

CCCS Standards:

Key Ideas and Details- ELA.Literacy.RH.9-10.1, RH.6-8.2, RH.6-8.3
Craft and Structure- ELA.Literacy.RH.9-10.6, RH.6-8.5, RH.6-8.6
Integration of Knowledge and Ideas- ELA.Literacy.RH.9-10.9, RH. 6-8.8, RH.6.8.9
Range of Reading and Level of text Complexity-
Principles and Documents of Government - 5.1.9.D, 5.1.U.D, 5.1.C.D,
How Government Works - 5.3.9.A, 5.3.C.A

Essential Questions:

- What are the basic principles behind the founding of the U.S. Constitution?
- What are the contents of the U.S. Constitution?
- What changes and additions (Amendments) have been made to the Constitution throughout history?
- How do Federal, State, and local government processes, procedures, and structures, differ from one another?

Big Goals:

- Students will be introduced to Constitutional principles.
- Students will be able to explain the reason, procedures, and processes behind Amendments made to the Constitution.
- Students will be able to explain the similarities and differences between the Constitution of Delaware and United States Constitution.

Real Life Context: How does this matter for grades beyond, college, career readiness etc.?

- Students will be able to collaborate with one another to create their own Amendment and explain how that Amendment is introduced and passed by Congress.
- Students will be able to cite textual evidence to support their analysis of primary and secondary sources.
- Students will be able to analyze in detail a series of events described in a text, specifically when it entails the procedures behind Amendment introductions.

Key Takeaways:

- Students will be able to compare differences between the Articles of Confederation and the United States Constitution.

<ul style="list-style-type: none"> • Students will be able to describe weaknesses of Articles of Confederation. • Students will be able to differentiate between Federalists and Anti-Federalists.
<p>Supporting Non-Fiction Texts:</p> <ul style="list-style-type: none"> • Bill of Rights • US Constitution • Articles of Confederation • Census Population Counts

<p align="center">Grade 9 -Subject Civics -Unit #4</p> <p align="center">Theme: Legislative Branch</p>
<p>CCCS Standards: Key Ideas and Details- ELA.Literacy.RH.9-10.1, RH.6-8.2, RH.6-8.3 Craft and Structure- ELA.Literacy.RH.9-10.6, RH.6-8.5, RH.6-8.6 Integration of Knowledge and Ideas- ELA.Literacy.RH.9-10.9, RH. 6-8.8, RH.6.8.9 Range of Reading and Level of text Complexity- Principles and Documents of Government - 5.1.9.D, 5.1.U.D, 5.1.C.D, How Government Works -</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How is each of Congress different from the other? Similar to the other? • In what ways is legislative process guided by rules and laws? • How does the legislative process differ at the national and the state level? • What are the processes and procedures behind the introduction of Amendments to the Constitution?
<p>Big Goals:</p> <ul style="list-style-type: none"> • Students will be able to explain the structure and powers of the legislative branch of the U.S. federal government. • Students will be able to describe the legislative process in the U.S. Congress. • Students will be able to identify the constitutional powers of Congress.

<ul style="list-style-type: none"> • Students will be able to describe the factors that Congressmen consider when deciding how to vote on a bill. • Students will be able to make connections between bill amendments and the values it represents. <p>Real Life Context: How does this matter for grades beyond, college, career readiness etc.?</p> <ul style="list-style-type: none"> • Students will be able to analyze primary sources, specifically the Article 1 of the Constitution. • Students will be able to Model lawmaking process by participating in a role-play activity to design a school cell phone policy. • Students will be able to simulate the decision making process of voting as a member of Congress. <p>Key Takeaways:</p> <ul style="list-style-type: none"> • Students will be able to explain the differences between a unicameral and bicameral voting system. • Students will be able to determine the benefits and pitfalls of a single house system. <p>Fiction Texts:</p> <ul style="list-style-type: none"> • <p>Supporting Non-Fiction Texts:</p> <ul style="list-style-type: none"> • New Jersey Plan • Virginia Plan • Great (Connecticut) Compromise

<p>Grade 9 -Subject Civics -Unit #5</p> <p>Theme: Executive Branch</p>
--

CCCS Standards:

Key Ideas and Details- ELA.Literacy.RH.9-10.1, RH.6-8.2, RH.6-8.3
Craft and Structure- ELA.Literacy.RH.9-10.6, RH.6-8.5, RH.6-8.6
Integration of Knowledge and Ideas- ELA.Literacy.RH.9-10.9, RH.6-8.8, RH.6.8.9
Range of Reading and Level of text Complexity-
How Government Works - 5.3.9.B, 5.3.C.B

Essential Questions:

- What are the roles of the President?
- What are the requirements to become President?
- How is the power of the Executive checked by the Constitution and tradition?
- In what ways is the President limited in power by the Constitution?
- How does the source of government funding relate to government power?
- How do decisions made by executive agencies impact individual groups outside government?

