

Grade 9 English Curriculum	Semester 1 – Quarter 1	Unit Title: Coming of Age
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<p>Enduring Understanding(s):</p> <p>We use language to celebrate and give voice to the events and experiences that move us from childhood to adulthood.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the defining characteristics of childhood, adolescence, and adulthood? • What are the rites of passage and are they important? • How do our choices affect outcomes for ourselves and others? • How can we use written and oral language to explore the events and ideas that shape our lives? • How does technology influence the way we chronicle our lives? • How does culture influence our identity?
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Pacing	Knowledge/Performance Standards	Performance Task Assessment	Literary and Grammar Terms	Resources
<p><i>Estimated:</i></p> <p>Actual:</p>	<p>Reading Focus: Multi-Genre, with a short-story emphasis</p> <p>Writing Focus: Paragraph structure, descriptive paragraph/essay, narrative paragraph/essay</p> <p>Grammar Focus: Review of the eight major parts of speech and the parts of a sentence</p> <p>The student will do the following:</p> <ul style="list-style-type: none"> • Summarize texts from multiple genres. • Write a complete sentence with correct beginning and end punctuation. (MY Access!) • Respond to literature, making connections to self, other texts, and the world. • Explore a personal memory through writing (MY Access!) • Determine meanings of unfamiliar words by using context clues • Identify the main parts of speech and how they work in sentences. (MY Access!) • Identify and discuss the main elements of a short story • Deliver an oral presentation • Self-monitor and self-correct while reading aloud • Evaluate the writing of others using the six analytical traits of writing (MY Access!) 	<p>Formative: (“...assessments that provide information to be used as feedback to modify instruction and learning activities.” Marzano, 2006</p> <ul style="list-style-type: none"> • Admit/exit slips • Partner share with two minute conversation • Carousel activity/learning stations • Thumbs up, Thumbs Down or Thumbs to the Side • Fast write (timed) • Summary paragraph (Sum It Up) • One-to-one conference • Reader response paragraphs • Proofreading for spelling and usage • Produce character sketches • Sensory Chart <p>LEP Differentiation Strategies</p> <ul style="list-style-type: none"> • Modeling • Study Guides 	<p>Literary Terms</p> <ul style="list-style-type: none"> • Dialogue • Simile • Metaphor • Personification • Foreshadowing • Time sequence • Flashback • Imagery • Repetition • Allusion • Symbolism • Point of view • Characterization • Mood/Atmosphere • Tone • Plot • Conflict • Exposition • Rising action • Climax • Falling action • Denouement/Resolution • Archetype • Theme 	<p>Resources</p> <p>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.</p> <p>Core Materials: One of the following core readings must be chosen as an essential text for 3rd quarter</p> <p>Da Chen. <i>China’s Son</i> (nonfiction) Marshall, James. <i>Walkabout</i> (coming of age) Namioka, Lensey. <i>Ties that Bind, Ties that Break</i> (a) Dickens, Charles. <i>Great Expectations</i> (c)</p> <p>Supplementary Materials:</p> <p>Period Literature: <i>Epic of Gilgamesh</i> (c) The Legend of Monkey King Myths of Aztecs, Incas, and Mayans <i>Popal Vuh</i> Confucius. <i>Analects</i> (c) Selected Haiku & Tanka Poems Shonagon, Sei. <i>The Pillow Book</i> (c) <i>The Book of Songs (Shih Jing)</i></p> <p>Non-Fiction: Asgedom, Mawi. <i>The Code: The Five Secrets of Teen Success</i> (ELL) Li, Moying. <i>Snow Falling in Spring</i> (c) Hoff, Benjamin. <i>The Tao of Pooh</i> Jiang, Ji-Li. <i>Red Scarf Girl</i> (a)</p>

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<p>• Write a paragraph with a topic sentence and supporting details and evidence (MY Access!)