

Grade 9 LA Curriculum Semester 1 Unit 1 Enduring Understanding(s)	Unit Title: Coming of Age Essential Questions			
<ul style="list-style-type: none"> <li>We use language to celebrate and give voice to the events and experiences that move us from childhood to adulthood.</li> </ul>	<ul style="list-style-type: none"> <li>What are the defining characteristics of childhood, adolescence, and adulthood?</li> <li>What are the rites of passage and are they important?</li> <li>How do our choices affect outcomes for ourselves and others?</li> <li>How can we use written and oral language to explore the events and ideas that shape our lives?</li> <li>How does technology influence the way we chronicle our lives?</li> <li>How does culture influence our identity?</li> </ul>			
<p><i>Reading Focus: Multi-Genre, with a short-story emphasis</i></p> <p><i>Writing Focus: Paragraph structure, descriptive paragraph/essay, narrative paragraph/essay</i></p> <p><i>Grammar Focus: Review of the eight major parts of speech and the parts of a sentence</i></p> <p><b>The student will do the following:</b></p> <ul style="list-style-type: none"> <li>Summarize texts from multiple genres.</li> <li>Write a complete sentence with correct beginning and end punctuation.</li> <li>Respond to literature, making connections to self, other texts, and the world.</li> <li>Explore a personal memory through writing.</li> <li>Determine meanings of unfamiliar words by using context clues.</li> <li>Identify the main parts of speech and how they work in sentences.</li> <li>Identify and discuss the main elements of a short story.</li> </ul>	<p><b>Differentiation strategies for Limited English Proficient (LEP) students:</b></p> <ul style="list-style-type: none"> <li>Use text excerpts, adapted versions, and graphic novels.</li> <li>Use multiple modalities such as illustrations, graphic organizers, drama</li> <li>Offer support such as prewriting strategies (e.g. timelines, webbing), teacher modeling and peer samples.</li> <li>Provide additional support to understand the cultural/historical background.</li> <li>Use graphic organizers (e.g., story maps, webs, timelines).</li> </ul>	<p><b>Formative:</b>          (“...assessments that provide information to be used as feedback to modify instruction and learning activities.” Marzano, 2006)</p> <ul style="list-style-type: none"> <li>Admit/exit slips</li> <li>Partner share with two minute conversation</li> <li>Carousel activity/learning stations</li> <li>Thumbs up, Thumbs Down or Thumbs to the Side</li> <li>Fast write (timed)</li> <li>Summary paragraph (Sum It Up)</li> <li>One-to-one conference</li> <li>Reader response paragraphs</li> <li>Proofreading for spelling and usage</li> <li>Produce character sketches</li> <li>Sensory Chart</li> </ul> <p><b>LEP Differentiation Strategies:</b></p> <ul style="list-style-type: none"> <li>Modeling</li> <li>Study Guides</li> <li>Sentence patterns</li> <li>Sentence starters</li> <li>Cloze activities</li> <li>Lists</li> <li>Timelines</li> <li>Outlines</li> <li>Charts</li> <li>Rubrics</li> </ul> <p><b>Summative:</b>          (“...assessments that come at the end of a process to activity.” Marzano,</p>	<p><b>Literary Terms</b></p> <ul style="list-style-type: none"> <li>Dialogue</li> <li>Simile</li> <li>Metaphor</li> <li>Personification</li> <li>Foreshadowing</li> <li>Time sequence</li> <li>Flashback</li> <li>Imagery</li> <li>Repetition</li> <li>Allusion</li> <li>Symbolism</li> <li>Point of view</li> <li>Characterization</li> <li>Mood/Atmosphere</li> <li>Tone</li> <li>Plot</li> <li>Conflict</li> <li>Exposition</li> <li>Rising action</li> <li>Climax</li> <li>Falling action</li> <li>Denouement/Resolution</li> <li>Archetype</li> <li>Theme</li> </ul> <p><b>Grammar Terms:</b></p> <ul style="list-style-type: none"> <li>Noun</li> <li>Pronoun</li> <li>Adjective</li> <li>Verb</li> <li>Adverb</li> <li>Preposition</li> <li>Interjection</li> </ul>	<p><b>Core Materials:</b></p> <p>Marshall, James. <i>Walkabout</i>          Namioka, Lensey. <i>Ties that Bind, Ties that Break</i></p> <p><b>Supplementary Materials:</b></p> <p><b>Period Literature:</b>  <i>Epic of Gilgamesh</i>          The Legend of Monkey King          Myths of Aztecs, Incas, and Mayans  <i>Popol Vuh</i>          Confucius. <i>Analects</i>          Selected Haiku &amp; Tanka Poems          Shonagon, Sei. <i>The Pillow Book</i>  <i>The Book of Songs (Shih Jing)</i></p> <p><b>Non-Fiction:</b>          Li, Moying. <i>Snow Falling in Spring</i>          Hoff, Benjamin. <i>The Tao of Pooh</i>          Chen, Da. <i>China’s Son</i>          Jiang, Ji-Li. <i>Red Scarf Girl</i>  <i>* Asgedom.Mawi.The Code: The Five Secrets of Teen Success</i></p> <p><b>Fiction:</b>  <i>Island Boyz</i>  <i>Bamboo Among the Oaks</i>  <i>Shanghai Ghetto</i>  <i>Wild Kids</i>          “Two Kinds” by Tan, Amy          “The Secret Lion” by Rios, Albert          “Obasan in Suburbia” by Ito, Susan</p> <p><b>Textbook:</b>  <i>Reading the World: Contemporary</i></p>

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<b>Knowledge/Performance Standards</b>	<b>Alaska English Language Proficiency (ELP) Standards</b>	<b>Performance Task Assessment</b> For differentiation throughout the assessment process, provide appropriate scaffolding for Limited English Proficient (LEP) students, acknowledging their linguistic, educational, and cultural backgrounds.	<b>Literary and Grammar Terms</b>	<b>Resources</b> Triangulate resources by selecting at least one core text and other supplementary texts of other genres or time periods.  <i>*Resources recommended for English language learners</i>
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<ul style="list-style-type: none"> <li>• Deliver an oral presentation.</li> <li>• Self-monitor and self-correct while reading aloud.</li> <li>• Evaluate the writing of others using the six analytical traits of writing.</li> <li>• Write a paragraph with a topic sentence and supporting details and evidence.</li> </ul> <p><b>Grade Level Expectations:</b>  <b>Reading:</b>  <b>[9] 4.1.2</b> Determining meanings of unfamiliar words by utilizing context clues, literary allusions, syntax, or semantics in</p> <ul style="list-style-type: none"> <li>• dialectical English (e.g., <i>The Adventures of Huckleberry Finn</i>)</li> <li>• other languages adopted into English (pie a la mode)</li> <li>• idiomatic expressions (e.g., “it drives me up a wall”)</li> </ul> <p><b>[9] 4.1.4</b> Determining the meaning of words in context including connotation/denotation, use of precise or technical vocabulary, content specific vocabulary (symbiosis, suffrage, apartheid), or multiple meanings.</p> <p><b>[9] 4.2.1</b> Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events or generalizations of a text*</p> <p><b>[9] 4.3.1</b> Identifying or explaining the</p>	<ul style="list-style-type: none"> <li>• Provide the opportunity to present to partners, small groups, or teacher.</li> <li>• Provide support through modeling, practice, coaching, and choral reading.</li> <li>• Provide simplified rubrics, checklists, visuals, and mnemonic devices.</li> </ul> <p><b>AK ELP Standards:</b>  <b>Reading 9-12:</b>  <b>English Proficiency: Beginner Low</b>  <b>RBH.9-12.1</b> Recognize most upper and lower-case letters of the English alphabet and sort/place in alphabetical order.  <b>RBH.9-12.2</b> Recognize and/or use in context some high-frequency words in simple or patterned context.  <b>RBH.9-12.3</b> Use phonetic knowledge and structural analysis to decode regularly spelled words.  <b>RBH.9-12.4</b> Demonstrate comprehension of simple or patterned sentences (e.g., graphs, graphic organizers, sequence).  <b>English Proficiency: Intermediate Low</b>  <b>RIL.9-12.1</b> Recognize and/or use in context some high-frequency words.  <b>RIL.9-12.2</b> Use phonetic knowledge and structural analysis to decode regularly spelled multi-syllable words when reading simple text (e.g., roots, suffixes, prefixes, verb tenses).  <b>RIL.9-12.3</b> Demonstrate comprehension of simple text (e.g., charts, predictions, story problems).  <b>English Proficiency: Intermediate</b></p>	<p>2006)</p> <ul style="list-style-type: none"> <li>• Write a well-constructed reflective personal narrative on how culture has influenced your identity.</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Write a personal narrative that addresses one of the other essential questions.</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Write a well-constructed paragraph discussing a single element of story in a specific text.</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Write a descriptive essay using word choice to create a specific mood.</li> <li>• Have students use a narrative to create the author’s bio section of their blog.</li> <li>• Have students use finished writing pieces posted in a blog as part of a class portfolio.</li> <li>• Have students select a character from one of the core novels and write a resume for that character.</li> <li>• Have students digitally record their descriptive or narrative writing (create a podcast) and post the collection on a website for other students to respond to.