbs and conjunctions L.1 ● Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 ● Integrate audio, visuals, and text in presentations SL.5 ● articulate the elements of fiction by describing how the sequence of a story affects the reader's response, how conflicts influence character relationships, how the narrator's voice develops the author's purpose, and how a story's point of view affects the reader's understanding of it. ● create a spin-off story further developing a character from a story studied in class, including dialogue, a plausible scenario, and applying elements of narrative writing W.3 	<p>Terms to Know:</p> <ul style="list-style-type: none"> ● autobiographical narrative ● plot ● internal and external conflict ● character development ● author's purpose ● resolution ● exposition ● rising action ● climax ● falling action ● setting ● point of view ● theme ● imagery tone ● diction ● independent clause ● dependent clause ● subordinating conjunction ● preposition ● preposition phrase ● object of the preposition ● adjective phrase ● adverb phrase ● infinitive ● infinitive phrase ● colon ● semicolon ● dash ● claim or central idea ● counterclaim ● rhetorical devices ● main idea and supporting details ● frame story ● first and third-person narration ● narrative structure ● memoir ● figurative language ● simile ● metaphor ● To Build a Fire by Jack London ● The Most Dangerous

	<ul style="list-style-type: none"> • 	<p>Game by Richard Connell</p> <ul style="list-style-type: none"> • from Unbroken by Laura Hillenbrand • Survival is Your Own Responsibility by Daryl R. Miller <p>Possible Materials/Resources:</p> <ul style="list-style-type: none"> • Where Have You Gone, Charming Billy? • Music for My Mother • The Cask of Amontillado • Music for My Mother • A Quilt of a Country • The Immigrant Contribution from A Nation Of Immigrants by J.F.K. • American History by Judith Ortiz Cofer • With a Little Help from My Friends from Funny in Farsi by Firoozeh Dumas • excerpt(s) from When I was Puerto Rican by Esmeralda Santiago • Finding a Voice: A Taiwanese Family Adapts to America by Diane Tsai • The Seventy Man by Frances Haruki Murakami • The Moral Logic of Survival Guilt by Nancy Sherman • The Voyage of the James Caird from The Endurance by Caroline Alexander • Excerpt(s) from Life of Pi by Yann Martel • The Value of a Sherpa Life by Grayson Schaffer • The Writer by Richard Wilbur • Hugging the Jukebox by Naomi Shihab Nye • Unit 1 and 2 of <i>my Perspectives</i> text
--	---	--

ELA 9 Quarter 2 Priority Standards and Skills

Standards	Skills	Notes
<p>Reading RL.1 RL.2 RL.3 RL.4 RL.5 RL.6 RL.7 RL.10</p> <p>RI.1 RI.3 RI.4 RI.5a</p> <p>Writing W.1a-e W.2a-f W.3a-e W.4 W.5 W.9 W.10</p> <p>Speaking and Listening SL.1a-d SL.3 SL.4 SL.5 SL.6</p> <p>Language L.1a-b L.2a-c L.3a L.4b L.5 L.6</p>	<ul style="list-style-type: none"> ● recognize and analyze the concept of the hero's journey in literature and make connections to popular culture. ● identify and analyze what the hero's journey reveals about universal anxieties of the unknown. ● articulate the characteristics of an epic hero and an effective leader. ● examine the symbolic meaning of texts ● analyze character and theme development. ● Evaluate written explanatory texts by analyzing how authors introduce and develop clear central ideas.RI.2 ● Expand knowledge and use of academic and concept vocabulary RL.4, RI.4 ● Write an explanatory essay in which you effectively convey complex ideas, concepts, and information.W.2 ● Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 ● Use resources, such as a dictionary or thesaurus, to clarify word meaning and improve your writing & presentations.L.4.c ● Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 ● Integrate audio, visuals, 	<p>Terms to Know:</p> <ul style="list-style-type: none"> ● hero's journey ● epic hero ● symbolism ● odyssey ● epic simile ● simile ● inverted word order ● active and passive voice ● cultural context ● etymology <p>Suggest Materials:</p> <p>"The Odyssey" by Homer (translated by Robert Fitzgerald).</p> <p>Selections:</p> <ul style="list-style-type: none"> ● "Tell the Story" from Book 1. ● "Calypso, the Sweet Nymph" from Book 5. ● "I Am Laertes' Son..." from Book 9. ● "The Lotus Eaters" from Book 9. <p>(Graphic Novel) from The Odyssey: A Graphic Novel by Gareth Hinds</p> <p>Gone and Back Again: A Traveler's Advice</p> <p>The Return by Ngugi wa Thiong'o</p> <p>Courage by Anne Sexton</p>

	<p>and text in presentations SL.5</p>	<p>Ithaka by C.P. Cavafy, translated by Edmund Keeley and Philip Sherrard</p> <p>Suggested Supplemental Texts</p> <ul style="list-style-type: none"> ● Hamilton, Edith. Mythology: Timeless Tales of Gods and Heroes ● People and Places in the Odyssey ● Vega, Suzanne. Calypso. ● Giovanni, Nikki. The Cyclops in the Ocean. ● Huler, Scott. Excerpt from No-Man's Lands: One Man's Odyssey Through The Odyssey ● Marlantes, Karl. "The Truth About Being a Hero" ● Alexander, Caroline. "Back from War, but Not Really Home"
--	---	---