Big Goals:

- Students will be able to explain how actions of early U.S. presidential administrations established a strong federal government.
- Students will be able to identify actions that helped strengthen US military.
- Students will be able to evaluate the effect of politics on the Supreme Court nomination process.

Real Life Context: How does this matter for grades beyond, college, career readiness etc.?

- Students will be able to distinguish between legislative and executive powers and which Constitutional articles granted which powers.
- Students will research and analyze the nominations and confirmation of various Supreme Court justices.

Key Takeaways:

- Students will understand the importance of the central government to the early nation and the tension it created.
- Students will define the terms “foreign” and “domestic” and distinguishing between the two.
- Students will be able to determine how the executive and legislative branches share foreign policy powers.

Fiction Texts:

Supporting Non-Fiction Texts:

- Excerpts from *A Fence Away From Freedom* by Ellen Levine

Grade 9 -Subject Civics -Unit #6

Theme: Political Parties and Elections

CCCS Standards:

Key Ideas and Details- ELA.Literacy.RH.9-10.1, RH.6-8.2, RH.6-8.3
 Craft and Structure- ELA.Literacy.RH.9-10.6, RH.6-8.5, RH.6-8.6
 Integration of Knowledge and Ideas- ELA.Literacy.RH.9-10.9, RH.6-8.8, RH.6.8.9
 Range of Reading and Level of text Complexity-
 Principles and Documents of Government -
 How Government Works - 5.3.9.D, 5.3.U.D, 5.3.9.E, 5.3.C.E

Essential Questions:

- How can American citizens participate in the American political process?
- How is civic participation affected by rule of law?
- How are rules or laws that govern election processes beneficial to the citizens of America?
- Why is being an informed voter important to society?
- How do political parties influence the way Americans vote?
- How do political parties, the media, and special interest groups influence the way Americans vote?

Big Goals:

- Students will be able to describe the electoral process in primary and general elections.
- Students will be able to identify the influence of the media in forming public opinion.
- Students will be able to describe the types and purposes of polling data.
- Students will be able to identify ways the political parties influence public policy.
-

Real Life Context: How does this matter for grades beyond, college, career readiness etc.?

- Students will be able to compare and contrast the popular vote with the Electoral College to elect government officials.
- Students will be able to describe the typical process of registering to vote in their state.
- Students will be able to explain and apply criteria useful in selecting political leaders.
- Students will be able to evaluate information and argument from various sources.
- Students will be able to identify stands taken by candidates on issues.

Key Takeaways:

- Students will be able to explain the role of local, state, and national conventions in political powers.
- Students will be able to define "political party".

Anchor Fiction Texts:

-

Supporting Non-Fiction Texts:**Grade 9 -Subject Civics -Unit #7****Theme: Judicial Branch and Criminal Justice****CCCS Standards:**

Key Ideas and Details- ELA.Literacy.RH.9-10.1, RH.6-8.2, RH.6-8.3
Craft and Structure- ELA.Literacy.RH.9-10.6, RH.6-8.5, RH.6-8.6
Integration of Knowledge and Ideas- ELA.Literacy.RH.9-10.9, RH. 6-8.8, RH.6.8.9

Range of Reading and Level of text Complexity-
Principles and Documents of Government -

Essential Questions:

- How are the powers of the judicial branch unique among the three branches of government?
- How does the principle of federalism work in the judicial branch?
- IN what ways do the ideas of judicial restraint and activism reflect different ideals of our society?
- Why are due process rights important to individuals accused of committing crimes?
- Why is it important to explicitly state rights like those found in the Bill of Rights and the 14th Amendment?

Big Goals:

- Students will be able to identify the basic levels and functions of the judicial branch.
- Students will be able to identify sources of law.
- Students will be able to compare and contrast civil and criminal law.
- Students will be able to define: precedent, opinion, dissent, brief, oral argument, petition.

Real Life Context: How does this matter for grades beyond, college, career readiness etc.?

- Students will be able to demonstrate the progress of a case as it moves through the court system.
- Students will be able to evaluate arguments made on both sides in a trial.

Key Takeaways:

- Students will be able to compare the three levels of the United States court system.
- Students will be able to identify the major components and players in a trial.