</li> <li>• Have students choose an item of personal relevance (an artifact) and describe the object and explain its</li> </ul>	<ul style="list-style-type: none"> <li>• Conjunction</li> <li>• Subject</li> <li>• Direct Object</li> <li>• Indirect Object</li> <li>• Predicate Adjective</li> <li>• Predicate Nominative</li> </ul>	<p><i>Literature from Around the Globe Retold Myths &amp; Folktales Asian Myths *”Coming of Age”, Literature Anthology (Glenco)</i>  <i>*Multicultural Reader</i>  <i>* Edge (Hampton Brown)</i>  <i>* An Na A Step from Heaven</i>  <i>* Sue Park, Linda. A Single Shard</i></p> <p><b>Web Sites:</b>            Lensey Namioka’s official website:  <a href="http://www.lensey.com/home.html">http://www.lensey.com/home.html</a></p> <p><i>Ties That Bind, Ties That Break</i>            Teacher’s Resource Guide:  <a href="http://www.randomhouse.com/catalog/display.pperl?isbn=9780440415992&amp;view=tw">http://www.randomhouse.com/catalog/display.pperl?isbn=9780440415992&amp;view=tw</a></p> <p>Footbinding Story on NPR:  <a href="http://www.npr.org/templates/story/story.php?storyId=8966942">http://www.npr.org/templates/story/story.php?storyId=8966942</a></p> <p>Hangin’ with the Red Scarf Girl            Lesson Plans:  <a href="http://web1.caryacademy.org/facultyw/ebs/matthew_ripleymoffit/red_scarf_girl.htm">http://web1.caryacademy.org/facultyw/ebs/matthew_ripleymoffit/red_scarf_girl.htm</a></p> <p>Poetry of Oodgeroo Noonuccal:  <a href="http://publib.slq.qld.gov.au/poarty/noonuccal.htm">http://publib.slq.qld.gov.au/poarty/noonuccal.htm</a></p> <p><b>Audiovisual:</b>  <i>Walkabout</i> (1971 feature film)  <i>Rabbit-Proof Fence</i> (2002 feature film)  <i>Lousy Little Sixpence</i> (1982 documentary film)  <i>FootBinding: Search for the Three Inch Golden Lotus</i> (2004 documentary film)</p>
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<p>main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions)</p> <p>[9] 4.3.2 Locating information in narrative and informative texts to answer questions related to main ideas or key details*</p> <p>[9] 4.3.7 The student uses knowledge of the characteristics of quality writing, which includes ideas, organization, voice, word choice, sentence fluency, and conventions to analyze the writing of others by</p> <ul style="list-style-type: none"> <li>Identifying themes, main ideas, and organizational structures</li> <li>Recognizing and evaluating the use of voice in a variety of texts</li> <li>Recognizing the effect of word choice</li> <li>Analyzing and evaluating sentence fluency and conventions in others' writing, both professional and peer (ASD)</li> </ul> <p>[9] 4.5.1 Analyzing the characteristics and the effect on the reader of non-fiction and the four major structural genres: poetry, drama, novel, short story*</p> <p>[9] 4.6.1 Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, theme, and tone</p> <p>[9] 4.10.1 The student self-selects reading materials by</p> <ul style="list-style-type: none"> <li>Identifying and assessing his/her own reading skills, preferences, and interests</li> <li>Setting appropriate and challenging personal reading goals</li> </ul> <p><i>An (*) indicates an assumption of a variety of texts with increasing complexity</i></p>	<p><b>High</b>  <b>RIH.9-12.1</b> Recognize and/or use in context most high-frequency words.  <b>RIH.9-12.2</b> use phonetic knowledge and structural analysis to decode regularly spelled multi-syllable words when reading text (e.g., verb tenses, context clues).  <b>RIH.9-12.3</b> Demonstrate comprehension of text (e.g., main idea, conflict, lesson/message, resolution, supporting details, tone, classify data, point of view).  <b>English Proficiency: Proficient</b>  <b>RP.9-12.1</b> Comprehend meaning of most grade-level words in text (e.g. dependent variable).  <b>RP.9-12.2</b> Demonstrate comprehension of most grade-level text (e.g., plot, evaluate, classify, interpret data, figurative language, facts).   <b>Writing 9-12</b>  <b>English Proficiency: Beginner High</b>  <b>WBH.9-12.1</b> Use phonetic knowledge to spell multi-syllable words with few errors.  <b>WBH.9-12.2</b> Write simple words and phrases using conventions of Standard English (e.g., capitalization of proper nouns, punctuation of dates).  <b>WBH.9-12.3</b> Revise and/or edit own writing (e.g., correct spelling, legible handwriting). (L)  <b>English Proficiency: Intermediate Low</b>  <b>WIL.9-12.1</b> Write some high-frequency words.  <b>WIL.9-12.2</b> Write simple sentences using conventions of Standard English with modeling (e.g., ending punctuation, contractions, comma usage).</p>	<p>relevance using a narrative. Post both the writing and a digital photograph of the object to a Student Artifact Website (created by students).</p> <p><b>LEP differentiation for reading assessments:</b>            For students with limited writing skills, provide alternate/non-written assessments that allow them to demonstrate their knowledge.</p> <ul style="list-style-type: none"> <li>One-to-one oral response/interview</li> <li>Literature circle/book club discussion</li> <li>Scrapbook/brochure</li> <li>Storyboard</li> <li>Semantic map</li> <li>Talk- show/skits</li> <li>Power Point presentation</li> <li>I Am Poem from the Character Perspective</li> </ul> <p><b>MY Access! Prompts:</b></p> <ul style="list-style-type: none"> <li><b>Memorable Place:</b> What place have you visited that you will always remember? It might be close by, or it might be in another part of the world. What was the place like, and why was it special to you?</li> <li><b>An Important Change:</b> Write a narrative telling what happened when something important changed and how you felt about the changes that occurred.</li> <li><b>An Important Choice:</b> Write a narrative essay about a time you had to make an important choice.</li> <li><b>A Lesson Learned:</b> Each person has</li> </ul>		
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<p><b>Writing:</b></p> <p>[9] 4.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically</p> <p>[9] 4.2.1 Writing a narrative using elements of fiction to advance the plot (L)</p> <p>[9] 4.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)*</p> <p>[9] 4.3.3 Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, dashes, hyphens, and parentheses)</p> <p>[9] 4.3.4 Applying rules of capitalization (e.g., titles and proper nouns)*</p> <p>[9] 4.3.6 The student spells correctly by keeping a log of misspelled words to aid in self correction (<b>ASD</b>)</p> <p>[9] 4.3.7 The student writes grammatically by</p> <ul style="list-style-type: none"> <li>• Identifying the parts of speech: noun, verb, adjective (article), adverb, conjunction, preposition, pronoun, interjection</li> <li>• Identifying subjects and predicates, both simple and complete</li> </ul> <p><i>An (*) indicates an assumption of an increasing level of writing skill application.</i></p>	<p><b>WIL.9-12.3</b> Revise and/or edit own writing (e.g., use editing checklist, sentence variety, correct spelling, improved handwriting). (L)  <b>English Proficiency: Intermediate High</b></p> <p><b>WIH.9-12.1</b> Write most high-frequency words.</p> <p><b>WIH.9-12.2</b> Write one or two paragraphs using simple sentences and conventions of Standard English (e.g., conjunctions, phrases, clauses, verb tenses).</p> <p><b>WIH.9-12.3</b> Revise and/or edit own writing using the qualities of good writing (e.g., logical progression, consistency, transitions, fluency, ideas, organization, voice, word choice, supporting details, sharing ideas). (L)  <b>English Proficiency: Proficient</b></p> <p><b>WP.9-12.1</b> Write a variety of sentence types using grade-level vocabulary and conventions of Standard English (e.g., correct parts of speech, quotation marks, clauses).</p> <p><b>WP.9-12.2</b> Write paragraphs with topic sentences and supporting details (e.g., opinion, persuasive, observations, brochures, reports, essays).</p> <p><b>WP.9-12.3</b> Revise and/or edit own writing using the qualities of good writing (e.g., fluency, ideas, organization, voice, word choice, supporting details, giving and receiving appropriate feedback, and using established criteria to review own and others' written work). (L)</p>	<p>been in trouble at one time or another because he or she did something bad or said something wrong. Write a multi-paragraph narrative describing an instance when you did something you later regretted and the lesson you learned in the process.</p> <ul style="list-style-type: none"> <li>• <b>Positive Influence:</b> Write an essay about someone who influenced you in a positive way.</li> </ul>		
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Grade 9 LA Curriculum Semester 1 Unit 2 Enduring Understanding(s)		Unit Title: India and Africa – Connecting Cultures Essential Questions		
<ul style="list-style-type: none"> <li>Language and literature help us understand and face the challenges that await us in a diverse and changing world.</li> </ul>		<ul style="list-style-type: none"> <li>How do traditional roles differ between cultures?</li> <li>What are the benefits and detriments associated with the increased use of technology in our diverse and changing world?</li> <li>What happens when cultures meet?</li> <li>How does fiction help us deal with real-world challenges?</li> <li>How does the definition or concept of adulthood change according to culture?</li> </ul>		
Knowledge/Performance Standards	Alaska English Language Proficiency (ELP) Standards Differentiate instructional approaches for Limited English Proficient (LEP) students by providing appropriate scaffolding, acknowledging students' linguistic, educational, and cultural backgrounds.	Performance Task Assessment Differentiate assessment approaches for Limited English Proficient (LEP) students by providing additional time and considering students' level of English proficiency.	Literary and Grammar Terms	Resources Triangulate resources by selecting at least one core text and other supplementary texts of other genres or time periods.  *Resources recommended for English language learners