</p> <p>Grade Level Expectations (Standards):</p> <p>Reading: <i>An (*) indicates a College Board standard for increased rigor and an assumption of a variety of texts with increasing complexity</i></p> <p>[9] 4.1.2 Determining meanings of unfamiliar words by utilizing context clues, literary allusions, syntax, or semantics in</p> <ul style="list-style-type: none"> • dialectical English (e.g., <i>The Adventures of Huckleberry Finn</i>) • other languages adopted into English (pie a la mode) • idiomatic expressions (e.g., “it drives me up a wall”) <p>[9] 4.1.4 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>[9] 4.2.1 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>[9] 4.3.1 Identifying or explaining the 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"> • Identifying themes, main ideas, and organizational structures • Recognizing and evaluating the use of voice in a variety of texts • Recognizing the effect of word choice • Analyzing and evaluating sentence fluency and conventions in others’ writing, both professional 	<ul style="list-style-type: none"> • Sentence starters/patterns • Cloze activities • Visual support when giving directions, assignments • Graphic organizers • Rubrics <p>Summative: (“...assessments that come at the end of a process to activity. Marzano, 2006)</p> <ul style="list-style-type: none"> • Write a well constructed reflective personal narrative on how culture has influenced your identity. <p>AND/OR</p> <ul style="list-style-type: none"> • Write a personal narrative that addresses one of the other essential questions. <p>AND/OR</p> <ul style="list-style-type: none"> • Write a well constructed paragraph discussing a single element of story in a specific text. <p>AND/OR</p> <ul style="list-style-type: none"> • Write a descriptive essay using word choice to create a specific mood. • Have students use a narrative to create the author’s bio section of their blog. • Have students use finished writing pieces posted in a blog as part of a class portfolio. • Have students select a character from one of the core novels and write a resume for that character. • Have students digitally record 	<p>Grammar Terms:</p> <ul style="list-style-type: none"> • Noun • Pronoun • Adjective • Verb • Adverb • Preposition • Interjection • Conjunction • Subject • Direct Object • Indirect Object • Predicate Adjective • Predicate Nominative <p>Fiction:</p> <p>Na, An <i>A Step from Heaven</i> (ELL) Sue Park, Linda <i>A Single Shard</i> (ELL) <i>Island Boyz</i> See, Lisa. <i>Snow Flower and the Secret Fan</i> <i>Bamboo Among the Oaks</i> <i>Shanghai Ghetto</i> Tan, Amy. <i>Two Kinds</i> Rios, Albert. <i>The Secret Lion</i> Ito, Susan <i>Obasan in Suburbia</i> Tan, Amy <i>The Bonesetter’s Daughter</i> (c)</p> <p>Textbook: <i>Reading the World: Contemporary Literature from Around the Globe</i> <i>Retold Myths & Folktales Asian Myths</i> “Coming of Age” Literature Anthology, Glenco (ELL) Multicultural Reader (ELL)</p> <p>Web Sites: Lensey Namioka’s official website: http://www.lensey.com/home.html</p> <p><i>Ties That Bind, Ties That Break</i> Teacher’s Resource Guide: http://www.randomhouse.com/catalog/display.pperl?isbn=9780440415992&view=tg</p> <p>Footbinding Story on NPR: http://www.npr.org/templates/story/story.php?storyId=8966942</p> <p>Hangin’ with the Red Scarf Girl Lesson Plans: http://web1.caryacademy.org/facultywebs/matthew_ripleymoffit/red_scarf_girl.htm</p> <p>Poetry of Oodgeroo Noonuccal: http://publib.slq.qld.gov.au/poantry/noonuccal.htm</p> <p>Audiovisual: <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>and peer (ASD)</p> <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"> • Identifying and assessing his/her own reading skills, preferences, and interests • Setting appropriate and challenging personal reading goals <p>Writing: <i>An (*) indicates a College Board standard for increased rigor and an assumption of an increasing level of writing skill application</i></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 (ASD)</p> <p>[9] 4.3.7 The student writes grammatically by</p> <ul style="list-style-type: none"> • Identifying the parts of speech: noun, verb, adjective (article), adverb, conjunction, preposition, pronoun, interjection • Identifying subjects and predicates, both simple and complete 	<p>their descriptive or narrative writing (create a podcast) and post the collection on a website for other students to respond to.</p> <ul style="list-style-type: none"> • Have students choose an item of personal relevance (an artifact) and describe the object and explain its relevance using a narrative. Post both the writing and a digital photograph of the object to a Student Artifact Website (created by students). <p>MY Access! Prompts:</p> <ul style="list-style-type: none"> • Memorable Place: 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? • An Important Change: Write a narrative telling what happened when something important changed and how you felt about the changes that occurred. • An Important Choice: Write a narrative essay about a time you had to make an important choice. • A Lesson Learned: Each person has 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. • Positive Influence: Write an essay about someone who influenced you in a positive way. 	
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