Anchor Fiction Texts:

- *Hooked on Drug Court* by Lynn Duryee
- Or *Presumed Innocent* by Scott Turow

Supporting Non-Fiction Texts:

Grade 9 -Subject Civics -Unit #8	
Theme: State and Local Government	
CCCS Standards:	Key Ideas and Details- ELA.Literacy.RH.9-10.1, RH.6-8.2, RH.6-8.3 Craft and Structure- ELA.Literacy.RH.9-10.6, RH.6-8.5, RH.6-8.6 Integration of Knowledge and Ideas- ELA.Literacy.RH.9-10.9, RH. 6-8.8, RH.6.8.9 Range of Reading and Level of text Complexity- Principles and Documents of Government .
Essential Questions:	<ul style="list-style-type: none"> • How is the state government of Delaware alike and different from the national government of the United States? • What is the function of local governments? • How do the relationships between local governments and state governments a benefit to American citizens?
Big Goals:	<ul style="list-style-type: none"> • Students will be able to explain the source and nature of state and local governmental power. • Students will be able to distinguish reserved powers from federal powers. • Students will be able to describe the essential characteristics of state governments. • Students will be able to explain the impact of state agencies on citizens' lives and property.
Real Life Context: How does this matter for grades beyond, college, career readiness etc.?	<ul style="list-style-type: none"> • Students will be able to evaluate the role of state governments in issues related to public safety and maintaining order. • Students will be able to explain differences between state and federal constitutions/governments.
Key Takeaways:	<ul style="list-style-type: none"> • Students will be able to explain the duties of various local and state officials.
Anchor Fiction Texts:	

Supporting Non-Fiction Texts:

1. Read the text carefully.

2. Identify the main topic of the text.

3. Find the supporting details that provide evidence for the main topic.

4. Write a short paragraph summarizing the text, including the main topic and supporting details.

5. Use the following questions to guide your reading:

6. What is the author's purpose for writing this text?

7. How does the author use evidence to support their claims?

8. What are the key facts or statistics presented in the text?

9. How does the author address counterarguments or opposing views?

10. What is the author's conclusion or recommendation?

11. How does the author's tone or style influence your understanding of the text?

12. What are the implications of the information presented in the text?

13. How does this text relate to other texts you have read on the same topic?

14. What are the author's assumptions or biases?

15. How does the author use language to persuade or inform the reader?

16. What are the author's sources of information?

17. How does the author use visuals or other media to enhance the text?

18. What are the author's key words or phrases?

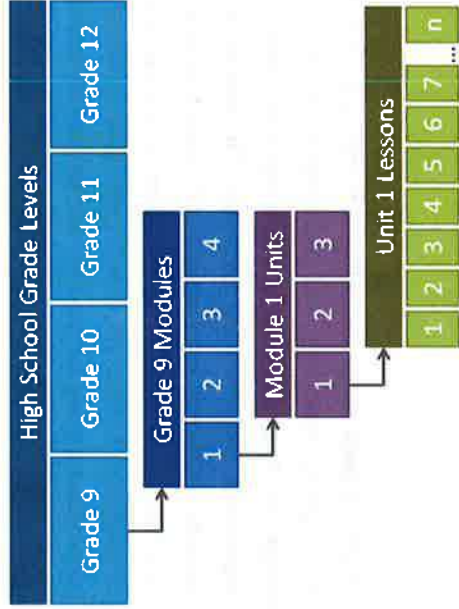
19. How does the author use rhetorical devices to make their argument more persuasive?

20. What are the author's main points or claims?

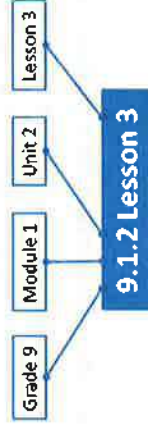
GRADE 9 Curriculum Map

Introduction

The New York State Common Core ELA & Literacy curriculum is divided into four grade levels (9–12). Each grade level includes four primary modules. Each module consists of up to three units, and each unit consists of a set of lesson plans.



The following nomenclature is used to refer to a particular grade-module-unit-lesson combination.



Each module grounds students' application and mastery of the standards within the analysis of complex text. The standards assessed and addressed in each module specifically support the study of the module text(s), and include standards in all four domains: Reading, Writing, Speaking and Listening, and Language.

Modules are arranged in units comprised of one or more texts. The texts in each module share common elements in relation to genre, authors' craft, text structure, or central ideas. Each unit in a module builds upon the skills and knowledge students develop in the preceding unit(s). The number of lessons in a unit varies based on the length of the text(s). Each lesson is designed to span one class period but may extend beyond that time frame depending on student needs.

