

9th Grade Communication and Multimodal Literacies

9.1

Time Frame:

This is an ongoing activity that should be completed in conjunction with most of the other units of study.

At the ninth-grade level, students will develop interpersonal communication skills as well as those skills required for more formal public speaking opportunities. They will continue to develop proficiency in making planned oral presentations independently and in small groups. They will continue to develop media literacy by producing, analyzing, and evaluating auditory, visual, and written media messages. They will work in small and large groups to: complete assignments, participate in debates, create assignments for their peers, grade and evaluate assignments.

Assignments: Students can plan and present throughout the semester ranging from larger, preplanned projects, such as a presentation of their research paper, to unplanned presentations of written work, class work, or homework assignments. Students should also become active listeners by critiquing their classmates' work in comparison to their own. Students will create and grade assignments for their peers.

9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.

- a) Make strategic use of multimodal tools.
- b) Credit information sources.
- c) Use vocabulary appropriate to the topic, audience, and purpose.
- d) Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.
- e) Assume responsibility for specific group tasks.
- f) Share responsibility for collaborative work.
- g) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- h) Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.
- i) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
- j) Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).
- k) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.

TOPIC	EXPLANATION	APPLICATION
Prepare Informative Presentations	<ul style="list-style-type: none"> Define information, give details and examples, organize presentation in a structure appropriate for audience and purpose, include anecdotal information 	<ul style="list-style-type: none"> Students can present research findings through oral presentations with visual aids, brochures, posters, power points, etc.; Appropriately credit researched information
Planned and Unplanned Individual Presentations	<ul style="list-style-type: none"> Use appropriate eye contact, tone, diction, articulation, and be natural 	<ul style="list-style-type: none"> Students can present classwork, homework, planned presentations including brochures, poster, power points, etc.; Respond to classmates questions following presentations
Analyze Presentations of Others	<ul style="list-style-type: none"> Critique classmates and themselves using a checklist or a rubric; Demonstrate active listening skills; Give appropriate feedback 	<ul style="list-style-type: none"> Provide an opportunity for classmate review and personal review in planned larger presentations; Summarize or paraphrase presentations to show attentiveness
Group Presentations	<ul style="list-style-type: none"> Collaborate with peers for presentations and discussions 	<ul style="list-style-type: none"> Define individual roles for group work and presentation
Create assignments	<ul style="list-style-type: none"> Collaborate with peers and/or work independently to create practice assignments for their peers 	<ul style="list-style-type: none"> Write short answer questions for a story the class has read. Students would create an answer key and

		“grade” the assignment.

9th Grade Communication and Multimodal Literacies

9.2

Time Frame:

This is an ongoing activity that should be completed in conjunction with most of the other units of study.

- 9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages.
- a) Analyze and interpret special effects used in media messages including television, film, and Internet.
 - b) Determine the purpose of the media message and its effect on the audience.
 - c) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
 - d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and

factual content.

e) Monitor, analyze, and use multiple streams of simultaneous information.

TOPIC	EXPLANATION	APPLICATION
Create and publish media messages.	<ul style="list-style-type: none"> ▪ Create and publish media messages, such as public service announcements aimed at a variety of audiences and with different purposes. 	<ul style="list-style-type: none"> ○ Students can present research findings through oral presentations with visual aids, brochures, posters, power points, etc.; Appropriately credit researched information
Identify and use persuasive techniques	<ul style="list-style-type: none"> ▪ Recognize that persuasive techniques are used to convince viewers to make decisions, change their minds, take a stand on an issue, or predict a certain outcome, such as: <ul style="list-style-type: none"> ○ ad hominem – means “to the man” does not argue the issue, instead it argues the person; ○ red herring – is a deliberate attempt to divert attention; ○ straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man"); ○ begging the question – assumes the conclusion is true without proving it; circular argument; ○ testimonial – uses famous people to endorse the product or idea; ○ ethical appeal – establishes the writer as knowledgeable; ○ emotional appeal – appeals strictly to emotions often used with strong visuals; and ○ logical appeal – is the strategic use of logic, claims, and evidence. 	<ul style="list-style-type: none"> ○ Identify persuasive techniques within media and present finding in large and small group formats ○ Use graphic organizers to present information found in various types of media ○ Answer comprehension questions in multiple choice and short answer formats..
Identify the use of media in a variety of forms.	<ul style="list-style-type: none"> ▪ Identify media messages are constructed ▪ messages are representations of reality with values and viewpoints; ▪ each form of media uses a unique set of rules to construct messages; ▪ individuals interpret based on personal experience; and ▪ media are driven to gain profit or power. 	Same as above
Identify why the message was created.	<ul style="list-style-type: none"> ▪ Who created the message? ▪ What techniques are used to attract attention? ▪ How might different people react differently to this message? ▪ What values, lifestyles and points of view are represented in, or omitted from, this message? ▪ What is the purpose of this message? 	Same as above

