Grade 9 Curriculum Map 2018-2019

	Unit 1	Unit 2	Unit 3	Unit 4
9th Grade Lens: Genre Studies with Hero Focus	**Poetry and Short Stories**	**Historical Fiction**	**Dystopian Fiction**	**Plays and Memoirs**

End of Unit Performance Task(s) for Anchor Texts	Fyodor Dostoyevsky said, "What makes a hero? Courage, strength, morality, withstanding adversity? Are these the traits that truly show and create a hero? Is the light truly the source of darkness or vice versa? Is the soul a source of hope or despair? Who are these so called heroes and where do they come from? Are their origins in obscurity or in plain sight?"
	
	Instructor's Choice for MLA Writing Assessment:
	
	1. Using Odysseus from Homer's *The Odyssey* and one other fictional character, students will create a one-two page paper determining what makes someone a true hero. Students must create an original thesis and use evidence to support it. The paper must utilize MLA format throughout (i.e., internal citations, works cited page, formatting, etc.)
	
	2. Using the epic poem *The Odyssey* by Homer, several outside resources from the district databases, and the introductory text *The Trojans and their Neighbors*, students will construct an expository research paper about one aspect of mythology. The paper must utilize MLA format throughout (i.e., internal citations, works cited page, formatting, etc.)
	   - Sample Assignment: Greek Mythology Research Paper and Presentations
	
	3. Teacher Created Assignment
		Mark Twain said, " Our heroes are men who do things which we recognize, with regret, and sometimes with a secret shame, that we cannot do. We find not much in ourselves to admire, we are always privately wanting to be like somebody else. If everybody was satisfied with himself, there would be no heroes."
		
		Instructor's Choice for MLA Writing Assessment:
		
		1. At the conclusion of the reading, students will complete a synthesis paper wherein they compare/contrast one character from the literature and one person from the Scottsboro documentary to determine what kind of courage (personal courage, the courage of conviction, physical courage, etc.) each exhibits or calls for and what social issue each addresses? Compare and contrast the kind of courage each has in terms of its potential to bring about social change.
		   - Sample Outline for Assignment
		
		2. As a closing to *To Kill a Mockingbird* and a segue to *Fahrenheit 451*, students will complete the Books on Fire Project. (Open link for assignment.)
		
		3. Students will construct a synthesis paper to decide how discrimination affects society. Students will utilize resources provided by the teacher and/or materials they have found via the library databases. The paper must utilize MLA format throughout (i.e., internal citations, works cited page, formatting, etc.)
		   - Sample Task Page for Assignment
		
		4. Teacher Created Assignment
			Philip K. Dick said, "The true measure of a man is not his intelligence or how high he rises in this freak establishment. No, the true measure of a man is this: how quickly can he respond to the needs of others and how much of himself he can give."
			
			Instructor's Choice for MLA Writing Assessment:
			
			1. Good literature involves the perspective of several characters who are often complex. How does *Fahrenheit 451* use narrative techniques to develop Montag's story? Students will write a narrative from the perspective of one of the other characters in *Fahrenheit 451*. It may be written in third or first person. They will choose the narrator (first or third person), the setting, and the point of view (limited or omniscient). Using both direct and indirect characterization, students will develop the character and that character's version of justice.
			
			2. Closely re-read Beatty's Monologue and write a well-developed, text-based response of two to three paragraphs. In your response, identify a central idea in the text and analyze how the author's use of **one** writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. (Part 3 CC Regents Task)
			
			3. Teacher Created Assignment
				Stephen King said, "Give me a choice and I'll take *A Midsummer Night's Dream* over *Hamlet* every time. Any fool with steady hands and a working set of lungs can build up a house of cards and then blow it down, but it takes a genius to make people laugh."
				
				Instructor's Choice for MLA Writing Assessment:
				
				1. Using various monologues from William Shakespeare's comedic play *Twelfth Night, A Midsummer Night's Dream*, or *The Taming of the Shrew,* students will write a Part 3 of the Common Core English Regents. Students will construct 2-3 paragraphs analyzing the central idea and the use of one literary device/writing strategy/rhetorical device that supports the central idea within the monologues.
				
