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| Time Frame | Topic/Unit | Skills/Concepts | Major Assessments | Core Standards | Resources |
| Every week | Vocabulary | Context clues | Journal writes | I will list the key standards that are found in the various works that I teach. They are found in the Common Core Unit Modules I use for 9th grade.RL. 9-10.4* Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
* Analyze the cumulative impact of specific word choices on meaning and tone

RL.9-10.1* Cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RL.9-10.2* Determine a theme or central idea of a text
* Analyze, in detail, the theme or central idea(s) 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

SL 9-10.1c* Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas
* Actively incorporate other students into the discussion and clarify, verify, or challenge ideas and conclusions

RL.9-10.3* Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of the text, interact with other characters, advance the plot or develop the theme

W.9-10.2* 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

W.9-10.4* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

W.9-10.9* Draw evidence from literary or informational texts to support analysis, reflection, and research
1. Apply grades 9-10 *Reading standards* to literature

SL.9-10.1b:* Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed

W.9-10.5* 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

SL.9-10.4* 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
 | The Language of Literature textbooksCommon Core ELA ModulesAIR booksDivergent/Night novelsVocabulary Workshop workbookRomeo and Juliet play books |
| 8 weeks | Divergent (AIR) novel | Reading Comprehension | Journal/Test |
| 2 weeks | The Wife’s Story SS | Perception/Point of View | Test M.C. and Written |
| 5-6 weeks | St. Lucy’s Home for Girls Raised by Wolves. (CC module) SS | Central Idea / Theme / Vocab | Short Answer Written Responses / 5 Paragraph Essay |
| 3 weeks | The Tell-Tale Heart (CC module) SS | Central Idea / Close Reading / Annotation | Essay – Central Ideas |
| 3 days | Cask of Amontillado SS | Pleasure | None |
| 6-8 weeks | AIR book of their choice | Reading Comprehension | 13 alternatives to book reports |  |
| 4-5- weeks | Night- novel | History / Human Nature / Virtue / Race / Religion / Nationalism / Family / Death / Hope | Test m/c, t/f written response |  |
| 2 weeks | Tolerance-essay | Tolerance in companion to Night | Essay |  |
| 1-2 weeks | The Sniper | Close Reading / Summary / Creative Writing / Plot Sequence / Cause and Effect | Journal writes |  |
| 6-8 weeks | Air book of their choice | Reading Comprehension | Journal writes |  |
| 8 weeks | Romeo and Juliet | Literary Elements / Family / Tragedy / Love-Hatred / Language  | M.C. T/F, Literary elements, short answer |  |