Grade 9 Overview

The New York State grade 9 curriculum modules offer a wide range of quality texts that span the canonical to the contemporary. The grade 9 curriculum balances classic works by William Shakespeare, Sophocles, and Emily Dickinson with contemporary writing by authors such as Temple Grandin, Karen Russell, and Marc Aronson. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within each of the modules are linked explicitly to the Common Core Learning Standards, and provide a rigorous and pedagogically-sound approach for how to bring the standards to life through thoughtful planning, adaptation, and instruction. Module 9.1 establishes key routines and practices for close reading and collaborative discussion, which students will use and refine throughout the year. Module 9.2 provides continued opportunity for students to develop skills in text analysis, evidence-based discussion, and informative writing before they are introduced to the research process in Module 9.3 and argument writing in Module 9.4.

In Module 9.1, students dive into complex text with a contemporary short story by acclaimed author Karen Russell. Through collaborative discussion and multiple encounters with the text, students access the richness of Russell's language, description, and meaning, particularly around the ideas of identity and beauty, which students consider over the course of the module in relation to excerpts from Rainer Maria Rilke's *Letters to a Young Poet*, David Mitchell's *Black Swan Green*, and William Shakespeare's *Romeo and Juliet*. In their study of *Romeo and Juliet*, students have the opportunity to consider representations of the text across artistic mediums, including contemporary film excerpts and fine art.

File: Grade 9 Curriculum Map_v2

© 2015 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

<https://creativecommons.org/licenses/by-nc-sa/3.0/>



engage ny
Our Students. Their Moment.

Students produce writing appropriate to task and support their claims with evidence from the text. By the module's conclusion, students have begun to build critical reading, writing, thinking, and speaking habits which lay the foundation for college and career readiness.

Module 9.2 continues to explore identity through texts that examine human motivations, actions, and consequences. Students build on work from Module 9.1 as they track character development in Edgar Allan Poe's "The Tell-Tale Heart" and the tragedy of *Oedipus the King*. In these texts as well as in a poem by Emily Dickinson, students analyze the effects of an author's structural choices on the development of central ideas. Students also engage with informational texts about guilt and human fascination with crime, as they continue to develop their ability to identify and make claims. Students strengthen their writing by revising and editing, and refine their speaking and listening skills through discussion-based assessments.

In a digital world, students have access to an unprecedented amount of information; in Module 9.3, students cultivate an ability to sort through information to determine its validity and relevance. This module engages students in an inquiry-based research process using a rich extended text, Temple Grandin's *Animals in Translation: Using the Mysteries of Autism to Decode Animal Behavior*, to surface potential topics that lead to a process of individually driven inquiry, research, and writing. This process begins collaboratively and guides students through forming effective questions for inquiry, gathering research about a topic of interest, assessing the validity of that information, generating an evidence-based perspective, and writing an informative/explanatory research paper that synthesizes and articulates their findings.

Module 9.4 shows where an inquiry process can lead, with *Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science*, a nonfiction text derived from inquiry and the collaboration of its authors. This one-unit module provides students with the opportunity to learn new information about the past that informs the choices they make today. This module also invites students to consider the ethics and consequences of their decisions. Students move through *Sugar Changed the World* with a critical eye, building an understanding of how history helps shape the people, culture, and belief systems of our modern day world. Students apply this lens as they read additional contemporary argument texts related to *Sugar Changed the World*, considering the structure, development, and efficacy of these authors' arguments. The module concludes with a culminating argument paper in which students synthesize their understanding of content and the components that interact to create an effective argument.

Curriculum Map

MODULE 9.1			
"So you want a double life": Reading Closely and Writing to Analyze			
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS
Unit 1: "I'm Home."			
"St. Lucy's Home for Girls Raised by Wolves" by Karen Russell	17	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive evidence-based discussions about texts Collect and organize evidence from texts to support analysis in writing Make claims about texts using specific textual evidence Use vocabulary strategies to define unknown words 	<p>Mid-Unit: Students write a multi-paragraph response to the following prompt: Choose and explain one epigraph. Analyze the relationship between that epigraph and the girls' development in that stage.</p> <p>End-of-Unit: Students write a formal, multi-paragraph response to the following prompt: Analyze Claudette's development in relation to the five stages of Lychanthropic Culture Shock.</p>
Unit 2: "[T]he jewel beyond all price"			
<i>Letters to a Young Poet</i> by Rainer Maria Rilke	11	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis 	<p>Mid-Unit: Students write a formal, multi-paragraph response to the following prompt: What is the impact of Rilke's specific word</p>