				2. Memorize 20 lines (or more) from one character in *Twelfth Night*, *A Midsummer Night's Dream* or *The Taming of the Shrew* and give a dramatic performance of the selected scene. The student must also write a 1-page, MLA style, response paper about the significance of their speech within the play, a significant literary device used within the speech, or another topic determined by the teacher.
				
				3. Teacher Created Assignment

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Texts	Anchor Text (Required)
	
	Epic Poem
	- *The Odyssey* by Homer (1130L)
	   - selectons from either the Fitzgerald [from *Collections*] or Fagles translation
	
	Supplemental Materials
	
	Short Stories
	- "Lamb to the Slaughter" by Roald Dahl (1100L)
	- "The Landlady" by Roald Dahl (1000L)
	- "The Leap" by Louise Erdrich (1350L) [from *Collections*]
	- "The Bet" by Anton Chekhov (1000L)
	
	Essays
	- from *The Cruelest Journey: 600 Miles to Timbuktu* by Kira Salak (1030L) [from *Collections*]
	- "The Real Reasons We Explore Space" by Michael Griffin (1170L) [from *Collections*]
	- "Joseph Campbell: The Hero's Journey" by Priscilla Hobbs
	
	Poetry/Epic Poems
	- "The Journey" by Mary Oliver [from *Collections*]
	- "Siren Song" by Margaret Atwood
	- *Beowulf* (1090L)
	
	Dramas
	- *Oedipus Rex* by Sophocles (1070L)
	
	Films
	- *The Odyssey* (1997 TV series/movie)
	- *Star Wars* (1977 original release)
	- *The Simpsons* ("Tales from the Public Domain")
	   - Has a satire of *The Odyssey*
		Anchor Text (Required)
		
		Novel
		- *To Kill a Mockingbird* by Harper Lee (790L)
		
		Supplemental Materials
		
		Speeches
		- "The Gettysburg Address" by Abraham Lincoln (1170L) [from *Collections*]
		- "I Have a Dream" by Dr. Martin Luther King, Jr. (1120L) [from *Collections*]
		
		Poetry
		- "Sympathy" by Paul Laurence Dunbar
		- "Caged Bird" by Maya Angelou
		- "The Vietnam Wall" by Alberto Rios [from *Collections*]
		
		Essays
		- "A Quilt of a Country" by Anna Quindlen (1260L) [from *Collections*]
		- excerpt from *Nobody Turn Me Around: A People's History of the 1963 March on Washington* by Charles Euchner (1030L) [from *Collections*]
		
		Short Stories
		- "When Mr. Pirzada Came to Dine" by Jhumpa Lahiri (1170L) [from *Collections*]
		
		Film/Videos
		- *To Kill a Mockingbird* (1963)
		- PBS American Experience *Scottsboro: An American Tragedy*
		- Emory University: Scottsboro Boys
			Anchor Text (Required)
			
			Novel
			- *Fahrenheit 451* by Ray Bradbury (890L)
			
			Supplemental Materials
			
			Short Stories
			- "The Pedestrian" by Ray Bradbury (1100L)
			- "There Will Come Soft Rains" by Ray Bradbury (910L)
			- "The Veldt" by Ray Bradbury (810L)
			- "Minority Report" by Philip K. Dick (1350L)
			- "The Allegory of the Cave" by Plato (1060L)
			
			Essays/Science Writing
			- "Is Survival Selfish?" by Lane Wallace (1140L) [from *Collections*]
			- excerpt from *Deep Survival* by Laurence Gonzales (960L) [from *Collections*]
			
			Speeches
			"Truth at All Costs" by Marie Colvin (1080L) [from *Collections*]
			
			Poetry
			- "At Dusk" by Natasha Trethewey
			- "Dover Beach" by Matthew Arnold
			- "The End and the Beginning" by Wislawa Szymborska [from *Collections*]
			- "The Survivor" by Marilyn Chin [from *Collections*]
			
			Novel
			- *A Tale of Two Cities* by Charles Dickens (1130L)
			