<p><b>Reading Focus:</b> Multi-genre, with an emphasis on the novels, short stories, and folktales</p> <p><b>Writing Focus:</b> Expository: cause and effect, definition, example, or compare/contrast</p> <p><b>Grammar Focus:</b> Prepositional, appositive, and verbal phrases, comma usage</p> <p><b>The students will do the following:</b></p> <ul style="list-style-type: none"> <li>Write, read, and follow multi-step directions</li> <li>Develop and revise a thesis statement</li> <li>Create internal transitions to smooth the flow of a piece of writing</li> </ul>	<p><b>Differentiation strategies for Limited English Proficient (LEP) students:</b></p> <ul style="list-style-type: none"> <li>Provide visual supports, modeling, examples, and simplified language.</li> <li>Provide sentence starters/cloze samples using simplified, familiar material for practice.</li> <li>Provide a list of targeted transition words/phrases with examples and practice (e.g., highlighting, cloze exercises, reconstructing an essay)</li> </ul>	<p><b>Formative:</b> ("...assessments that provide information to be used as feedback to modify instruction and learning activities." <i>Marzano, 2006</i>)</p> <p>Suggested Activities:  <ul style="list-style-type: none"> <li>Carousel activity/museum walk/stations</li> <li>Anticipatory guide</li> <li>Compare/contrast graphs</li> <li>KWL chart</li> <li>grammar/punctuation pretests</li> </ul> </p> <p>LEP Differentiation Strategies:            Wait Time            Affective Response            Note-Taking Pairs            Cooperative Learning Structures (Round Robin ; Think-Pair-Share, Numbered Heads Together, etc)            Concept Mapping            Peer Evaluation  <b>Summative:</b></p>	<p><b>Literary Terms</b></p> <ul style="list-style-type: none"> <li>Dialogue</li> <li>Simile</li> <li>Metaphor</li> <li>Personification</li> <li>Foreshadowing</li> <li>Time sequence / plot</li> <li>Imagery</li> <li>Allusion</li> <li>Symbolism</li> <li>Point of view</li> <li>Characterization</li> <li>Audience</li> <li>Author's Purpose</li> </ul> <p><b>Grammar Terms:</b></p> <ul style="list-style-type: none"> <li>Appositive</li> <li>Preposition</li> <li>Adjective phrase</li> <li>Adverb phrase</li> <li>Comma splice</li> <li>subject-verb agreement</li> </ul> <p><b>Other Terms:</b></p> <ul style="list-style-type: none"> <li>Bias/reliability of narrator</li> </ul>	<p><b>Core Materials: (Triangulated)</b>            Achebe, Chinua . <i>Things Fall Apart</i>.            Beah, Ishmael. <i>A Long Way Gone: Memoirs of a Boy Soldier</i>.            McCormick, Patricia. <i>Sold</i>.            Selections from <i>Rig Veda</i></p> <p><b>Supplementary Materials: Fiction/Non-Fiction</b>            Adichie, Chimamanda Ngozi . <i>Purple Hibiscus</i>.            Draper, Sharon. <i>Copper Sun</i>.            Staples, Suzanne Fisher . <i>Shabanu</i>.            Hesse, Hermann. <i>Siddhartha</i>.            Markandaya, Kamala . <i>Nectar in a Sieve</i>.            Mathabane, Mark. <i>Kaffir Boy</i>.            * Asgedom, Mawi. <i>The Code: The Five Secrets of Teen Success</i></p> <p><b>Short Stories:</b>            Achebe, Chinua. "Marriage is a Private Affair."            Kurtz, Jane. <i>Memories of the Sun: Stories of Africa and America</i>.</p>
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<ul style="list-style-type: none"> <li>• Use the writing process to compose an expository essay</li> <li>• Peer edit the work of others as part of a community of writers</li> <li>• Identify the elements of a novel or short story</li> <li>• Use roots, prefixes, and suffixes to decode and adapt words</li> <li>• Revise sentences for subject/verb agreement</li> <li>• <b>Identify prepositional, appositive, and verbal phrases</b></li> <li>• <b>Use commas correctly</b></li> </ul> <p><b>Grade Level Expectations (Standards):</b>  <b>Reading:</b>  <b>[9] 4.1.1</b> Determining meanings of unfamiliar words in context using knowledge of sounds, syllables, derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis; kayak)  <b>[9] 4.1.3</b> Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, shades of meaning, analogies*  <b>[9] 4.1.4</b> Determining the meaning of words in context including [connotation/ denotation], use of precise or technical vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple meanings main ideas or events or generalizations of a text  <b>[9] 4.3.3</b> Comparing/contrasting the</p>	<ul style="list-style-type: none"> <li>• For each writing step, provide explicit instruction, modeling, additional practice, and frequent opportunities for feedback (e.g., peer, tutor, teacher).</li> <li>• Use peer editing stations where students can use individual strengths (e.g., spelling, capitalization, usage).</li> <li>• Use graphic organizers and sentences starters</li> <li>• Use manipulatives and visuals (e.g., charts, pictures, color coded cards for roots and affixes).</li> <li>• Use highlighting and sentence strips.</li> <li>• Provide additional opportunities for focused practice with simplified examples.</li> </ul> <p><b>AK ELP Standards:</b>  <b>Reading 9-12:</b>  <b>Beginner Low</b>  <b>RBH.9-12.1</b> Recognize most upper and lower-case letters of the English alphabet and sort/place in alphabetical order.  <b>RBH.9-12.2</b> Recognize and/or use in context some high-frequency words in simple or patterned context.  <b>RBH.9-12.3</b> Use phonetic knowledge and structural analysis to decode regularly spelled words.  <b>RBH.9-12.4</b> Demonstrate comprehension of simple or patterned sentences (e.g., graphs, graphic organizers, sequence).  <b>Intermediate Low</b>  <b>RIL.9-12.1</b> Recognize and/or use in context some high-frequency words.  <b>RIL.9-12.2</b> Use phonetic knowledge and structural analysis to decode regularly spelled multi-syllable words when reading simple text (e.g., roots,</p>	<p>(“...assessments that come at the end of a process or activity.” Marzano, 2006)</p> <ul style="list-style-type: none"> <li>• Expository essay: cause and effect, definition, example, or compare/contrast</li> </ul> <p>Sample Prompts:  -Choose two cultures studied in this unit. Discuss three similarities and three differences between the two cultures.  -Explain at least three effects that resulted from cultures coming in contact with one another.  AND/OR  • Research based project that addresses an aspect of culture(s) studied to be presented to an appropriate audience.</p> <p>Students' project options should address a variety of multiple intelligences.  Examples:  -journal (Example: Create a journal from the point of view of a character.)  -song (Example: Write a song celebrating a culture.)  -poem  -PowerPoint  -diagrams/charts (Example: Create a T chart or Venn diagram showing similarities and differences between a variety of cultures.)  -family trees  -board game  -mobile  -skit (Example: With a small group, write and perform a skit showing what can happen when cultures meet.)  -simulation  -video  -photo gallery  -speech (Example: Explain the origin of a problem in your school or community, why it exists, and several possible solutions.)</p> <p><b>Suggested MyAccess Prompts:</b></p>	<ul style="list-style-type: none"> <li>• Rhetoric</li> <li>• Root Words</li> <li>• Affix</li> <li>• Suffix</li> <li>• Prefix</li> <li>• Internal transitions</li> <li>• Compare/contrast</li> </ul>	<ul style="list-style-type: none"> <li>* <b>Lahiri, Jhumpa. <i>Interpreter of Maladies.</i></b></li> <li>* <b>O’Hearn. <i>Half and Half Multicultural Reader, Anthology</i></b></li> <li><i>Mandela, Nelson. Nelson Mandela’s Favorite African Folktales.</i></li> <li><i>O’Hearn, Claudine. Half and Half: Writers on Growing up Biracial and Bicultural.</i></li> <li>Rochman, Hazel. <i>Somehow Tenderness Survives: Stories of Southern Africa.</i></li> <li><i>Jatakas (India folktales)</i></li> <li><i>Katha-Upanishad</i></li> <li><i>Ramayana</i></li> <li><i>Rig Veda</i></li> <li><i>The Bhagavad Gita</i></li> <li><i>Panchatantra</i></li> <li><i>Mahabharata</i></li> </ul> <p><b>Essays:</b>  Mandela, Nelson. “Long Walk to Freedom.”</p> <p><b>Textbooks:</b>  Elements of Literature: World Literature (Holt, Rinehart, Winston, 2006).  African American Literature (Holt Rinehart Company, 1992).  African American Literature (National Textbook Company, 1994).  *<b>Edge (Hampton Brown, 2008)</b></p> <p><b>Audiobooks:</b>  Achebe, Chinua. <i>Things Fall Apart.</i>  Draper, Sharon. <i>Copper Sun.</i>  Fisher Staples, Suzanne. <i>Shabanu</i></p> <p><b>Connection Collections:</b>  Africa</p> <p><b>Web Sites:</b>  Rubric creation:  <a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a></p> <p>Africa:  <a href="https://www.cia.gov/library/publications/">https://www.cia.gov/library/publications/</a>  (search by country; general info.)</p>
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Knowledge/Performance Standards	Alaska English Language Proficiency (ELP) Standards	Performance Task Assessment	Literary and Grammar Terms	Resources Triangulate resources by selecting at least one core text and other supplementary texts of other genres or time periods.