MODULE 9.1 “So you want a double life”: Reading Closely and Writing to Analyze			
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS
<i>Black Swan Green</i> by David Mitchell	<ul style="list-style-type: none"> Engage in productive evidence-based conversations about texts Determine meanings of unknown vocabulary Independently preview text in preparation for supported analysis Paraphrase and quote relevant evidence from a text 	<ul style="list-style-type: none"> Engage in productive evidence-based conversations about texts Determine meanings of unknown vocabulary Independently preview text in preparation for supported analysis Paraphrase and quote relevant evidence from a text 	RI.9-10.2 RI.9-10.3 RI.9-10.4 W.9-10.2.a, f SL.9-10.1.b, c L.9-10.4.a, b L.9-10.5.a
Unit 3: “A pair of star-crossed lovers”			
<i>Romeo and Juliet</i> by William Shakespeare	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive evidence-based discussions about text Collect and organize content from the text to support analysis in writing Analyze an author’s craft 	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive evidence-based discussions about text Collect and organize content from the text to support analysis in writing Analyze an author’s craft 	Mid-Unit: Students write a formal, multi-paragraph response to the following prompt: How does Shakespeare’s development of the characters of Romeo and Juliet refine a central idea in the play? End-of-Unit: Students write a formal, multi-paragraph response to the following prompt: Select either Romeo or Juliet. How does

MODULE 9.1 “So you want a double life”: Reading Closely and Writing to Analyze			
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS
Module Performance Assessment			
Letters to a Young Poet “Letter Seven,” by Rainer Maria Rilke “St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell <i>Romeo and Juliet</i> by William Shakespeare	4		CCRA.R.9 RL.9-10.2 RL.9-10.3 RL.9-10.11 RI.9-10.2 RI.9-10.4 W.9-10.2.a, c, f W.9-10.6 SL.9-10.1.b, c L.9-10.4.a-c L.9-10.5.a
			Assessments Shakespeare develop this character as a tragic hero(ine)? Students gather evidence to support their response to the following assessment prompt: Identify a specific phrase or central idea in paragraphs 4–9 of Rilke’s “Letter Seven.” Analyze how that phrase or central idea relates to one or more characters or central ideas in “St. Lucy’s Home for Girls Raised by Wolves” or <i>Romeo and Juliet</i> .

Note: Bold text indicates targeted standards that will be assessed in the module.

MODULE 9.2 Working with Evidence and Making Claims: How do Authors Structure Texts and Develop Ideas?			
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS
Unit 1: "And then a Plank in Reason, broke, And I dropped down, and down –"			
"The Tell-Tale Heart" by Edgar Allan Poe "I felt a Funeral, in my Brain" by Emily Dickinson	13	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive evidence-based discussions about text Collect and organize evidence from texts to support analysis in writing Make claims about and across texts using specific textual evidence Use vocabulary strategies to define unknown words Paraphrase and quote relevant evidence from texts Independently preview texts in preparation for supported analysis Write informative texts to convey complex ideas 	<p>CCRA.R.6</p> <p>CCRA.R.9</p> <p>RL.9-10.2</p> <p>RL.9-10.4</p> <p>RL.9-10.5</p> <p>W.9-10.2.a, b, c, d, f</p> <p>W.9-10.9.a</p> <p>SL.9-10.1.a, b, c</p> <p>L.9-10.1</p> <p>L.9-10.2</p> <p>L.9-10.4.a, b</p> <p>L.9-10.5.a, b</p>
		<p>Mid-Unit:</p> <p>Students write a multi-paragraph response to the following prompt: Identify a central idea in "The Tell-Tale Heart" and discuss how point of view and structural choices contribute to the development of that central idea over the course of the text.</p> <p>End-of-Unit:</p> <p>Students write a multi-paragraph response to the following prompt: Identify a central idea common to "I felt a Funeral, in my Brain," and "The Tell-Tale Heart" and make a claim about how Dickinson and Poe develop and refine this idea.</p>	<p>Assessments</p>

MODULE 9.2 Working with Evidence and Making Claims: How do Authors Structure Texts and Develop Ideas?			
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS
Unit 2: “a husband from a husband, children from a child”			
<i>Oedipus the King</i> by Sophocles	20	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive evidence-based conversations about text Provide an objective summary of a text Make claims about texts using specific textual evidence Collect and organize evidence from texts to support analysis in writing Organize evidence to plan around writing Paraphrase and quote relevant evidence from texts Create connections between key details to form a claim 	<p>Mid-Unit: Students write a multi-paragraph response to the following prompt: What relationship does Sophocles establish between prophecy and Oedipus’s actions? How does this relationship develop a central idea? End-of-Unit: Students write a multi-paragraph response to the following prompt: How does Sophocles develop the tension between Oedipus’s guilt and his innocence? Use evidence from the text to support your response.</p>