			Film
			- *Wall-E* (2008)
				Anchor Text (Required)
				
				Drama (Teacher's Choice)
				- *Twelfth Night* by William Shakespeare (1040L)
				- OR -
				- *A Midsummer Night's Dream* by William Shakespeare (1070L)
				- OR -
				- *The Taming of the Shrew* by William Shakespeare (1340L)
				
				Supplemental Materials
				
				Essays
				- from "Love's Vocabulary" by Diane Ackerman (1020L) [from *Collections*]
				- "Why Do We Still Care About Shakespeare?" by Cindy Tumiel (1300L)
				
				Poetry
				- "My Shakespeare" by Kate Tempest (Slam Poem - link is of the author performing the piece)
				- teacher-selected Shakespearean Sonnets
				
				Memoirs
				- *The Year of Less* by Cait Flanders
				- excerpt from *An Ordinary Man* by Paul Rusesabagina (980L) [from *Collections*]
				
				Film
				- *Twelfth Night* (2013 Royal Shakespeare Company Recorded Performance)
				- *A Midsummer Night's Dream* (1999 Film)
				- *Taming of the Shrew* (1967 Film)
				- *10 Things I Hate About You* (1999 Film)

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Increasing Text Complexity (Lexile Bands)	1000L - 1350L	790L - 1260L	810L-1350L	980L - 1340L
Essential Questions **Essential Understandings** **Performance Task Foci**	What is an archetype? What is a hero? How did the ancient Greeks establish the groundwork for heroism? **Essential Understandings:** - A person's choices and desires affect his/her life. - In the face of adversity, some individuals prevail while others fail. - It is important for people and cultures to construct narratives about their experiences. **Performance Task Foci** **1.** How can we use research to effectively prove a thesis? Why are citations and MLA formatting required in the research process? **2.** How do readers filter through difficult or challenging texts to construct meaning? **3.** How do we effectively incorporate MLA format in our research papers?	How is the modern hero different from the classical hero? What is the modern hero's quest? **Essential Understandings:** - The development of the hero from Ancient Greece to 20th/21st Century. - Some people are willing to risk their lives, reputations, and families for justice/the right cause. - People often forsake the law when it conflicts with their personal set of ethics or religious beliefs. **Performance Task Foci** **1.** What techniques do authors use to persuade their audience? **2.** What is the difference between fact and opinion? **3.** How do we use facts to create a strong persuasive argument? **4.** How do we compare and contrast historical figures and fictional characters?	What is an anti-hero? How is this hero unlike other heroes? Can one be flawed yet still qualify as a hero? **Essential Understandings:** - The purpose of the anti-hero and the everyman draws strong connections to our own humanity. - Apocalyptic/Post-Collapse/Dystopian literature often uses the anti-hero to explore ethics, social issues, expanding technology, etc. - Technology has already taken over our everyday lives and will continue to do so unless we make changes and regain our sense of self. **Performance Task Foci** **1.** What or who motivates the character? **2.** What does the character do, and how does it affect his/her setting? **3.** How does he/she deal with conflict? **4.** What are the consequences of his actions? Is he/she held accountable? **5.** What role does he/she play in society? **6.** Is the character flat, round, dynamic or static? **7.** How do his/her actions develop the plot? **8.** How would this character define justice? **9.** Does this character influence others to change their attitudes?	What is a comedic hero? Why is comedy essential for understanding our own humanity? **Essential Understandings:** - Social expectations affect the development of our identities. - Appearance influences our perception of people. - Shakespeare's stories are timeless: concerns of today are the same concerns of people centuries ago. **Performance Task Foci** **1.** How do readers filter through difficult or challenging texts to construct meaning? **2.** What techniques do writers use to support their central idea? **3.** How do we construct analysis of fictional texts?
Content Connections (SS, Science, Math, World Lang, Art, Music, Other)	**Social Studies:** Geography of Greek Islands; Greek Mythology; The Role of Women; War and Imperialism **Geography:** Charting Maps **Music:** "Across the Universe" by the Beatles **Art:** Various Paintings based on *The Odyssey* **Ethics/Philosophy:** Double Standards; Loyalty; Hospitality; Fate vs. Free Will; Maturity and Growth; Revenge	**Social Studies:** Civil War; Segregation; Jim Crow Laws; Great Depression; Civil Rights **Music:** "Strange Fruit" by Billie Holiday **Art:** Various Jim Crow era images via the Jim Crow Memorabilia Museum **Ethics/Philosophy**: Racism statistics, moral codes, stereotypes, etc.	**Social Studies:** New World Order; Digital Addiction; Superficial Relationships; Dystopia; Nazi/Communist Book Burnings **Science:** Science Fiction vs. Reality (technology) **Music:** "Let Down" by Radiohead, "Mind's Eye" by the Real DMT, and "Here" by Alessia Cara **Ethics/Philosophy:** Censorship, Knowledge vs. Ignorance, Fear as Control, Perspective vs. Truth	**Social Studies:** Elizabethan England; Shakespearean theater; The Globe; Evolution of Marriage **Music:** Role of music in Shakespearean theater **Art/Theater:** Viewing Shakespearean plays; Blocking/Staging; Stage/Set/Costume design **Ethics/Philosophy:** Historical Gender Roles; Love vs. Lust; Deception
Reading Standards Across Units	**CCSS.ELA-Literacy.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. **CCSS.ELA-Literacy.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.			