<p>main ideas or concepts between related texts</p> <p>[9] 4.4.1 Reading, understanding, and applying multi-step directions to perform complex procedures and tasks (e.g., filling out a catalog order)</p> <p>[9] 4.4.2 Identifying the sequence of steps in a list of directions (e.g., design a science experiment)</p> <p>[9] 4.6.2 Comparing and contrasting literary elements and devices in a variety of works by a variety of authors</p> <p>[9] 4.6.3 Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme</p> <p>[9] 4.6.4 Citing evidence from the text to analyze and evaluate the author's intent for utilizing literary elements and devices and tone</p> <p>[9] 4.7.2 Identifying author's purpose (e.g. to narrate, inform, entertain, explain, persuade) by citing textual evidence</p> <p>[9] 4.8.1 Analyzing and evaluating evidence within the text to identify an author's theme or purpose</p> <p>[9] 4.8.2 Analyzing and evaluating textual evidence to make thematic connections between texts</p> <p>[9] 4.9.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., mythology, colonialism; Western/Eastern medicine) (L)</p> <p>[9] 4.9.2 Analyzing the effects of historical or cultural influences/events on texts (L)</p> <p><b>Writing:</b></p> <p>[9] 4.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic</p>	<p>suffixes, prefixes, verb tenses).</p> <p><b>RIL.9-12.3</b>Demonstrate comprehension of simple text (e.g., charts, predictions, story problems).</p> <p><b>Intermediate High</b></p> <p><b>RIH.9-12.1</b>Recognize and/or use in context most high-frequency words.</p> <p><b>RIH.9-12.2</b> use phonetic knowledge and structural analysis to decode regularly spelled multi-syllable words when reading text (e.g., verb tenses, context clues).</p> <p><b>RIH.9-12.3</b> Demonstrate comprehension of text (e.g., main idea, conflict, lesson/message, resolution, supporting details, tone, classify data, point of view).</p> <p><b>Proficient</b></p> <p><b>RP.9-12.1</b> Comprehend meaning of most grade-level words in text (e.g. dependent variable).</p> <p><b>RP.9-12.2</b> Demonstrate comprehension of most grade-level text (e.g., plot, evaluate, classify, interpret data, figurative language, facts).</p> <p><b>Writing 9-12</b></p> <p><b>Beginner High</b></p> <p><b>WBH.9-12.1</b> Use phonetic knowledge to spell multi-syllable words with few errors.</p> <p><b>WBH.9-12.2</b> Write simple words and phrases using conventions of Standard English (e.g., capitalization of proper nouns, punctuation of dates).</p> <p><b>WBH.9-12.3</b> Revise and/or edit own writing (e.g., correct spelling, legible handwriting). (L)</p> <p><b>Intermediate Low</b></p> <p><b>WIL.9-12.1</b>Write some high-frequency words.</p> <p><b>WIL.9-12.2</b>Write simple sentences using conventions of Standard English with modeling (e.g., ending punctuation, contractions, comma usage).</p> <p><b>WIL.9-12.3</b> Revise and/or edit own writing (e.g., use editing checklist, sentence variety, correct spelling,</p>	<p>Informative Writing Prompts (pilot) African Imperialism A Revolution's Effect on Society</p> <p>Literary Writing Prompts (pilot) Heroism in <i>Things Fall Apart</i></p>		<p><a href="http://www3.nationalgeographic.com/places/continents/continent_africa.html">http://www3.nationalgeographic.com/places/continents/continent_africa.html</a></p> <p><a href="http://www.africaguide.com/(Maps, national anthems, flags, tribal groups, etc.)">http://www.africaguide.com/(Maps, national anthems, flags, tribal groups, etc.)</a></p> <p>India: <a href="https://www.cia.gov/library/publications/the-world-factbook/geos/in.html">https://www.cia.gov/library/publications/the-world-factbook/geos/in.html</a> (general information about India)</p> <p><a href="http://www3.nationalgeographic.com/places/countries/country_india.html">http://www3.nationalgeographic.com/places/countries/country_india.html</a></p>

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<p>or quotation)</p> <p>[9] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition), using a variety of transitional words and phrases</p> <p>[9] 4.1.4 Writing a concluding paragraph that connects concluding elements to the introductory elements</p> <p>[9] 4.2.2 Writing in a variety of nonfiction forms (e.g., letter, report, biography, autobiography, and/or essay) to inform, describe or persuade</p> <p>[9] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) * (L)</p> <p>[9] 4.3.2 Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)*</p> <p>[9] 4.3.3 Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, hyphens, and parentheses)</p> <p>[9] 4.3.5 Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)*</p> <p>[9] 4.4.1 Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)</p> <p>[9] 4.4.2 Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics)* (L)</p> <p>[9] 4.4.4 Clarifying thesis statement and/or topic sentence and adding</p>	<p>improved handwriting). (L)</p> <p><b>Intermediate High</b></p> <p><b>WIH.9-12.1</b> Write most high-frequency words.</p> <p><b>WIH.9-12.2</b> Write one or two paragraphs using simple sentences and conventions of Standard English (e.g., conjunctions, phrases, clauses, verb tenses).</p> <p><b>WIH.9-12.3</b> Revise and/or edit own writing using the qualities of good writing (e.g., logical progression, consistency, transitions, fluency, ideas, organization, voice, word choice, supporting details, sharing ideas). (L)</p> <p><b>Proficient</b></p> <p><b>WP.9-12.1</b> Write a variety of sentence types using grade-level vocabulary and conventions of Standard English (e.g., correct parts of speech, quotation marks, clauses).</p> <p><b>WP.9-12.2</b> Write paragraphs with topic sentences and supporting details (e.g., opinion, persuasive, observations, brochures, reports, essays).</p> <p><b>WP.9-12.3</b> Revise and/or edit own writing using the qualities of good writing (e.g., fluency, ideas, organization, voice, word choice, supporting details, giving and receiving appropriate feedback, and using established criteria to review own and others' written work). (L)</p>			

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<p>details to support main ideas, if needed</p> <p><b>[9] 4.4.7</b> The student uses a traits-based rubric to improve writing by</p> <ul style="list-style-type: none"> <li>• Identifying and articulating the gradations of scoring</li> <li>• Using a rubric to evaluate their own writing and the writing of peers and professionals</li> <li>• Employing a rubric as a tool during the writing process (<b>ASD</b>)</li> </ul> <p><b>[9] 4.6.2</b> Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy (<b>L</b>)</p> <p><b>[9] 4.6.5</b> The student utilizes technology to enhance learning by</p> <ul style="list-style-type: none"> <li>• Evaluating internet sites for bias and reliability</li> <li>• Investigating available internet resources</li> <li>• Providing visual and/or audio aid for presentations (<b>ASD</b>)</li> </ul>				
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<b>Grade 9 LA Curriculum Semester 2 Unit 1</b> <b>Enduring Understanding(s)</b>		<b>Unit Title: Taking on the World (Middle East, Greece, Rome)</b> <b>Essential Questions</b>		
<ul style="list-style-type: none"> <li>Language and literature enable us to recognize and resolve our conflicts with others as we make choices that impact our lives.</li> </ul>		<ul style="list-style-type: none"> <li>How do our choices affect outcomes for ourselves and for others?</li> <li>What is the role of heroism in different cultures and generations?</li> <li>How does oral, written, and visual language help us recognize and develop empathy?</li> <li>What role does conflict play in relationships?</li> <li>In what ways does literature reflect and shape culture?</li> </ul>		