9th Grade Reading and Vocabulary

9.3 / 9.4 / 9.5

Time Frame:

This should be studied in conjunction with a continuation of writing and grammar skills. This covers a large portion of the semester once poetry, plays, nonfiction, and fiction are incorporated (approximately 12 weeks).

At the ninth-grade level, students will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. They will be introduced to literary works from a variety of cultures and eras, and they will apply knowledge of literary terms and forms to their reading and writing and to analyses of literature and other printed materials. Students will continue to develop their reading comprehension skills through utilizing strategies to identify formats, text structures, and main ideas. They will apply these skills across the content areas, including history and social science, science, and mathematics. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.

Assignments: Students should read a variety of nonfiction and fiction texts including essays, narratives, short stories, poems, and plays. They can also read a novel if time allows.

9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.

- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Identify the meaning of common idioms.
- e) Explain the meaning of literary and classical allusions and figurative language in text.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

- a) Identify the characteristics that distinguish literary forms.
- b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- c) Interpret how themes are connected across texts.
- d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
- e) Analyze the cultural or social function of a literary text.
- f) Explain the relationship between the author's style and literary effect.
- g) Explain the influence of historical context on the form, style, and point of view of a written work.
- h) Compare and contrast authors' use of literary elements within a variety of genres.
 - i) Analyze how the author's specific word choices and syntax impact the author's purpose.
 - j) Make inferences and draw conclusions using references from the text(s) for support.
- k) Compare/contrast details in literary and informational nonfiction texts.
- l) Use reading strategies to monitor comprehension throughout the reading process.

9.5 The student will read and analyze a variety of nonfiction texts.

- a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.
- b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- c) Analyze the author's qualifications, viewpoint, and impact.
- d) Recognize an author's intended purpose for writing and identify the main idea.
- e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- f) Identify characteristics of expository, technical, and persuasive texts.
- g) Identify a position/argument to be confirmed, disproved, or modified.
- h) Evaluate clarity and accuracy of information.
- i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.
- j) Differentiate between fact and opinion and evaluate their impact.
- k) Analyze ideas within and between selections providing textual evidence.
- l) Use the reading strategies to monitor comprehension throughout the reading process.

TOPIC	EXPLANATION	APPLICATION
Structure and Summary	<ul style="list-style-type: none"> ▪ Identify main idea, purpose, and supporting details; Use predicting and inferencing while reading 	<ul style="list-style-type: none"> ○ Summarize utilizing various strategies and organizers; Connect to prior knowledge and make predictions and inferences; Identify headings, subheadings, stanzas, refrains
Literary Forms	<ul style="list-style-type: none"> ▪ Distinguish between different story and narrative types 	<ul style="list-style-type: none"> ○ Short story, myth, novel, epic poem, ballad, lyric, elegy, ode, comedy, drama, narrative essays, biography,

		autobiography, speech
Drama	<ul style="list-style-type: none"> Understand play structure and supporting terminology 	<ul style="list-style-type: none"> Stage directions, dialogue, aside, soliloquy, monologue
Elements of Fiction	<ul style="list-style-type: none"> Learn the basic structure of plot and other contributing terminology 	<ul style="list-style-type: none"> Exposition, rising action, climax, falling action, resolution, conflict (internal and external), setting, tone, point of view (1st and 3rd limited and omniscient), theme, speaker, narrator, foreshadowing, flashback, flash forward
Characters	<ul style="list-style-type: none"> Understand how authors convey character and learn character types; Analyze interaction between characters 	<ul style="list-style-type: none"> Direct and indirect characterization; protagonist, antagonist, dynamic/static, round, flat, stereotype, stock and caricature; character motivation
Literary Devices	<ul style="list-style-type: none"> Understand the difference between literal and figurative language and identify and comprehend various devices 	<ul style="list-style-type: none"> Simile, metaphor, personification, analogy, symbolism, allusion, imagery, paradox, and oxymoron
Sound Devices	<ul style="list-style-type: none"> Identify sound devices used in poetry and other forms of writing 	<ul style="list-style-type: none"> Rhyme (approximate, internal, end), repetition, alliteration, assonance, onomatopoeia
Diction	<ul style="list-style-type: none"> Identify author's word choice to convey content and tone 	<ul style="list-style-type: none"> Connotation, denotation, cliché, hyperbole, understatement, irony (verbal, situational, dramatic), dialect, idiom
Word Meaning	<ul style="list-style-type: none"> Use context clues to determine the meaning of vocabulary words 	<ul style="list-style-type: none"> Analyze roots and affixes and use context to define words

