

English Language Arts Curriculum Map: English I (Grade 9)

Unit/Topic	Quarter
American Voices - Unit 1	1
Essential Question: Overarching Unit Question: What does it mean to be “American”? Performance-Based Assessment: How is an American identity created?	
Key Concepts	Key Vocabulary
Textual Analysis: Reading Goals: ○ Evaluate written narratives by analyzing how authors sequence and describe experiences and events. ○ Expand knowledge and use of academic and concept vocabulary.	Unit Vocabulary: ○ conflict ○ description ○ dialogue ○ exposition ○ sequence ○ Concept Vocabulary: Latin Prefix <i>dis, inter</i> Latin Root <i>nat, mem</i> Cognates Multiple-Meaning Words ● connotation ● denotation ● purpose ● rhetoric ● persuasion ● Author’s Style: alliteration, assonance, consonance

Composition: Writing and Research Goals: ○ Write a nonfiction narrative in which characters and events are developed using specific details and descriptions. ○ Conduct research projects of various lengths to explore a topic and clarify meaning.	Composition Terminology: ○ Summary ○ Narrative Structure ○ Writing to Compare: essay ○ Writing to Sources: alternative endings
Language Goal: ○ Correctly use exposition and dialogue to convey meaning and add variety and interest to both writing and presentations.	Language Terminology: ○ Conventions: participles and participle phrases ○ Author's Style: humor, word choice
Discussion: Speaking and Listening Goals: ○ Collaborate in teams to build on the ideas of others, develop consensus, and communicate. ○ Integrate audio, visuals, and text in presentations.	Speaking and Listening Terminology: ○ Monologue ○ Act out a scene ○ Panel discussion ○ Produce a podcast
Priority Standards	Supporting Standards
Reading: 9-10. RL.2: 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. 9-10.RL.3: 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. 9-10.RL.5: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.	Reading: 9-10.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.RL.4: 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. 9-10.RI. 4: Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

9-10.RI.2: 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. 9-10.RI.3: Analyze how the author constructs 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. 9-10.RI.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). 9-10.RI.6: 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.	
Writing: 9-10.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (a) 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. (b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (d) Use precise words and phrases, relevant descriptive details, and sensory language	Writing: 9-10.W.5: 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) 9-10.W.6: 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.

to convey a vivid picture of the experiences, events, setting, and/or characters. (e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	9-10.W.7: Conduct 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. 9-10.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9-10 Reading standards to literature. b. Apply grades 9-10 Reading standards to informational text and nonfiction.
Speaking/Listening: 9-10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (a) 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. (b) 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. (c) 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.	Speaking and Listening: 9-10.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

9-10.SL.4: 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; use appropriate eye contact, adequate volume, and clear pronunciation. 9-10.SL.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to add interest.	
Language: 9-10.L.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (a) Use parallel structure. (b) 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. 9-10.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (b) Use a colon to introduce a list or quotation. (c) Use correct spelling. 9-10.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (a) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). (b) Use context (e.g.,	Language: 9-10.L.3: 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. (a) Write and edit work so that it conforms to the guidelines in a style manual. 9-10.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (b) Analyze nuances in the meaning of words with similar denotations. 9-10.L.6: Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **(c)** 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. d. Verify the preliminary determination of the meaning of a word or phrase.

Suggested Instructional Resources:

Savvas MyPerspectives, Unit 1

My Antonia by Willa Cather *This is a yellow novel*

Stargirl by Jerry Spinelli *This is listed on the middle school novel list*

The Absolutely True Diary of a Part-Time Indian by Sherman Alexie *This is a yellow novel*

Cannery Row by John Steinbeck

The Old Man and the Sea by Ernest Hemingway

To Kill a Mockingbird by Harper Lee

A Separate Peace by John Knowles

Unit/Topic	Quarter
Survival - Unit 2	2
Essential Question: Overarching Unit Question: What does it take to survive? Performance-Based Assessment: Should people in life-or-death situations be held accountable for their actions?	
Key Concepts	Key Vocabulary
Textual Analysis: Reading Goals ○ Evaluate written arguments by analyzing how authors state and support their claims. ○ Expand students' knowledge and use of academic and concept vocabulary.	● Unit Vocabulary ○ evidence ○ credible ○ valid ○ formulate ○ logical ○ Concept Vocabulary: Latin Suffix <i>-tion, -ory, -ary</i> Latin Root <i>-mort, -lum</i> Greek Root <i>-path</i> Multiple-Meaning Words ● Composition: ○ Writing to Sources: Critical Review ○ Writing to Sources: Encyclopedia Entry ○ Writing to Sources: Listener Comment ○ Use of Rhetoric ○ Figurative Language ○ Claims and Ideas ○ Theme
Composition: Writing and Research Goals ○ Write an argumentative essay in which students effectively incorporate the key elements of an argument. ○ Conduct research projects of various lengths to explore a topic and clarify meaning.	
Discussion: Listening and Speaking Goals	● Collaborative Student Discussion:

○ Collaborate in teams to build on the ideas of others, develop consensus, and communicate. ○ Integrate audio, visuals, and text in presentations.	○ Retelling ○ Pep Talk ○ Oral Presentation ○ Group Presentation ○ ● Grammar Terminology: ○ Infinitives ○ Infinitive Phrases ○ Punctuation ○ Participial vs. Absolute Phrases
Priority Standards	Supporting Standards
Reading: 9-10. RL.2: 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. 9-10.RL.3: 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. 9-10.RL.5: Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. 9-10.RI.3: Analyze how the author constructs 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. 9-10.RI.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or	Reading: 9-10.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.RL.4: 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. 9-10.RL.6: Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts. 9-10.RI.4: 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. 9-10.RI.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance

larger portions of a text (e.g., a section or chapter). 9-10.RI.8: 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.	that point of view or purpose. 9-10 RI.7: 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.
Writing: 9-10.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (a) 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. (b) 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. (c) 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. (d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (e) Provide a concluding statement or section that follows from and supports the argument presented. 9-10.W.5: 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	Writing: 9-10.W.2: 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. (a) 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. (b) 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. (c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (d) Use precise language and domain-specific vocabulary to manage the complexity of the topic. (e) Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing. (f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 9-10.W.6: Use technology, including the internet, to produce,

9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	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. 9-10.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9-10 Reading standards to literature. b. Apply grades 9-10 Reading standards to informational text and nonfiction.
Speaking/Listening: 9-10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. 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. b. 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. c. 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. 9-10.SL.3: Evaluate a speaker’s point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. 9-10.SL.4: Present information, findings, and supporting evidence	Speaking and Listening: 9-10.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

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; use appropriate eye contact, adequate volume, and clear pronunciation. 9-10.SL.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
Language: 9-10.L.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use parallel structure. b. 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. 9-10.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. c. 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. d. Verify the preliminary determination of the meaning of a word or phrase. 9-10.L.6: Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing,	Language: 9-10.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Use correct spelling. 9-10.L.3a. Write and edit work so that it conforms to the guidelines in the MLA style manual.

speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

Suggested Instructional Resources:

Savvas MyPerspectives, Unit 2

The Hunger Games by Suzanne Collins *This is listed on the middle school novel list.*

The Call of the Wild by Jack London *This is listed on the middle school novel list.*

Lord of the Flies by William Golding

The Old Man and the Sea by Ernest Hemingway

The Odyssey by Homer

Life of Pi by Yann Martel

Unit/Topic	Quarter
Star-Crossed Romances - Unit 4	3
Essential Question: Overarching Unit Question: Do we determine our own destinies? Performance-Based Assessment: Should the opinions of others affect our own choices or destinies?	
Key Concepts	Key Vocabulary
Textual Analysis: Reading Goals: ○ Evaluate written arguments by analyzing how authors state and support their claims. ○ Expand students' knowledge and use of academic and concept vocabulary	Unit Vocabulary: ○ endure ○ pathos ○ compelling ○ propose ○ recurrent ○ tragedy ○ Concept Vocabulary: Latin Prefix <i>trans-</i>, <i>counter-</i>, <i>ex-</i>, <i>inter-</i> Latin Root <i>-stress-</i>, <i>-cred-</i> Word Families Multiple Meaning Words
Composition: Writing and Research Goals: ● Write a work of literary criticism in which the student effectively incorporates the key elements of an argument. ● Conduct research projects of various lengths to explore a topic and clarify meaning.	Composition Terminology: ○ Author's Style: Figurative Language Organization ○ Poetic Structure ○ Dramatic Speeches ○ Criticism
Speaking and Listening Goals:	Speaking and Listening Terminology:

○ Collaborate in teams to build on the ideas of others, develop consensus, and communicate. ○ Integrate audio, visuals, and text in presentations.	○ Dramatic Interpretation ○ Classroom Debate ○ Performance Review
Language Goals: ○ Correctly integrate quotations to convey meaning and add variety.	Language Terminology: ○ Parallelism ○ Phrases
Priority Standards	Supporting Standards
Reading: 9-10.RL.3: 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. 9-10.RL.5: Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. 9-10.RL.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. 9-10.RL.9: Analyze how an author draws on and transforms source material in a specific work 9-10.RI.2: 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. 9-10.RI.3: Analyze how the author constructs an analysis or series of ideas or events, including the order in which the points are	Reading: 9-10.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10. RL.2: 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. 9-10.RL.4: 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. 9-10.RL.6: Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts. 9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.RI.4: Determine the meaning of words and phrases as they are

made, how they are introduced and developed, and the connections that are drawn between them. 9-10.RI.8: 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.	used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. 9-10.RI.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Writing: 9-10.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (a) Introduce precise claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (b) 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. (c) 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. (d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (e) Provide a concluding statement or section that follows from and supports the argument presented. 9-10.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and	Writing: 9-10.W.5: 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) 9-10.W.6.: 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.

audiences.	
Speaking/Listening: 9-10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (a) 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. (b) 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. (c) 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. 9-10.SL.4: 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; use appropriate eye contact adequate volume, and clear pronunciation.	Speaking and Listening: 9-10.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)
Language: 9-10.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (a) Use parallel structure. (b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute)	Language: 9-10.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (a) Use a semicolon (and perhaps a conjunctive adverb) to link

and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **(a)** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). **(b)** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position and/or function in a sentence) as a clue to the meaning of a word or phrase. **(c)** 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. **(d)** Verify the preliminary determination of the meaning of a word or phrase.

