

YEARLY QUARTER UNITS ENGLISH LANGUAGE ARTS GRADE 9

North Smithfield School Department

UNIT	CLOSE READING OF TEXT RL. 9.1-9.10, RI 9.1-9.10		WRITING ABOUT TEXT W9.1-9.10		RESEARCH PROJECT W.9.7	NARRATIVE WRITING W. 9.3
	3-5 Short Texts	1 Extended Text	Routine Writing	4-6 Analysis	1 Research	1-2 Narratives
<p align="center">1</p> <p><u>Society’s Effects on the Individual</u></p> <p><i>Why do individuals hold others down in society?</i></p>	<p>Literature: 2-3</p> <ul style="list-style-type: none"> David Sedaris, “Us and Them” This I Believe Essays via www.thisibelieve.org <ul style="list-style-type: none"> “Seeing Beyond Our Differences” via NPR Interracial Relationship <p>Informational texts: 1-2</p> <ul style="list-style-type: none"> NPR article “Author Struggles to Stay Removed from Slave Trade” <i>Unchained Memories</i> Slave Narratives HBO Documentary <i>Ain’t I a Woman, Nonfiction</i> speech by Sojourner Truth A Blind Man’s Discrimination 	<p>Informational:</p> <p align="center"><i>To Be a Slave</i></p>	<p>Develop and convey understanding</p> <ul style="list-style-type: none"> Triple entry journals Quick writes Homework Reflections Graphic organizers 	<p>Focus on informational</p> <ul style="list-style-type: none"> Evaluate the narrative article “Seeing Beyond Our Difference” 	<p>Additional texts and writing for research</p> <ul style="list-style-type: none"> Cooperative group informational research digital media presentation for <i>To Be a Slave</i> 	<p>Convey experiences</p> <p>Personal narrative</p> <ul style="list-style-type: none"> This I believe Childhood Memory
<p align="center">2</p> <p><u>Overcoming Adversity</u></p> <p><i>What do people gain or lose by overcoming obstacles?</i></p>	<p>Literature: 2-3</p> <ul style="list-style-type: none"> Common’s rap and music video “Dream” <i>To Kill a Mockingbird</i> film <p>Informational texts: 1-2</p> <ul style="list-style-type: none"> FDR’s 1st Inaugural Address Literary criticism of <i>To Kill a Mockingbird</i> analyzing dog scene Martin Luther King’s “I Have a Dream” speech Excerpts from <i>Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950’s to 1980</i> Iconoclast video clip – Maya Angelou and Chappelle discuss the “n-word” 	<p>Literature:</p> <p align="center"><i>A Raisin in the Sun</i></p> <p align="center"><i>To Kill A Mockingbird</i></p>	<p>Develop and convey understanding</p> <ul style="list-style-type: none"> Triple entry journals Quick writes Homework Reflections <i>To Kill a Mockingbird</i> <ul style="list-style-type: none"> Graphic organizers –character analysis Parallel plot structure constructed response Criticism jigsaw 	<p>Focus on Argument</p> <ul style="list-style-type: none"> Compare/contrast book-to-film <i>To Kill a Mockingbird</i> <i>Kill a Mockingbird</i> literary analysis 	<p>Additional texts and writing for research</p> <ul style="list-style-type: none"> Cooperative group informational research digital media presentation for <i>To Kill a Mockingbird</i> 	<p>Convey experiences</p>
<p align="center">3</p> <p><u>Self- Actualization</u></p> <p><i>What motivates individuals to change the course of their own lives?</i></p>	<p>Literature: 2-3</p> <ul style="list-style-type: none"> Native American Bias in the Media <ul style="list-style-type: none"> “Parks and Rec” – Conversation with Native American community leader <p>Informational texts: 1-2</p> <ul style="list-style-type: none"> Native American Bias in the Media <ul style="list-style-type: none"> Native American Mascot Debate – NYT 	<p>Literature:</p> <p align="center"><i>House on Mango Street</i></p> <p align="center"><i>or</i></p> <p align="center"><i>Buried Onions</i></p> <p align="center"><i>Absolutely True</i></p>	<p>Develop and convey understanding</p> <ul style="list-style-type: none"> Triple entry journals Quick writes Homework Reflections Graphic organizers 	<p>Focus on argument</p> <ul style="list-style-type: none"> Argue the use of Native American iconography in the American media <p>Focus on informational</p> <ul style="list-style-type: none"> Character analysis of <i>The Absolutely True</i> 	<p>Additional texts and writing for research</p>	<p>Convey experiences</p>

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	<ul style="list-style-type: none"> and UpFront articles <ul style="list-style-type: none"> o No Doubt music video controversy o Native American vs. Indian terminology • Documentary on Mexican migrant farm workers • LA Riots – Gang violence in California 1991, articles and newspaper images 	<i>Diary of a Part-time Indian</i>		<i>Diary of a Part-time Indian</i> <ul style="list-style-type: none"> • Literary analysis of the onion as a symbol in <i>Buried Onions</i> • Compare/contrast _ Junior in <i>The Absolutely True Diary of a Part-time Indian</i> with Eddie in the <i>Buried Onions</i> 		
<p>4.</p> <p>Texts that Transcend Time</p> <p><i>What elements of a text make it transcend time?</i></p>	<p>Literature: 2-3</p> <ul style="list-style-type: none"> • “Tristan and Isolde” <p>Informational texts: 1-2</p> <ul style="list-style-type: none"> • “West Side Story” NYT Theater review • “Romeo and Juliet in Bagdad” NYT Theater Review • Critical essays from <i>Coming of Age in Romeo and Juliet</i> 	<p>Literature:</p> <p><i>Romeo and Juliet</i></p>	<p>Develop and convey understanding</p> <ul style="list-style-type: none"> • Triple entry journals • Quick writes • Homework Reflections • Graphic organizers • Quote analysis charts 	<p>Focus on arguments</p> <ul style="list-style-type: none"> • Who is to Blame? Civil Suit Case <p>Focus on informational</p> <ul style="list-style-type: none"> • Why is the tale of Romeo and Juliet timeless? In your response, tie in one of the following: <ul style="list-style-type: none"> o 1968 Zefferelli o 1997 Baz Luhrman film o “West Side Story” o Critical essays. • Shakespeare background information/dramatic literary elements assessment 	<p>Additional texts and writing for research</p>	<p>Convey experiences</p>
FOR READING AND WRITING IN EACH UNIT						
	Cite Evidence RL/RI 9.1	Analyze content RL/RI 9.2-9, SL 9.2-3	Apply grammar L9.1-3	Apply vocabulary L9.4-6	Conduct discussions SL9.1	Report Findings SL 9.4-6