

Shamokin Area 9th Grade English Curriculum – Novel (*Of Mice and Men*) and Research Paper

Focus	Common Core Standards	Objectives	Resources	Assessments Formative/Performance	Academic Vocabulary
Textual Evidence	CC.1.3.9.A CC.1.3.9.B CC.1.3.9.C CC.1.3.9.D	<ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	Novel <i>Of Mice and Men</i> by John Steinbeck	<ul style="list-style-type: none"> Class Discussion 	<ul style="list-style-type: none"> Literary Terms <ul style="list-style-type: none"> Character Plot Theme Imagery Allusion Foreshadowing Symbolism Irony Setting Motive Flashback POV Historical Fiction
Analysis of Character, Plot, and Theme	CC.1.3.9.E CC.1.3.9.F CC.1.3.9.G CC.1.3.9.H CC.1.3.9.I	<ul style="list-style-type: none"> Determine theme or central idea of a text and analyze its development over the course of the text. 	Self-Guided Tour of 1930s Migrant Workers in California	<ul style="list-style-type: none"> Handouts/Classwork <ul style="list-style-type: none"> Vocabulary Notes Analysis 	
Analysis of Literary Elements	CC.1.3.9.J CC.1.3.9.K CC.1.4.9.B CC.1.4.9.C CC.1.4.9.D CC.1.4.9.E	<ul style="list-style-type: none"> Analyze how complex characters are developed over the course of the text. Determine the meaning of words and phrases as they are used in a text. 	<ul style="list-style-type: none"> Heritage and Ethnicity Education Dust Bowl The Great Depression Bunk Houses A Woman's Role 	<ul style="list-style-type: none"> Essays/Rubric Quizzes Tests Bell Ringers 	
Fiction Comprehension	CC.1.4.9.F CC.1.4.9.G CC.1.4.9.H CC.1.4.9.J CC.1.4.9.K CC.1.4.9.L CC.1.4.9.M CC.1.4.9.N CC.1.4.9.O CC.1.4.9.P CC.1.4.9.Q CC.1.4.9.R	<ul style="list-style-type: none"> Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. Analyze the representation of a subject or a key scene in two different artistic mediums. Analyze how an author draws on and transforms source material. 	Teacher Created Information	<ul style="list-style-type: none"> TDA's Renaissance Place Wanted Poster—Character Interpretation MLA Handbook Use for Research Paper 	<ul style="list-style-type: none"> Text Vocabulary <ul style="list-style-type: none"> Anguished Appraised Apprehensive Ashamedly Belligerently Bemused Complacently Concealing Confided Consoled Contorted Disarming Entranced Gestured Indignation
Vocabulary Acquisition from Text	CC.1.4.9.S CC.1.5.9.A CC.1.5.9.B CC.1.5.9.C	<ul style="list-style-type: none"> Analyze documents of historical and literary significance. 	Microsoft Word	<ul style="list-style-type: none"> Graphic Organizers <ul style="list-style-type: none"> Abstracts Thesis Statement Outline 	
Organization and Essay Structure			Renaissance Place		
Narrative Writing Use of			<ul style="list-style-type: none"> Student Selected Novels 		

Technology MLA Accelerated Reader	CC.1.5.9.D CC.1.5.9.G	<ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive topics or texts. • Write informative or explanatory texts to convey complex ideas, concepts, and information. • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Produce clear and coherent writing. • Develop and strengthen writing as needed. • Use technology to produce, publish, and update individual writing products. • Draw evidence from literary texts to support analysis. • Write routinely over extended and shorter time frames. • Participate effectively in a range of collaborative discussions. • Evaluate a speaker's POV, reasoning, and use of evidence and rhetoric. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, 		<ul style="list-style-type: none"> ○ Introduction ○ Body Paragraphs ○ Conclusion ○ Works Cited 	<ul style="list-style-type: none"> ○ Mauled ○ Meager ○ Mimicking ○ Mollified ○ Monotonous ○ Morosely ○ Ominously ○ Pantomime ○ Plaintively ○ Precede ○ Profound ○ Quivering ○ Retorted ○ Skeptically ○ Sniveled ○ Subdued ○ Subsided ○ Sulkily ○ Writhed
--	--------------------------	--	--	--	---

		<p>punctuation, and spelling when writing.</p> <ul style="list-style-type: none">• Apply knowledge of language to understand functions in different contexts.• Determine or clarify the meaning of unknown and multiple-meaning words and phrases.• Demonstrate understanding of figurative language, word relationships, and nuances.• Acquire and use accurately general academic and domain-specific words and phrases.			
--	--	---	--	--	--