<b>Knowledge/Performance Standards</b>	<b>Alaska English Language Proficiency (ELP) Standards</b> Differentiate instructional approaches for Limited English Proficient (LEP) students by providing appropriate scaffolding, acknowledging students' linguistic, educational, and cultural backgrounds.	<b>Performance Task Assessment</b> Differentiate assessment approaches for Limited English Proficient (LEP) students by providing additional time and considering students' level of English proficiency.	<b>Literary and Grammar Terms</b>	<b>Resources</b> Triangulate resources by selecting at least one core text and other supplementary texts of other genres or time periods.  *Resources recommended for English language learners

<p><b>Reading Focus:</b> Multi-genre, with an emphasis on drama</p> <p><b>Writing Focus:</b> Persuasive essay</p> <p><b>Grammar Focus:</b> Independent clauses, subordinate clauses, semicolon usage</p> <p><b>The student will do the following:</b></p> <ul style="list-style-type: none"> <li>Identify the elements of drama</li> <li>Discuss theme, using supporting evidence from the text</li> <li>Perform a dramatic reading of text</li> </ul>	<p><b>Instructional Strategies for Limited English Proficient (LEP) students:</b></p> <p>Provide study Guides when appropriate</p> <ul style="list-style-type: none"> <li>Add visual examples</li> <li>Allow students to choose from a list of universal themes. Model and practice "Think Aloud" for determining theme. For discussion, progress from pairs to small groups to entire class using prepared notes and/or sentence starters.</li> <li>Use Reader's Theater scripts at a variety of reading levels. Provide the opportunity to perform to partners, small groups, or teacher.</li> </ul>	<p><b>Formative:</b> ( "...assessments that provide information to be used as feedback to modify instruction and learning activities." Marzano, 2006)</p> <ul style="list-style-type: none"> <li>Partner share with two minute conversation</li> <li>Fast write (timed)</li> <li>Study Guide</li> <li>3-5 question quiz</li> <li>Introductory paragraph including a well-written thesis statement</li> <li>Dramatic reading of text emphasizing a particular theme</li> <li>Class and small group discussion or Socratic seminar of theme</li> </ul> <p><b>LEP Differentiation Strategies</b> Reading/Study Logs High/Low Point Reflection Readers' Theater Small Group Discussions/Debates Role Playing</p>	<p><b>Literary and Grammar Terms</b></p> <ul style="list-style-type: none"> <li>Dialogue</li> <li>Simile</li> <li>Metaphor</li> <li>Personification</li> <li>Foreshadowing</li> <li>Time sequence</li> <li>Imagery</li> <li>Repetition</li> <li>Allusion</li> <li>Symbolism</li> <li>Point of view</li> <li>Characterization</li> <li>Audience</li> <li>Author's Purpose</li> <li>Irony</li> <li>Independent clause</li> <li>Subordinate clause</li> <li>Relative pronoun</li> <li>Subordinating conjunction</li> </ul> <p><b>Elements of Drama</b></p> <ul style="list-style-type: none"> <li>Dialogue</li> <li>Plot</li> <li>Characterization</li> </ul>	<p><b>Core Readings:</b></p> <p><b>Middle East</b> Cohen, Barbara &amp; Bahija Lovejoy. <i>Seven Daughters and Seven Sons</i></p> <p><b>Greece/Rome</b> Sophocles. <i>Antigone</i> <i>Antigone</i> Pacemaker Classic Plays (ELL)</p> <p><b>Supplementary Materials:</b></p> <p><b>Middle East</b> <b>Fiction/Non-Fiction:</b> Fletcher, Susan. <i>Shadow Spinner</i>. X Dokey, Cameron. <i>The Storyteller's Daughter</i>. X Coehlo, Paolo. <i>The Alchemist</i>. Satrapi, Marjane. <i>Persepolis</i>. Excerpts from <i>Koran, Torah, and Bible</i> (X <i>Same story, different levels</i>)</p> <p><b>Poetry:</b> Nye, Naomi Shihab. <i>19 Varieties of Gazelle</i> Rumi. Poetry</p> <p><b>Short Stories:</b></p>
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<ul style="list-style-type: none"> <li>Respond to literature through art or another non-text format</li> <li>Use nonfiction to deepen understanding of another text</li> <li>Determine the effectiveness of persuasive texts.</li> <li>Identify audience and purpose in texts.</li> <li>Evaluate texts for bias and reliability, including online texts.</li> <li>Write a persuasive letter and essay with clear audience and purpose</li> <li>Deliver a persuasive speech</li> <li>Use dictionaries and other resources to develop vocabulary</li> <li>Use traits-based rubrics to evaluate and revise one's own writing</li> <li>Identify and revise common sentence errors, including comma splices, fragments, and run-ons</li> <li>Identify and classify independent and subordinate clauses</li> <li>Use semicolons correctly</li> </ul>	<ul style="list-style-type: none"> <li>Offer a variety of text levels.</li> <li>Use multimedia resources/examples of persuasive presentations (e.g., speeches, commercials, songs) checklists, audience response</li> <li>Model, coach, brainstorm, give examples</li> <li>Use multi-sensory approach, (recorded speeches, visual arts, dramatization, various media, etc.)</li> <li>Model by examining a single event from multiple perspectives</li> <li>Provide examples and use scaffolding</li> <li>Provide scaffolding with opportunities to present to partners, teacher, small group, and a whole class</li> <li>Offer bilingual dictionaries, picture dictionaries, flashcards.</li> <li>Use simplified language in rubrics, model, practice</li> <li>Begin with simple sentences and work towards complex, using checklists, color coding, and other devices</li> <li>Provide simplified examples and sentence strips</li> </ul> <p>Provide visual examples</p>	<p><b>Summative:</b> (“...assessments that come at the end of a process or activity.” Marzano, 2006)</p> <p><b>Contemporary Retelling of (Greek) Folktale</b> Create and perform monologue, skit, play <b>Persuasive letter</b></p> <p style="text-align: center;"><b>AND/OR</b></p> <p><b>Persuasive speech</b></p> <p style="text-align: center;"><b>AND/OR</b></p> <p><b>Persuasive essay</b></p> <p><b>Sample Prompt for Persuasive Essay:</b> “In both <u>Seven Daughters and Seven Sons</u> and “Antigone,” strong characters rise up against a law or custom that they believe is unjust in order to provoke change. This continues to happen every day, all over the world. □ Think of a law/rule/custom in your world—in your home, in your school, in your community, or in the country—that you feel is unjust. Write a persuasive letter to the editor of your local newspaper as a call to action. Your intent is to provoke change, just like Antigone and Buran did.”</p> <p><b>LEP Differentiation Strategies</b></p> <p>Group Case Study (students apply abstract concepts to real life situations)</p> <p><b>My Access! Prompts:</b> <b>Informative</b> Character Traits Perceptions of Prejudice Converting to a New Religion Crossing the Rubicon</p>	<ul style="list-style-type: none"> <li>Stagecraft</li> <li>Blocking</li> <li>Set</li> <li>Costume</li> <li>Tragedy</li> <li>Comedy</li> <li>Dramatic Irony</li> </ul>	<p>Marson, Elsta. <i>Figs and Fate</i></p> <p><b>Connection Collections:</b> Middle East Author Studies Barbara Cohen (700129) Middle East Multi-Genre Studies (700128) (700125) (700126) (700124) (700127) <i>*Multicultural Reader, Anthology</i> <i>*Thura Al-Windawi. Thura's Diary</i></p> <p><b>Movies:</b> <i>*The Children of Heaven</i></p> <p><b>Greece and Rome Fiction/Non-Fiction:</b> Homer. <i>The Odyssey</i>. Sophocles. <i>Oedipus Rex</i>. Shakespeare, William. <i>Julius Caesar</i> Homer. <i>The Iliad</i> Aristotle. “The Trial of Socrates”</p> <p><b>Short Stories:</b> Peabody, Josephine Preston. <i>Old Greek Folk Stories Told Anew</i> (E-Book on Google Books)</p> <p><b>Audio Books:</b> <i>The Odyssey</i> (AB-266)</p> <p><b>Essays:</b></p> <p><b>Podcasts:</b></p> <p><b>Web Sites:</b> <a href="http://www.ancientcivilizations.co.uk/home_set.html">http://www.ancientcivilizations.co.uk/home_set.html</a> British museum site with multiple themes for the ancient world to include religion, writing, trade, technology. Visuals with information.</p> <p><a href="http://carlos.emory.edu">http://carlos.emory.edu</a> Michael C. Carlos Museum at Emory University. Lots of art from multiple sections of the ancient world. Good resource for pictures, images, etc.</p>