Continued

ELA 9 Quarter 3 Priority Standards and Skills

Standards	Skills	Notes
<p>Reading RL.1</p>	<ul style="list-style-type: none"> ● Evaluate written arguments by analyzing how authors 	<p>Terms to Know:</p>

<p>RL.2 RL.3 RL.4 RL.5 RL.7 RL9 RL.10</p> <p>RI.1 RI.2 RI.3 RI.4 RI.5 RI.8 RI.10</p> <p>Writing W.1a-e W.2a-f W.4 W.5 W.6 W.7 W.8 W.9 W.10</p> <p>Speaking and Listening</p> <p>SL.1a-d SL.2 SL.3 SL.4 SL.5 SL.6</p> <p>Language L.1a-b L.2a-c L.3.a L.4a-d L.5 L.6</p>	<p>state and support their claims. RI.8</p> <ul style="list-style-type: none"> Expand Knowledge and use of academic and concept vocabulary RI.4 Write a work of literary criticism in which you effectively incorporate the key elements of an argument. W.1 Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 Correctly integrate quotations to convey meaning and add variety and interest to your writing and presentations. L.2.b Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 Integrate audio, visuals, and text in presentations SL.5 articulate the purpose and components of dramatic structure, with a focus on conflict. recognize the influence of historical perspectives on literature and analyze the two main forms of drama, Tragedy and Comedy, as they read and discuss <i>The Tragedy of Romeo and Juliet</i>. write an argumentative essay analyzing complex characters in <i>The Tragedy of Romeo and Juliet</i>. examine the extent to which characters' reactions to conflict and opposition dictate the outcomes of a situation write an essay that analyzes how the patterns of language (diction, imagery, and figurative language) create a motif that reveals a central idea of the pla use strong and thorough textual evidence to develop claims and follow the conventions of standard English. 	<ul style="list-style-type: none"> elements and structure of Shakespearean drama Elizabethan syntax Elizabethan England monologue soliloquy aside tragedy iambic pentameter blank verse paraphrasing summarizing footnotes or side notes fate and destiny vs personal choice oxymoron figurative language elements of drama dialogue stage directions transgression dramatic interpretation foil protagonist antagonist comic relief pun tragic flaw archetype archetypal theme universal theme transitions criticism infer tone human interest story <p>Suggested Materials:</p> <p>Romeo and Juliet: A Tragedy or Just a Tragic Misunderstanding</p> <p>The Tragedy of Romeo and Juliet by Shakespeare</p>
--	--	--

		<p>Pyramus and Thisbe by Ovid, retold by Edith Hamilton</p> <p>movie: Gnomeo and Juliet (compare and contrast purposes)</p> <p>Movie: West Side Story (compare and contrast purposes)</p> <p>Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet by Gordana Sandic-Hadzihasanovic</p> <p>(Newsast) Tragic Romeo and Juliet Offers Bosnea Hope by Nic Robbertson</p> <p>Popocatepetl and Ixtlaccihuatl by Juliet Piggott Wood</p> <p>If Romeo and Juliet Had Cell Phones by Misty Harris</p>
--	--	--

ELA 9 Quarter 4 Priority Standards and Skills

Standards	Skills	Notes
<p>Reading: RL.3 RL.4 RL.5 RL.6</p> <p>RI.1 RI.3 RI.4 RI.5 RI.6 RI.9 RI.10</p> <p>Writing W.2a-f</p>	<ul style="list-style-type: none"> Identify and explain the effect of stylistic devices used in studies selections Identify and analyze the effect of rhetorical strategies in speeches such as alliteration, repetitions, and extended metaphors. Apply rhetorical strategies learned to projects (written or spoken) of their own. Evaluate written arguments by analyzing how authors introduce and develop ideas. RI.8 Expand Knowledge and use of academic and thematic vocabulary. 	<p>Terms to Know:</p> <ul style="list-style-type: none"> rhetorical devices alliteration repetition extended metaphors chronological order ethos, pathos, logos satire parallel structure analogy relative clause relative pronoun antithesis allusion rhetorical question colons semicolons

<p>W.4 W.5 W.6 W.7 W.8 W.10</p> <p>Speaking and Listening</p> <p>SL.1 SL.2 SL.3 SL.4 SL.5 SL.6</p> <p>Language</p> <p>L.1a,b L.2a-c L.3a L.4b L.5</p>	<p>RI.4</p> <ul style="list-style-type: none"> • Write an informative essay in which you effectively incorporate the key elements of an argument W.2 • Conduct research projects of various lengths to explore a topic and clarify meaning.W.7 • Smoothly integrate information from varied sources to create cohesion. W.8 Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations SL.5 	<ul style="list-style-type: none"> • dashes • debate • author’s purpose <p>Suggested Materials:</p> <ul style="list-style-type: none"> • I Have a Dream by MLK, Jr • Letter from Birmingham Jail by MLK, Jr • (Video) Remarks on the Assassination of MLK, JR by Robert F. Kennedy • "Learning to Read and Write" by Frederick Douglas • Gettysburg Address (Lincoln) • Address at the March on Washington by MLK, Jr • Brandenburg Gate Address (June 12, 1987) by Ronald Reagan • (newscast) Remembering Civil Rights History, When “Words Meant Everything” PBS Newshour • (Speech) Lessons of Dr. Martin Luther King, Jr. by Cesar Chavez • (Memoir) Traveling by Grace Paley • How the Children of Birmingham Changed the Civil Rights Movement by Lottie L. Joiner • The Many Lives of Hazel Bryan by David Margolick
---	--	---