9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **(a)** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. **(b)** Analyze nuances in the meaning of words with similar denotations.

two or more closely related independent clauses. **(b)** Use a colon to introduce a list or quotation. **(c)** Use correct spelling.

9-10.L.3: Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **(a)** Write and edit work so that it conforms to the guidelines in a style manual.

9-10.L.6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Suggested Instructional Resources:

Savvas MyPerspectives, Unit 4

The Fault in Our Stars by John Green *This is a yellow novel*

Wuthering Heights by Emily Bronte

Jane Eyre by Charlotte Bronte

Much Ado About Nothing by William Shakespeare

The Taming of the Shrew by William Shakespeare

Romeo and Juliet by William Shakespeare

Unit/Topic	Quarter
Journeys of Transformation - Unit 5	4
Essential Question: Overarching Unit Question: What can we learn from a journey? Performance-Based Assessment: When does the journey matter more than the destination?	
Key Concepts	Key Vocabulary
Textual Analysis: Reading Goals: ○ Evaluate written explanatory texts by analyzing how authors introduce and develop clear central ideas. ○ Expand students' knowledge and use of academic and concept vocabulary.	Unit Vocabulary: ○ voluntary ○ elucidate ○ expedite ○ subsequent ○ procedure ○ oral tradition ○ plot devices ○ point of view ○ Concept Vocabulary: Word Parts - Latin Root <i>-sem-</i>, <i>-sim-</i> - media vocabulary - Etymology: Suffix <i>-ine</i>, Greek names - Old English: Suffix <i>-some</i>
Composition: Writing and Research Goals: ○ Write an explanatory essay in which students effectively convey complex ideas, concepts, and information. ○ Conduct research projects of various lengths to explore a topic and clarify meaning.	Composition Terminology: ○ biography ○ job application ○ multimedia presentation

Speaking and Listening Goals: ○ Collaborate in teams to build on the ideas of others, develop consensus, and communicate. ○ Integrate audio, visuals, and text in presentations.	Speaking and Listening Terminology: ○ conversation ○ debate ○ job interview ○ group discussion
Language Goals: ○ Use resources, such as a dictionary or thesaurus, to clarify word meanings and improve writing and presentations.	Language Terminology: ○ figurative language ○ author's style: word order ○ active and passive voice ○ gerunds
Priority Standards	Supporting Standards
Reading: 9-10.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.RL.4: 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. 9-10.RL.5: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. 9-10.RL.6: Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts. 9-10.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including how it	Reading: 9-10. RL.2: 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. 9-10.RL.3: 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. 9-10.RL.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. 9-10.RL.9.: Analyze how an author draws on and transforms source material in a specific work.

emerges and is shaped and refined by specific details; provide an objective summary of the text. 9-10.RI.3: Analyze how the author constructs 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.	9-10.RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.RI.6: 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. 9-10. R.I.7- Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account. 9-10. R.I.8- 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.
Writing: 9-10.W.2: 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. (a) 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. (b) 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. (c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (d) Use precise language and domain-specific vocabulary to manage the complexity of the topic. (e) Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing. (f) Provide a concluding statement or section that follows from and supports the	Writing: 9-10.W.5: 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) 9-10.W.6.: 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. 9-10.W.8: 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.

information or explanation presented (e.g., articulating implications or the significance of the topic).

9-10.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-10.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

9-10.W.7: Conduct 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.

9-10.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening:

9-10.SL.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **(a)** 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. **(b)** 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. **(c)** 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. **(d)** Respond thoughtfully to diverse

Speaking and Listening:

9-10.SL.4: 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; use appropriate eye contact, adequate volume, and clear pronunciation.

9-10.SL.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to add interest.

perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented. 9-10.SL.3: Evaluate a speaker’s point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. 9-10.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
Language: 9-10.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (a) Use parallel structure. (b) 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. 9-10.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (b) Use a colon to introduce a list or quotation. (c) Use correct spelling. 9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate,	Language: 9-10.L.3: 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. (a) Write and edit work so that it conforms to the guidelines in a style manual. 9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

advocacy). b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. c. 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. d. Verify the preliminary determination of the meaning of a word or phrase.

9-10.L.6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Suggested Instructional Resources:

Savvas MyPerspectives, Unit 5

The Adventures of Huckleberry Finn by Mark Twain

Gulliver's Travels by Jonathan Swift

The Catcher in the Rye by J.D. Salinger

The Curious Incident of the Dog in the Nighttime by Mark Haddon

The Hitchhiker's Guide to the Galaxy by Douglas Adams

The Hobbit by J.R.R. Tolkien

The Odyssey by Homer

Selections included in Units 3 and 6 of the myPerspectives curriculum can be used as supplemental and extension materials for Units 1, 2, 4, and 5.