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<p><b>Grade Level Expectations:</b></p> <p><b>Reading:</b></p> <p>[9] 4.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)</p> <p>[9] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L)</p> <p>[9] 4.5.2 Analyzing the use of literary devices appropriate to genre (i.e. dialogue, simile, metaphor, personification foreshadowing, time sequence, imagery, repetition, allusion or symbolism) to analyze literary works</p> <p>[9] 4.5.3 Evaluating the intended effects of the author’s use of conventions and techniques of genres on the reader (e.g., making inferences and judgments about ironic or hyperbolic statements, identifying impact of rich imagery, identifying multiple levels of meaning)</p> <p>[9] 4.3.7 The student uses knowledge of the characteristics of quality writing, which includes ideas, organization, voice, word choice, sentence fluency, and conventions to analyze the writing of others by</p> <ul style="list-style-type: none"> <li>Identifying themes, main ideas, and organizational structures</li> <li>Recognizing and evaluating the use of voice in a variety of texts</li> <li>Recognizing the effect of word choice</li> <li>Analyzing and evaluating sentence fluency and conventions in others’ writing, both professional and peer (ASD)</li> </ul> <p>[9] 4.5.1 Analyzing the characteristics and the effect on the reader of non-fiction and the four major structural genres: poetry, drama, novel,</p>	<p><b>AK LEP Standards:</b></p> <p><b>Reading 9-12:</b></p> <p><b>English Proficiency: Beginner Low</b></p> <p><b>RBH.9-12.1</b> Recognize most upper and lower-case letters of the English alphabet and sort/place in alphabetical order.</p> <p><b>RBH.9-12.2</b> Recognize and/or use in context some high-frequency words in simple or patterned context.</p> <p><b>RBH.9-12.3</b> Use phonetic knowledge and structural analysis to decode regularly spelled words.</p> <p><b>RBH.9-12.4</b> Demonstrate comprehension of simple or patterned sentences (e.g., graphs, graphic organizers, sequence).</p> <p><b>English Proficiency: Intermediate Low</b></p> <p><b>RIL.9-12.1</b> Recognize and/or use in context some high-frequency words.</p> <p><b>RIL.9-12.2</b> Use phonetic knowledge and structural analysis to decode regularly spelled multi-syllable words when reading simple text (e.g., roots, suffixes, prefixes, verb tenses).</p> <p><b>RIL.9-12.3</b> Demonstrate comprehension of simple text (e.g., charts, predictions, story problems).</p> <p><b>English Proficiency: Intermediate High</b></p> <p><b>RIH.9-12.1</b> Recognize and/or use in context most high-frequency words.</p> <p><b>RIH.9-12.2</b> use phonetic knowledge and structural analysis to decode regularly spelled multi-syllable words when reading text (e.g., verb tenses, context clues).</p> <p><b>RIH.9-12.3</b> Demonstrate comprehension of text (e.g., main idea, conflict, lesson/message, resolution, supporting details, tone, classify data, point of view).</p> <p><b>English Proficiency: Proficient</b></p> <p><b>RP.9-12.1</b> Comprehend meaning of most grade-level words in text (e.g.</p>	<p>Favorite Villain</p> <p>Features of a World Religion</p> <p>Growing Towards Maturity</p> <p>Healthy Relationships</p> <p>Importance of Family</p> <p>Plato’s View of Knowledge</p> <p>Taking Advantage of an Opportunity</p> <p><b>Literary</b></p> <p>Epic Hero</p> <p>The Speeches of Julius Caesar</p> <p>Personal Responses to Literature</p> <p>Theme in Literature</p> <p><i>The Odyssey</i>, an Epic</p> <p>The Use of Periphery in Homer’s <i>The Iliad</i></p> <p>Writing Through a Critical Lens: Insight</p> <p>Writing Through a Critical Lens: Survival</p> <p><b>Narrative</b></p> <p>A Lesson Learned</p> <p>An Important Choice</p> <p>Facing Your Fears</p> <p>Positive Influence</p> <p>Real Courage</p> <p>Create your Own Fable</p> <p>Jumping to Conclusions</p> <p>The Value of Sacrifice</p> <p>Trusting your Instincts</p> <p>Write a Creation Myth</p> <p><b>Persuasive</b></p> <p>Recommending Literature</p> <p>What is Wisdom?</p> <p><b>Text-Based</b></p> <p>Effects of Emotion on Behavior</p>		<p><a href="http://www.putumayo.com/">http://www.putumayo.com/</a> Site containing world music with a kid’s section. Some can be downloaded using Real Media Player.</p> <p><a href="http://www.pantheon.org/mythica.html">http://www.pantheon.org/mythica.html</a> Site on myths of the world. Good resource for unusual myths.</p>
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Unit order may be arranged within a semester to support teaming and to accommodate resource availability.

<b>Knowledge/Performance Standards</b>	<b>Alaska English Language Proficiency (ELP) Standards</b>	<b>Performance Task Assessment</b> For differentiation throughout the assessment process, provide appropriate scaffolding for Limited English Proficient (LEP) students, acknowledging their linguistic, educational, and cultural backgrounds.	<b>Literary and Grammar Terms</b>	<b>Resources</b> Triangulate resources by selecting at least one core text and other supplementary texts of other genres or time periods.
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<p>short story*</p> <p><b>Writing:</b></p> <p>[9] 4.2.2 Writing in a variety of nonfiction forms (e.g., letter, report, autobiography, and/or essay) to inform, describe or persuade</p> <p>[9] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) * (L)</p> <p>[9] 4.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing *</p> <p>[9] 4.2.6 The student speaks clearly and fluently by</p> <ul style="list-style-type: none"> <li>• Discussing literature in small and whole class groups</li> <li>• Preparing and delivering a speech of introduction</li> <li>• Preparing and delivering a persuasive speech</li> <li>• Performing a dramatic reading of literature</li> <li>• Responding orally to a text</li> <li>• Reading a piece of writing aloud to the class</li> <li>• Speaking extempore in group discussion (ASD)</li> </ul> <p>[9] 4.4.1 Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)</p> <p>[9] 4.4.2 Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics)*</p>	<p>dependent variable).</p> <p><b>RP.9-12.2</b> Demonstrate comprehension of most grade-level text (e.g., plot, evaluate, classify, interpret data, figurative language, facts).</p> <p><b>Writing 9-12</b></p> <p><b>English Proficiency: Beginner High</b></p> <p><b>WBH.9-12.1</b> Use phonetic knowledge to spell multi-syllable words with few errors.</p> <p><b>WBH.9-12.2</b> Write simple words and phrases using conventions of Standard English (e.g., capitalization of proper nouns, punctuation of dates).</p> <p><b>WBH.9-12.3</b> Revise and/or edit own writing (e.g., correct spelling, legible handwriting). (L)</p> <p><b>English Proficiency: Intermediate Low</b></p> <p><b>WIL.9-12.1</b> Write some high-frequency words.</p> <p><b>WIL.9-12.2</b> Write simple sentences using conventions of Standard English with modeling (e.g., ending punctuation, contractions, comma usage).</p> <p><b>WIL.9-12.3</b> Revise and/or edit own writing (e.g., use editing checklist, sentence variety, correct spelling, improved handwriting). (L)</p> <p><b>English Proficiency: Intermediate High</b></p> <p><b>WIH.9-12.1</b> Write most high-frequency words.</p> <p><b>WIH.9-12.2</b> Write one or two paragraphs using simple sentences and conventions of Standard English (e.g., conjunctions, phrases, clauses, verb tenses).</p> <p><b>WIH.9-12.3</b> Revise and/or edit own writing using the qualities of good writing (e.g., logical progression, consistency, transitions, fluency, ideas, organization, voice, word choice, supporting details, sharing ideas). (L)</p>			
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Unit order may be arranged within a semester to support teaming and to accommodate resource availability.

<b>Knowledge/Performance Standards</b>	<b>Alaska English Language Proficiency (ELP) Standards</b>	<b>Performance Task Assessment</b> For differentiation throughout the assessment process, provide appropriate scaffolding for Limited English Proficient (LEP) students, acknowledging their linguistic, educational, and cultural backgrounds.	<b>Literary and Grammar Terms</b>	<b>Resources</b> Triangulate resources by selecting at least one core text and other supplementary texts of other genres or time periods.