9th Grade Writing and Grammar

9.6 / 9.7

Time Frame:

After an initial, concentrated focus on writing and grammar (~ 3 weeks) it should continue throughout the semester.

At the ninth-grade level, students will write narrative, expository, and persuasive forms with an emphasis on analysis. As in every grade, daily writing experiences are essential for all ninth-grade students, and they will demonstrate their understanding through written products. They will develop as writers by participating in a process for writing, including prewriting, organizing, composing, revising, editing, and publishing. Students will edit writings for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Assignments: Students in a regular or inclusion program should complete 2 to 3 traditional five-paragraph essays. Students in an advanced or honors programs should complete 3 to 4 essays. The essay assignments should include a variety of narrative, expository, and persuasive topics. The writing process should be followed with each essay.

9.6 The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.

- Engage in writing as a recursive process.
- Plan, organize, and write for a variety of audiences and purposes.
- Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- Blend multiple forms of writing including embedding a narrative to produce effective essays.
- Communicate clearly the purpose of the writing using a thesis statement.
- Compose a thesis for persuasive writing that advocates a position.
- Clearly state and defend a position using reasons and evidence from credible sources as support.
- Identify counterclaims and provide counter - arguments.
- Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a

position.

- j) Use textual evidence to compare and contrast multiple texts.
- k) Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.
- l) Revise writing for clarity of content, accuracy, and depth of information.

TOPIC	EXPLANATION	APPLICATION
Prewriting	<ul style="list-style-type: none"> Use a variety of techniques to generate ideas for writing; Identify the purpose of writing (narrative, expository, persuasive) 	<ul style="list-style-type: none"> Brainstorming, listing, webbing, thinking maps, free-writing, etc.; Identify key words for the three writing types
Organization	<ul style="list-style-type: none"> Use a variety of outlining techniques to organize thoughts; Use appropriate organizational technique for purpose of writing (chronological, logical, spatial, order of importance) 	<ul style="list-style-type: none"> Traditional five-paragraph outlines; Identify different organization techniques in writing
Composition / Elaboration	<ul style="list-style-type: none"> Utilize outline to compose a first draft of essay, focus on an engaging introduction and a clear thesis statement, follow through with specific examples and details through to conclusion 	<ul style="list-style-type: none"> Engaging introduction techniques, clear and correct thesis statement, well-developed paragraphs, organization throughout, reflect an appropriate audience and purpose, develop the topic with appropriate information, details, and examples
Revision/Editing	<ul style="list-style-type: none"> Read draft and thoroughly revise at the sentence and paragraph level. Edit for correct grammar and punctuation. 	<ul style="list-style-type: none"> Conference with teacher, peer revision, focus on clear and varied sentences, convey vivid imagery, utilize correct grammatical and mechanical conventions (see grammar pacing guide), use appropriate transitions between paragraphs
Publication	<ul style="list-style-type: none"> Use computer technology to draft, revise, edit, and publish writing 	<ul style="list-style-type: none"> Laptop cart in classroom, bring students to library, peer edit, make corrections

Grammar should be practiced heavily during the writing unit, but should be continued throughout the semester. This details the basic skills students should master. There is much more that can be gone over with advanced classes. Additional grammar topics include: spelling, active and passive voice, sentence variety, parallelism, quotations.

9.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

- a) Use parallel structure across sentences and paragraphs.
- b) Use appositives, main clauses, and subordinate clauses.
- c) Use commas and semicolons to distinguish and divide main and subordinate clauses.
- d) Distinguish between active and passive voice.
- e) Use a variety of sentence structures to infuse sentence variety in writing.

