

Grade 9 - Year at a Glance

M/J I Language Arts

A Note to Parents: State standards require your student’s language arts teacher to plan lessons that engage students in critical reasoning, build rich background knowledge, and develop deep understanding of complex texts. To achieve these goals, lessons must ask students to read widely from across a vast historical, geographical, cultural, and ideological spectrum. Students will analyze texts in the context of the time they were written and in comparison to texts from other literary periods. Along this journey, students may encounter language, attitudes, themes, or characters they find unfamiliar or difficult. Your child’s teachers are prepared for this. They are trained to facilitate text-based writing and discussion that encourage analysis, reflection, and research, not just simple answers. Students are not told what to think. They are encouraged to explore their own thinking and the thinking of others to better understand themselves and the world around them. Every teacher’s goal is to create a safe learning environment for all students while actively engaging them in all aspects of literacy. If you are concerned about what your child will be reading in class, please preview upcoming class texts and discuss alternate texts with the teacher if needed. Together we are better!

What is the purpose of this course?

The purpose of this course is to provide grade 9 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text- based evidence and reasoning
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- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

What will Grade 8 students be expected to do?

English Language Arts Expectations:

ELA.K12.EE.1.1 - Cite evidence to explain and justify reasoning.

ELA.K12.EE.2.1 - Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 - Make inferences to support comprehension.

ELA.K12.EE.4.1 - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.5.1 - Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 - Use appropriate voice and tone when speaking or writing.

Grade 9 Writing Types Expectations

Narrative Writing - ELA.9.C.1.2: Write narratives using narrative techniques, varied transitions, and a clearly established point of view.

Argumentative Writing - ELA.9.C.1.3: Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.

Expository Writing - ELA.9.C.1.4: Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.

Grammar/Mechanics

Skills to be implemented but not yet mastered are as follows:

- Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.
- Use knowledge of usage rules to create flow in writing and presenting.

Here is a link with a more detailed list and description of the ELA state standards:

<http://www.fldoe.org/core/fileparse.php/18736/urlt/ELAStandards.pdf>

What will Grade 9 students be reading and discussing?

| Quarter | Sample Themes | Sample Texts |
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| <i>The themes and texts below are samples from our adopted instructional resources. Teachers have autonomy to choose/develop appropriate supplemental and alternative texts, lessons, and projects to address the required state standards.</i> | | |
| Quarter 1 | Divided We Fall: Why do we feel the need to belong? | The Necklace (Fiction) Why I Lied to Everyone in High School About Knowing Karate (Informational) Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone (Informational) St. Lucy’s Home for Girls Raised by Wolves (Fiction) Metamorphoses (Fiction) Sure You Can Ask Me a Personal Question (Poetry) Angela’s Ashes (Informational) Welcome to America (Poetry) I Have a Dream (Argumentative) The Future in My Arms (Informational) American Born Chinese How the Garcia Girls Lost their Accents |
| Quarter 2 | The Call to Adventure: What will you learn on your journey? | Stopping by Woods on a Snowy Evening (Poetry) 12 (from ‘Gitanjali’) (Poetry) The Journey (Poetry) Leon Bridges on Overcoming Childhood Isolation and Finding His Voice (Informational) Highest Duty: My Search for What Really Matters (Informational) Bessie Coleman: Woman who ‘dared to dream’ made aviation history (Informational) Volar (Fiction) Wild: From Lost to Found on the Pacific Crest Trail (Informational) The Art of Choosing (Informational) Restless Genes (Informational) Apollo 13: Mission Highlights (Informational) Winning: Is It Everything? (Argumentative) Unbroken A Walk in the Woods Bless me, Ultima |