MODULE 9.2 Working with Evidence and Making Claims: How do Authors Structure Texts and Develop Ideas?			
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS
		<ul style="list-style-type: none"> Use vocabulary strategies to define unknown words Write informative texts to examine and convey complex ideas Critique one's own writing Revise writing 	Assessments
Unit 3: "Everybody is guilty of Something"			
"True Crime: The roots of an American obsession" by Walter Mosley "How Bernard Madoff Did It" by Liaquat Ahamed <i>The Wizard of Lies: Bernie Madoff and the Death of Trust</i> , pages 361–364 by	13	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive evidence-based conversations about text Provide an objective summary of a text Paraphrase and quote relevant evidence from a text Make claims about texts using specific textual evidence Collect and organize evidence from 	CCRA.R.9 RI.9-10.2 RI.9-10.5 RI.9-10.7 W.9-10.2.a, b, c, d, f W.9-10.5 W.9-10.9.b SL.9-10.1.a, b, c, d
			Mid-Unit: Students write a multi-paragraph response to the following prompt: How does Mosley shape and develop his claim that "We are fascinated with stories of crime, real or imagined" (par. 16)? Students then use the 9.2.3 Mid-Unit Peer Review Tool (Criterion 1 and Criterion 2) to review their own and a peer's responses before revising their own response based on both reviews. End-of-Unit: Students use textual evidence to engage in a

MODULE 9.2 Working with Evidence and Making Claims: How do Authors Structure Texts and Develop Ideas?			
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS
Diana Henriques		texts to support analysis in writing <ul style="list-style-type: none"> Organize evidence to plan around writing Make evidence-based claims Create connections between key details to form a claim Use vocabulary strategies to define unknown words Write informative texts to examine and convey complex ideas Critique one's own writing and peers' writing Revise writing Generate and respond to questions in scholarly discourse 	fishbowl discussion of one of the following prompts: To what extent does Ahamed's article support or challenge claims that Mosley made in "True Crime: The Roots of an American Obsession"? OR To what extent is Mosley's claim that "Everybody is guilty of something" (par. 1) supported or challenged by Henriques?
Module Performance Assessment			
"The Tell-Tale Heart" by Edgar	4		CCRA.R.9 RL.9-10.2 Students draw upon their analysis of the 9.2 Module texts in order to respond to the

MODULE 9.2 Working with Evidence and Making Claims: How do Authors Structure Texts and Develop Ideas?			
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS
Allan Poe "I felt a Funeral, in my Brain," by Emily Dickinson <i>Oedipus the King</i> by Sophocles "True Crime: The roots of an American obsession" by Walter Mosley "How Bernard Madoff Did It" by Liaquat Ahamed <i>The Wizard of Lies: Bernie Madoff and the Death of Trust</i> by Diana Henriques			following prompt: Identify a central idea shared by one literary text and one informational text. Use specific details to explain how this central idea develops over the course of each text, and compare how the authors' choices about text structure contribute to the development of this idea.

Note: Bold text indicates targeted standards that will be assessed in the module.



MODULE 9.3 Building and Communicating Knowledge through Research: The Inquiry and Writing Processes			
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS
Unit 1: Using Seed Texts as Springboards to Research			
<i>Animals in Translation: Using the Mysteries of Autism to Decode Animal Behavior</i> , Chapter 1 by Temple Grandin and Catherine Johnson	10	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive evidence-based discussions about text Collect and organize evidence from texts to support analysis in writing Collect and organize evidence from texts to support claims made in writing Analyze the treatment of a text through multimedia (film) Craft claims about the development and refinement of central ideas in a text 	RI.9-10.1.a RI.9-10.2 RI.9-10.3 RI.9-10.5 RI.9-10.7 W.9-10.2 W.9-10.4 W.9-10.7 W.9-10.9 SL.9-10.1 L.9-10.4.a-d
End-of-Unit: Students complete a two-part writing assessment. Part 1: How does Grandin develop and refine a central idea in the text? In a multi-paragraph response, identify a central idea from Chapter 1 of <i>Animals in Translation</i> and trace its development and refinement in the text. Part 2: Articulate 2–3 distinct areas of investigation and where they emerge from the text.			