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<p>(L)  <b>[9] 4.4.3</b> Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing*</p>	<p><b>English Proficiency: Proficient</b>  <b>WP.9-12.1</b> Write a variety of sentence types using grade-level vocabulary and conventions of Standard English (e.g., correct parts of speech, quotation marks, clauses).  <b>WP.9-12.2</b> Write paragraphs with topic sentences and supporting details (e.g., opinion, persuasive, observations, brochures, reports, essays).  <b>WP.9-12.3</b> Revise and/or edit own writing using the qualities of good writing (e.g., fluency, ideas, organization, voice, word choice, supporting details, giving and receiving appropriate feedback, and using established criteria to review own and others' written work). (L)</p>			
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Unit order may be arranged within a semester to support teaming and to accommodate resource availability.

<b>Grade 9 English Curriculum Semester 2 – Quarter 4</b>	<b>Unit Title: A Sense of Belonging (Western Civilization)</b>
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<p><b>Enduring Understanding(s):</b></p> <p><b>Language creates, maintains, nurtures, and complicates connections among people.</b></p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does communication affect relationships?</li> <li>• What role does conflict play in relationships?</li> <li>• How do we know when a relationship is healthy or harmful?</li> <li>• How are people changed by their relationships with others?</li> <li>• How does language change depending on our audience?</li> <li>• What effect does technology have on communication?</li> </ul>
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<b>Knowledge/Performance Standards</b>	<b>Alaska English Language Proficiency (ELP) Standards</b> Differentiate instructional approaches for Limited English Proficient (LEP) students by providing appropriate scaffolding, acknowledging students’ linguistic, educational, and cultural backgrounds.	<b>Performance Task Assessment</b> Differentiate assessment approaches for Limited English Proficient (LEP) students by providing additional time and considering students’ level of English proficiency.	<b>Literary and Grammar Terms</b>	<b>Resources</b> Differentiate instructional approaches and triangulate resources. Select one or more of the core texts and support with another choice of genre to provide interest, challenge and accessibility for all students.  *Resources recommended for English language learners
<p><b>Reading Focus:</b> Multi-genre, with an emphasis on drama.</p> <p><b>Writing Focus:</b> Literary Analysis</p> <p><b>Grammar Focus:</b> Independent clauses, subordinate clauses, semicolon usage.</p> <p>The student will do the following:</p> <ul style="list-style-type: none"> <li>* Identify the elements of drama</li> <li>* Discuss theme, using supporting evidence from the text</li> <li>* Perform a dramatic reading of text</li> </ul> <p>* Respond to literature through art or another non-text format</p> <p>* Use nonfiction to deepen understanding of another text</p> <p>* Identify audience and purpose in text.</p> <p>* Evaluate texts for bias and reliability including online texts.</p> <p>* Write a persuasive or expository essay with</p>	<p><b>Instructional Strategies for Limited English Proficient (LEP) students:</b></p> <p>* Provide opportunities for small group performances</p> <p>* Use step –by- step- approach</p>	<p><b>Formative:</b>          (“...Assessments that provide information to be used as feedback to modify instruction and learning activities.” Marzano, 2006)</p> <ul style="list-style-type: none"> <li>* Admit/exit slips</li> <li>* Partner share with two minute conversation (<b>Pair Share</b>)</li> <li>* Carousel activity/round robin stations</li> <li>* Thumbs up, thumbs down, thumbs to the side</li> <li>* Fast write</li> <li>* 3-5 question quiz</li> <li>* Summary paragraph</li> <li>* One-to-one conference</li> <li>* Review and respond to SBA scores</li> <li>* Class review/discussion</li> <li>* Introductory paragraph including a well-written thesis statement</li> <li>* Dramatic reading of text emphasizing a particular theme</li> <li>* Whole class and <b>small group</b></li> </ul>	<p><b>Literary and Grammar Terms:</b></p> <ul style="list-style-type: none"> <li>* Metaphor</li> <li>* Simile</li> <li>* Conceit</li> <li>* Motif</li> <li>* Pun</li> <li>* Oxymoron</li> <li>* Personification</li> <li>* Foreshadowing</li> <li>* Symbolism</li> <li>* Comedy</li> <li>* Tragedy</li> <li>* Dialogue</li> <li>* Monologue</li> <li>* Soliloquy</li> <li>* Meter</li> <li>* Blank verse</li> <li>* Free verse</li> <li>* Couplet</li> <li>* Triplet</li> </ul>	<p><b>Core Materials:</b>          Romeo &amp; Juliet          Newcomers: AGS Classics/classroom reading plays. adapted by Carol Hegarty</p> <p>Shakespeare Made Easy          Red Reader (Discovery)          McDougal, Littell Literature          Shakespeare Set Free (Folgers)</p> <p><b>Supplementary Materials:</b>  <b>Fiction:</b>  <i>Sir Gawain and the Green Knight</i>  <i>Selections from the Canterbury Tales</i>  <i>The Once and Future King</i>  <i>Great Expectations</i>  <i>The Hobbit</i>  <i>Tales of Two Cities</i>  <i>Les Miserables</i>  <i>Anna of Byzantium</i>  <i>The Scarlet Pimpernel</i>  <i>The Lord of the Flies</i></p>

<b>Grade 9 English Curriculum</b>	<b>Semester 2 – Quarter 4</b>	<b>Unit Title: A Sense of Belonging (Western Civilization)</b>
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<p>clear audience and purpose (MyAccess)          * Deliver a speech          * Use dictionaries and other resources to develop vocabulary</p> <p>* Use traits-based rubrics to evaluate and revise ones own writing (MyAccess)          * Identify and revise common sentence errors, including comma splices, fragments, and run-ons (MyAccess)          * Identify and classify independent and subordinate clauses (My Access)          * Use semicolons correctly (MyAccess)</p> <p><b>Grade Level Expectations (Standards) Reading:</b></p> <p><b>[9] 4.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L)</b></p> <p><b>[9] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L)</b></p> <p><b>[9] 4.5.2 Analyzing the use of literary devices appropriate to genre (i.e. dialogue, simile, metaphor, personification, foreshadowing, time sequence, imagery, repetition, allusion, or symbolism) to analyze literary works</b></p> <p><b>[9] 4.5.3 Evaluating the intended effects of the author's use of conventions and techniques of genres on the reader (e.g., making inferences and judgments and ironic or hyperbolic statements, identifying impact of rich imagery, identifying multiple levels of meaning)</b></p>	<p>(Step-up to Writing)</p> <p>* Use multiple formats, eg. Picture dictionaries, electronic dictionaries, word-to-word.</p> <p>*Review and model use of traits-based rubrics.</p> <p><b>AK ELP Standards: Reading 9-12:</b>  <b>English Proficiency:</b> Beginner Low</p> <p>RBH.9-12.1 Recognize most upper and lower-case letters of the English alphabet and sort/place in alphabetical order.</p> <p>RBH.9-12.2 Recognize and/or use in context some high-frequency words in simple or patterned context.</p> <p>RBH.9-12.3 Use phonetic knowledge and structural analysis to decode regularly spelled words.</p> <p>RBH.9-12.4 Demonstrate comprehension of simple or patterned sentences (e.g., graphs, graphic organizers, sequence).</p> <p><b>English Proficiency:</b> Intermediate Low</p> <p>RIL.9-12.1 Recognize and/or use in context some high-frequency words.</p> <p>RIL.9-12.2 Use phonetic knowledge and structural analysis to decode regularly spelled multi-syllable words when reading simple text</p>	<p>discussion of theme</p> <p><b>LEP Differentiation Strategies</b>          * Daily Journal          * Role Play          * Readers' Theater          * Literature Circles</p> <p><b>Summative:</b>          ("...assessments that come at the end of a process or activity." Marzano, 2006)          * Create an acting company and re-stage a scene of Romeo and Juliet          * The Romeo and Juliet Play Production Booklet          * Write a sonnet about the four humors, courtly love, 17th century rules of marriage, or the chivalric code          * Create your own family shield (can be done jointly with SS)-explain the meaning of symbols in writing.          * Write a modern set of rules of courtly love (divide the class up; boys do one set while the girls do one and them have them share and discuss)          * Fishbone diagram the acts or characters of Romeo and Juliet          * Write a personal code of honor (the ones by which they live), publish it as a book, and present it to the class          * "Anna's Allusions." Literary essay in which students identify an allusion from Anna of Byzantium and discuss how it relates to a theme in the novel          * "Produce My Play!" Persuasive essay from Romeo and Juliet Play Production Booklet</p> <p><b>LEP Differentiation Strategies</b>          * PowerPoint Presentation: <b>Comparative view of "Ideal Man" and "Ideal Woman" of the Renaissance Era</b>          * Write an <b>Compare/Contrast essay: "Infatuation VS Love"</b>          * Write a <b>Romantic Tragedy</b></p> <p><b>My Access! Writing Prompts:</b>          * "Hasty Decisions" My Access!          persuasive/literary essay prompt for</p>	<p>* Quatrain          * Quintet          * Sestet          * Septet          * Octave          * Imagery          * Allusion (classical, historical, biblical)          * Sonnet forms (Shakespearean, Spenserian, Petrarchan)          * Independent clauses          * Subordinate clauses          * Relative pronouns          * Subordinating conjunctions</p> <p><i>Romiette and Julio</i>          * <i>William Shakespeare (AGS Illustrated Classics)</i></p> <p>* <i>Catherine Called Birdy by Karen Cushman</i>          * <i>Northern European Myths (Retold Myths &amp; Folktales)</i>          * <i>One Day in the Life of Ivan Denisovich by Alexander Solzhenitsyn (excerpts)</i>          * <i>Multicultural Reader, Anthology</i></p> <p><b>Non-fiction:</b>          Bohannon, Laura. The Riverside Reader "Shakespeare in the Bush"</p> <p>Epstein, Norrie. The Friendly Shakespeare: A Thoroughly Painless Guide to the Best of the Bard (An assortment of essays on Shakespeare, Elizabethan language, and his plays; approachable for ninth graders with a teacher's assistance.)</p> <p>Shakespeare Teaching Institute. Shakespeare Set Free: A Midsummer Night's Dream, Romeo and Juliet, and Macbeth (This is a teacher's guide with an assortment of activities.)</p> <p><b>Short Stories:</b>          "Pyramus and Thisbe"          "The Story of Siegfried"          "King Arthur and the Knights of the Round Table"</p> <p><b>Poetry:</b>          Assorted sonnets (Shakespearean, Spenserian, and Petrarchan)          Moss, Howard. "Shall I Compare Thee to a Summer's Day"          Shakespeare, William. "Shall I Compare Thee to a Summer's Day" (Sonnet 18)          Yeats, William. "Sailing to Byzantium"</p> <p><b>Plays:</b>  <i>West Side Story</i>          * <i>Fiddler on the Roof</i></p>
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<p><b>Writing:</b></p> <p>[9] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) (L)</p> <p>[9] 4.3.1 Varying beginnings, lengths, and patters of sentences to improve flow and to enhance meaning and style of writing</p>	<p>(e.g., roots, suffixes, prefixes, verb tenses).</p> <p>RIL.9-12.3 Demonstrate comprehension of simple text (e.g., charts, predictions, story problems).</p> <p><b>English Proficiency:</b> Intermediate High</p> <p>RIH.9-12.1 Recognize and/or use in context most high-frequency words.</p> <p>RIH.9-12.2 use phonetic knowledge and structural analysis to decode regularly spelled multi-syllable words when reading text (e.g., verb tenses, context clues).</p> <p>RIH.9-12.3 Demonstrate comprehension of text (e.g., main idea, conflict, lesson/message, resolution, supporting details, tone, classify data, point of view).</p> <p><b>English Proficiency:</b> Proficient</p> <p>RP.9-12.1 Comprehend meaning of most grade-level words in text (e.g. dependent variable).</p> <p>RP.9-12.2 Demonstrate comprehension of most grade-level text (e.g., plot, evaluate, classify, interpret data, figurative language, facts).</p> <p><b>Writing 9-12:</b> <b>English Proficiency:</b> Beginner High</p> <p>WBH.9-12.1 Use phonetic knowledge to spell multi-syllable words with few errors.</p> <p>WBH.9-12.2 Write simple words and phrases using conventions of Standard English (e.g.,</p>	<p>Romeo and Juliet</p> <ul style="list-style-type: none"> <li>* "Who Is to Blame" My Access! literary essay for Romeo and Juliet</li> <li>* "The Use of Fantasy in The Sword in the Stone" My Access! literary analysis prompt</li> </ul>	<p><b>Audiobooks:</b> <i>Romeo and Juliet</i> <i>Shakespeare's Globe</i> (DVD) <i>Waste of Shame: the Mystery of Shakespeare and His Sonnets</i> (DVD) <i>The Hobbit</i> <i>Sonnets by William Shakespeare</i> <i>*Manga Shakespeare Series: Romeo and Juliet (Amulet Books)</i></p> <p><b>Podcasts:</b> <a href="http://www.shakespearecast.com/">http://www.shakespearecast.com/</a> (A site that includes student-read podcasts of <i>Romeo and Juliet</i>, <i>A Midsummer Night's Dream</i>, and assorted sonnets.)</p> <p><b>Web Sites:</b> <a href="http://www.fordham.edu/halsall/sbook.htm">http://www.fordham.edu/halsall/sbook.htm</a> 1 (This site has resource links for various areas--not just Western Civilization.)</p> <p><a href="http://www.luminarium.org/medlit/">http://www.luminarium.org/medlit/</a> (An anthology of the Middle Ages directed towards Western Civilization.)</p> <p><a href="http://www.learner.org/interactives/middle_ages/feudal.html">http://www.learner.org/interactives/middle_ages/feudal.html</a> (A compendium of elements of the Middle Ages with a few interactive elements.)</p> <p>Rules of Courtly Love <a href="http://web.cn.edu/kwheeler/rules_of_love.html">http://web.cn.edu/kwheeler/rules_of_love.html</a></p> <p>Chivalric Code/Courtly Love <a href="http://www.astro.umd.edu/~marshall/chivalry.html">http://www.astro.umd.edu/~marshall/chivalry.html</a></p> <p>The Four Humors <a href="http://www.wsu.edu:8080/~hanly/chaucer/coursematerials/humours.html">http://www.wsu.edu:8080/~hanly/chaucer/coursematerials/humours.html</a></p> <p><b>*Folgers Shakespeare Library</b> <a href="http://www.folger.edu/index.cfm">http://www.folger.edu/index.cfm</a></p> <p><b>Audiovisual:</b> <i>Romeo and Juliet</i> (various versions) <i>In Search of Shakespeare</i> (PBS) <i>My Shakespeare</i> (PBS)</p>
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<p><b>[9] 4.2.6 The student speaks clearly and fluently by</b></p> <ul style="list-style-type: none"> <li>* Discussing literature in small and whole class groups</li> <li>* Preparing and delivering a speech of introduction</li> <li>* Preparing and delivering a persuasive speech</li> <li>* Performing a dramatic reading of literature</li> <li>* Responding orally to a text</li> <li>* Reading a piece of writing aloud to the class</li> <li>* Speaking extempore in group discussion (ASD)</li> </ul> <p><b>[9] 4.4.1 Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)</b></p> <p><b>[9] 4.4.2 Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)</b></p> <p><b>[9] 4.4.3 Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing</b></p>	<p>capitalization of proper nouns, punctuation of dates).</p> <p>WBH.9-12.3 Revise and/or edit own writing (e.g., correct spelling, legible handwriting). (L)</p> <p><b>English Proficiency:</b> Intermediate Low</p> <p>WIL.9-12.1 Write some high-frequency words.</p> <p>WIL.9-12.2 Write simple sentences using conventions of Standard English with modeling (e.g., ending punctuation, contractions, comma usage).</p> <p>WIL.9-12.3 Revise and/or edit own writing (e.g., use editing checklist, sentence variety, correct spelling, improved handwriting). (L)</p> <p><b>English Proficiency:</b> Intermediate High</p> <p>WIH.9-12.1 Write most high-frequency words.</p> <p>WIH.9-12.2 Write one or two paragraphs using simple sentences and conventions of Standard English (e.g., conjunctions, phrases, clauses, verb tenses).</p> <p>WIH.9-12.3 Revise and/or edit own writing using the qualities of good writing (e.g., logical progression, consistency, transitions, fluency, ideas, organization, voice, word choice, supporting details, sharing ideas). (L)</p> <p><b>English Proficiency:</b> Proficient</p> <p>WP.9-12.1 Write a variety of sentence types using grade-level vocabulary and conventions of</p>		<p><i>West Side Story</i> <i>Biography of Shakespeare (A&amp;E)</i></p> <p><b>* Audio:</b> <i>Songs</i> <i>*American Rethoric</i></p>
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	<p>Standard English (e.g., correct parts of speech, quotation marks, clauses).</p> <p>WP.9-12.2 Write paragraphs with topic sentences and supporting details (e.g., opinion, persuasive, observations, brochures, reports, essays).</p> <p>WP.9-12.3 Revise and/or edit own writing using the qualities of good writing (e.g., fluency, ideas, organization, voice, word choice, supporting details, giving and receiving appropriate feedback, and using established criteria to review own and others' written work). (L)</p>			
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