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| Quarter 3 | Declaring Your Genius: How do you define intelligence? Does intelligence only refer to book-smarts? Other than performing well on tests, how else can people reveal their intelligence? | Señora X No More (Poetry) from The Lost Letters of Frederick Douglass (Poetry) An Indian Father’s Plea (Argumentative) Speech to the Troops at Tilbury (Argumentative) Georgia O’Keeffe (Informational) The Most Dangerous Game (Fiction) Outliers: The Story of Success (Argumentative) The Origin of Intelligence (Argumentative) The Secret to Raising Smart Kids (Argumentative) The Odyssey (A Graphic Novel) (Fiction) Odyssey (Fiction) The Talented Tenth (Argumentative) Animal Farm Outliers by Malcom Gladwell |
| Quarter 4 | The Art of Disguise: How do we perform for different audiences? | Quiet: The Power of Introverts in a World That Can’t Stop Talking (Argumentative) The Prince (Argumentative) Remarks to the Senate in Support of a Declaration of Conscience (Argumentative) Romiette and Julio (Fiction) The Tragedy of Romeo and Juliet (Act II, Scene II) (Drama) Bringing My Son to the Police Station to Be Fingerprinted (Poetry) The Pose (Fiction) Blues Ain’t No Mockin Bird (Fiction) A Doll’s House (Drama) A Story of Vengeance (Fiction) The Cask of Amontillado (Fiction) Eulogy for Mahatma Gandhi (Informational) The Hate U Give The Death of Ivan Ilyich |
| Optional Units Available in Adopted District Resources | | |
| Unit 5 (optional) | The Dance of Romance - When is love worth the fall? Why is love such a powerful and universal theme in literature? What do readers get out of reading stories about people falling in love—and losing that love? When is love worth all the potential “falls” that come with it? | Catch the Moon (Fiction) Love in a Headscarf (Informational) A Song of Changgan (Poetry) How Do I Love Thee? (Sonnet 43) (Poetry) The Raven (Poetry) The Loneliness of Love in Edgar Allan Poe’s “The Raven” (Argumentative) A White Heron (Fiction) Dusting (Poetry) Masters of Love (Argumentative) Redbird Love (Poetry) Sonnet 116 (Poetry) Untwine Great Expectations |
| Unit 6 (optional) | Human Potential - How can you help others achieve their goals? How can we meet our goals? Is every goal worth trying to meet? What happens if we fail? How do others assist us along the way? What motivates them to help us? What strategies do they use to mentor us, and what makes these strategies successful or unsuccessful? | Letter to My Younger Self (Informational) Letters to a Young Poet (Argumentative) Finding Mañana: A Memoir of a Cuban Exodus (Informational) The Scarlet Ibis (Fiction) To Kill a Mockingbird (Fiction) The Girl Who Can (Fiction) I Know Why the Caged Bird Sings (Informational) Advice to Little Girls (Fiction) Ode to the Selfie (Poetry) |

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| | | Lumberjanes (Fiction) Pride and Perseverance (Informational) Lift Every Voice and Sing (Poetry) Everything, Everything |
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How can I help my student to be successful in his/her English class?

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| | Support Resources | Everyday Activities |
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| Reading | <p><u>Formal and Informal Speaking</u> (Students will learn how to organize and express through a variety of activities that encourage debate and responding to others' views.)</p> <p>Reading Support for Students: <u>Shakespearean Dating Tips</u> (Students will learn about the modern day relevance of Shakespeare's plays and how the English language has changed over time.)</p> <p><u>The Art of the Metaphor:</u> Animated video from TEDed, shares the power of metaphors in reading and writing; explores questions: "How do metaphors help us better understand the world?" or "What makes a good metaphor?"</p> | <p>Engage your student in discussions of current events.</p> <p>Engage your student in guessing or predicting possible outcomes and to give reasons for those predictions.</p> <p>Prompt your student to elaborate on their opinions with "why?" or "how?"</p> <p>Challenge them to consider or refute an opposing opinion.</p> <p>Give your student opportunities to read aloud to you whenever possible (ingredients, recipes, social media posts, news stories, music lyrics).</p> <p>Encourage personal forms of writing (For example, journal writing, poetry, Youtube scripts, song lyrics, letters, meaningful social media posts, gaming directions, etc.).</p> |
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| Writing | <p><u>Principles of Composition</u> (Help for students with writing: includes materials that will help students write in different formats)</p> <p><u>State your Claim</u> (Students practice writing argument essays in preparation for FSA writing)</p> | |
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| | <u>See FSA Portal for writing samples and resources!</u> | |
| Vocabulary | | |