MODULE 9.3 Building and Communicating Knowledge through Research: The Inquiry and Writing Processes			
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS
		<ul style="list-style-type: none"> Use vocabulary strategies to define unknown words Identify potential topics for research within a text Use questioning to guide research Conduct pre-searches to validate sufficiency of information to explore potential topics 	Assessments
Unit 2: Engaging in an Inquiry-Based, Iterative Research Process			
Student research sources will vary. Students choose texts for research based on their individual research question or problem. Model research sources:	12	<ul style="list-style-type: none"> Assess sources for credibility, relevance, and accessibility Conduct independent searches using research processes including planning for searches, assessing sources, annotating sources, and recording notes Develop, refine, and select inquiry questions for research Develop and continually assess a 	End-of-Unit: <ul style="list-style-type: none"> Students submit a completed Research Portfolio with the four sections organized, including 1. Defining an Area of Investigation, 2. Gathering and Analyzing Information, 3. Drawing Conclusions, 4. Discarded Material. Evidence-Based Perspective: Students write a one-page synthesis of their perspective derived from their research.

MODULE 9.3 Building and Communicating Knowledge through Research: The Inquiry and Writing Processes			
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS
1. "The Brains of the Animal Kingdom" by Frans de Waal 2. "Minds of their Own: Animals are smarter than you think" by Virginia Morell 3. "Think You're Smarter Than Animals? Maybe Not" by Alexandra Horowitz and Ammon Shea 4. "Monkeys Can Perform Mental Addition" by Duke University Medical Center 5. "Animal Intelligence: How		research frame to guide independent searches <ul style="list-style-type: none"> Collect and organize evidence from research to support analysis in writing Craft claims about inquiry questions, inquiry paths, and a problem-based question using specific textual evidence from the research 	Students draw on the research evidence collected to express a perspective on their problem-based question. <ul style="list-style-type: none"> Research Journal: This item is located in the Research Portfolio.

MODULE 9.3 Building and Communicating Knowledge through Research: The Inquiry and Writing Processes			
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS
We Discover How Smart Animals Really Are” by Edward Wasserman and Leyre Castro			
Unit 3: Synthesizing Research through the Writing Process			
Student texts (research sources) will vary. By 9.3.3, students will have chosen texts for research based on their individual problem-based questions.	8	<ul style="list-style-type: none"> Collect and organize evidence from research to support analysis in writing Analyze, synthesize, and organize evidence-based claims Write effective introduction, body, and conclusion paragraphs for an informative/explanatory research paper Use proper MLA citation methods in writing Edit for a variety of purposes, including using semi-colons, colons, correct spelling, capitalization, and 	W.9-10.2.a-f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.2.a-c
			End-of-Unit: Students are assessed on how their final draft aligns to the criteria of the 9.3.3 Rubric. The final draft should present a precise claim that is supported by relevant and sufficient evidence. The draft should be well-organized and develop the research topic clearly and accurately through the effective selection, organization, and analysis of content. The draft should use transitional language that clearly links the major sections of the text and clarifies relationships among the claims and evidence. Finally, the draft should

MODULE 9.3			
Building and Communicating Knowledge through Research: The Inquiry and Writing Processes			
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS
		punctuation <ul style="list-style-type: none"> Use formal style and objective tone in writing Write coherently and cohesively 	L.9-10.3.a L.9-10.6 demonstrate control of the conventions of written language and maintain a formal style and objective tone.
Module Performance Assessment			
Student texts (research sources) will vary.	5		W.9-10.2 W.9-10.4 W.9-10.5 W.9-10.6 L.9-10.1 L.9-10.2 L.9-10.6 Students respond to the following prompt: Create a blog post using information from your research paper and various multimedia components to enhance your research findings. Update or enhance the information from your research paper by linking to other supporting information and displaying the information flexibly and dynamically. Make effective use of available multimedia components, including hyperlinks, images, graphics, animation, charts, graphs, video, and audio clips.

Note: Bold text indicates targeted standards that will be assessed in the module.

MODULE 9.4 Understanding and Evaluating Argument: Analyzing Text to Write Arguments			
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS
Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom and Science by Marc Aronson and Marina Budhos Supplementary Module Texts: “Globalization” featured in <i>National Geographic</i> “How Your Addiction to Fast Fashion Kills” by Amy Odell “Bangladesh Factory Collapse:	34*	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Evaluate argument writing Engage in productive evidence-based conversations about text Collect and organize evidence from texts to support analysis in writing Build skills for successful argument writing Analyze authors’ use of rhetoric Revise writing Utilize rubrics for self-assessment and peer review of writing Develop argument-based writing 	CCRA.R.9 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.7 RI.9-10.8 W.9-10.1.a-e W.9-10.4 W.9-10.5 W.9-10.9.b SL.9-10.1.c, d L.9-10.1.a-b L.9-10.2.a-c L.9-10.3.a L.9-10.4.a-c
			Assessments
			Mid-Unit: Students draft an argument outline for the following prompt: Who bears the most responsibility for ensuring that clothes are ethically manufactured? Students use the Argument Outline Tool to organize their Mid-Unit Assessment response, collecting evidence and developing claims and counterclaims. End-of-Unit: Students write a multi-paragraph essay in response to the following prompt: Who bears the most responsibility for ensuring that goods are ethically produced?