TOPIC	EXPLANATION	APPLICATION
Subject/Verb Agreement	<ul style="list-style-type: none"> Students should correctly match subjects and verbs based on number 	<ul style="list-style-type: none"> Identify subjects and verbs; Identify which are singular and plural; Recognize and follow specific rules regarding collective and compound subjects as well as indefinite pronouns
Irregular Verbs	<ul style="list-style-type: none"> Utilize the correct tense of irregular verbs at sentence and paragraph level 	<ul style="list-style-type: none"> Lie/Lay; Sit/Set; Rise/Raise
Pronoun/Antecedent Agreement	<ul style="list-style-type: none"> Students should correctly match pronouns and antecedents based on number and gender 	<ul style="list-style-type: none"> Identify pronouns and antecedents; Identify which are singular and plural; Identify which are male and female; Recognize and follow

		specific rules regarding collective and compound antecedents as well as indefinite pronouns
Commas	<ul style="list-style-type: none"> Students should follow rules governing the comma 	<ul style="list-style-type: none"> Items in a series, adjectives preceding nouns, between independent clauses joined by a conjunction, around interrupters and parenthetical information, after introductory clauses, and everyday usage (dates, greetings, abbreviations)
Apostrophes	<ul style="list-style-type: none"> Students should follow apostrophe rules concerning possessives and contractions 	<ul style="list-style-type: none"> Singular and plural possessives, compound and collective nouns, proper nouns
Sentences	<ul style="list-style-type: none"> Avoiding and correcting run-on sentences and fragments 	<ul style="list-style-type: none"> Identify the parts of the sentences to identify fragments and correct them; Use punctuation and conjunctions to correct run-on sentences
Semi-colons	<ul style="list-style-type: none"> To link closely related clauses and in between transitional expressions 	<ul style="list-style-type: none"> Identify independent clauses and use appropriate transitional expressions

9th Grade Research

9.8

Time Frame:

Research should be done on and off throughout the semester along with other units of study.

The duration of time given to writing the research paper should be approximately one to two weeks.

At the ninth-grade level, students will develop skills in using print, electronic databases, online resources, and other media to access information and create a research product. Students will verify the validity of all information and follow ethical and legal guidelines for using and gathering information. They will use a standard style method to credit sources of ideas used and will demonstrate clear understanding of grammatical conventions through the application of rules for correct use of language, spelling, and mechanics.

Assignments—Inclusion and regular English 9 classes should write a 2 to 3 page research paper correctly incorporating in-text citations and a MLA style works cited page. Advanced and honors classes should write a 3 to 4 page paper.

9.8 The student will find, evaluate, and select credible resources to create a research product.

- Verify the validity and accuracy of all information.
- Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
- Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.
- Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- Demonstrate ethical use of the Internet.

TOPIC	EXPLANATION	APPLICATION
Access, Organize, and Present Information	<ul style="list-style-type: none"> Use the internet and resources in the library to gather information about a given topic 	<ul style="list-style-type: none"> Create summaries, Power Points, brochures, essays, etc. to present information
Reliable vs. Unreliable Sources	<ul style="list-style-type: none"> Question validity and accuracy of information—especially online 	<ul style="list-style-type: none"> Search for information to question the accuracy of online information including author, sponsor, purpose, primary vs.

		secondary, copyright, dates, ability to be verified
Narrow and Focus Broad Topics	<ul style="list-style-type: none"> ▪ Selecting a topic and then narrowing it for appropriate length, focusing research 	<ul style="list-style-type: none"> ○ Asking research questions followed up by finding reliable sources to obtain answers
Avoid Plagiarism	<ul style="list-style-type: none"> ▪ Do not present ideas or words that belong to someone else 	<ul style="list-style-type: none"> ○ Practice paraphrasing and incorporating quotes, creating in-text citations and works cited pages
Research Paper	<ul style="list-style-type: none"> ▪ Use the research process to discover, narrow, and research a topic using reliable sources, draft and revise an essay using in-text citations and a works cited page; correctly formatted final version (12 point font, double spaced, etc.) 	<ul style="list-style-type: none"> ○ Create a research project that enhances another unit of study; ie: a short story or poem, a play, or reach across the curriculum to enhance another subject's learning potential