MODULE 9.4 Understanding and Evaluating Argument: Analyzing Text to Write Arguments			
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS
Who Really Pays for Our Cheap Clothes?" by Anna McMullen "Where Sweatshops Are a Dream" by Nicholas Kristof			L.9-10.5 L.9-10.6
Module Performance Assessment			
"Why Eat Local?" video featuring Michael Pollan, Nourishlife.org "Why Buy Locally Grown?" featured on dosomething.org "What Food Says About Class in			RI.9-10.6 RI.9-10.8 W.9-10.1.a-e L.9-10.1.a, b L.9-10.2.a-c
		Students read and draw evidence from five new source texts to write a multi-paragraph argument essay in response to the following prompt: Is local food production an example of ethical consumption? Provide evidence from at least four sources in your response.	

MODULE 9.4			
Understanding and Evaluating Argument: Analyzing Text to Write Arguments			
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS
Text	Lessons in the Unit	Literacy Skills and Habits	Assessments
America” by Lisa Miller			
“Buying Local: Do Food Miles Matter?” by Gary Adamkiewicz			
“Immigrant Farm Workers, the Hidden Part of New York’s Local Food Movement” by Aurora Almendral			

Note: Bold text indicates targeted standards that will be assessed in the module.

*This module is composed of one unit.

Standards Map

The curriculum consists of assessed and addressed standards. Assessed standards are standards that are assessed in unit and module performance assessments. Addressed standards are standards that are incorporated into the curriculum, but are not assessed.

Key:

- Assessed Standard ●
- Addressed Standard ○

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details	9.1	9.2	9.3	9.4
CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.		●		
CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.				
CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	●	●		●

Reading for Literature

Key Ideas and Details	9.1	9.2	9.3	9.4
RL.9-10.1* Cite strong and thorough 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 and analyze in detail its development 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.	●	●		
RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	●	●		

Craft and Structure

Key Ideas and Details	9.1	9.2	9.3	9.4
RL.9-10.4* Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	●	●		

RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	●	●	
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.		CCRA.R.6	
Integration of Knowledge and Ideas				
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).	9.1	9.2	9.3 9.4
RL.9-10.7	Analyze works by authors or artists who represent diverse world cultures.			
RL.9-10.8	(Not applicable to literature)			
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	CCRA.R.9	CCRA.R.9	CCRA.R.9
Range of Reading and Level of Text Complexity				
RL.9-10.10*	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	9.1	9.2	9.3 9.4
<i>Yearlong standard</i>				
Reading for Informational Text				
Key Ideas and Details				
RI.9-10.1*	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9.1	9.2	9.3 9.4
RI.9-10.1.a	Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).		●	●
RI.9-10.2	Determine a central idea of a text and analyze its development 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.	●	●	●
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	●	●	●
Craft and Structure				
RI.9-10.4*	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	9.1	9.2	9.3 9.4
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences,		●	●



RI.9-10.6	paragraphs, or larger portions of a text (e.g., a section or chapter). Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	CCRA.R.6	9.1	9.2	9.3	9.4	●
Integration of Knowledge and Ideas							
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.			○	●		●
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.						●
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.	CCRA.R.9	CCRA.R.9				CCRA.R.9
Range of Reading and Level of Text Complexity							
RI.9-10.10*	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.		9.1	9.2	9.3	9.4	
<i>Yearlong standard</i>							
Writing							
Text Types and Purposes							
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.		9.1	9.2	9.3	9.4	●
W.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.						●
W.9-10.1.b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.						●
W.9-10.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.						●
W.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.						●
W.9-10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.						●

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.9-10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	●	●	●	●
W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	●	●	●	●
W.9-10.2.c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	●	●	●	●
W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	●	●	●	●
W.9-10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	●	●	●	●
W.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	●	●	●	●
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	●	●	●	●
W.9-10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	●	●	●	●
W.9-10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	●	●	●	●
W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	●	●	●	●
W.9-10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	●	●	●	●
W.9-10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	●	●	●	●
W.9-10.3.f	Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.	●	●	●	●
Production and Distribution of Writing					
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)	9.1	9.2	9.3	9.4
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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	●	●	●	●