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Reading Standards Central to Unit	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.
	
	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 Landscape with the Fall of Icarus).
	    a. Analyze works by authors or artists who represent diverse world cultures.
	
	RL.9-10.11 Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.
	    a. Self-select text to respond and develop innovative perspectives.
	    b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.
		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.9-10.11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.
		a.Self-select text to respond and develop innovative perspectives.
		b.Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.
			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.
			
			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.9-10.9 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).
			
			RL.9-10.11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.
			    a. Self-select text to respond and develop innovative perspectives.
			    b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.
				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.
				
				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.
				
				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).

Writing Standards Across Units	CCSS.ELA-Literacy.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 CCSS.ELA-Literacy.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			

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Writing Standards Central to Unit	CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **CCSS.ELA-Literacy.W.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **CCSS.ELA-Literacy.W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **CCSS.ELA-Literacy.W.9-10.9.a** Apply *grades 9-10 Reading standards* to literature (e.g., "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]"). **CCSS.ELA-Literacy.W.9-10.9.b** Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., "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").	**CCSS.ELA-Literacy.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCSS.ELA-Literacy.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. **CCSS.ELA-Literacy.W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **CCSS.ELA-Literacy.W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **CCSS.ELA-Literacy.W.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	CSS.ELA-Literacy.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. **CCSS.ELA-Literacy.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. **CCSS.ELA-Literacy.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. **CCSS.ELA-Literacy.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. **CCSS.ELA-Literacy.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. **CCSS.ELA-Literacy.W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**CCSS.ELA-Literacy.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCSS.ELA-Literacy.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. **CCSS.ELA-Literacy.W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **CCSS.ELA-Literacy.W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **CCSS.ELA-Literacy.W.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Speaking/ Listening Standards Across Units	**CCSS.ELA-Literacy.SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CCSS.ELA-Literacy.SL.9-10.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.			

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Speaking and Listening Standards Central to Unit	**CCSS.ELA-Literacy.SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **CCSS.ELA-Literacy.SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**CCSS.ELA-Literacy.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	**CCSS.ELA-Literacy.SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	**CCSS.ELA-Literacy.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language Standards Across Units	**CCSS.ELA-Literacy.L.9-10.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCSS.ELA-Literacy.L.9-10.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CCSS.ELA-Literacy.L.9-10.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
Language Standards Central to Unit	**L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **L.9-10.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **L.9-10.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **L.9-10.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**L.9-10.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **L.9-10.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Grammar Standards Central to Unit	**Grammar Texts** - *Sadlier Oxford Grammar for Writing* (Level Blue) - *Steps to Good Grammar* (Second Edition) by Walch Publishing **Master:** Parts of Speech/Parts of a Sentence **Reinforce:** Types of Sentence Structure; Combining Sentences with Coordinating Conjunctions, Subordinate Clauses	**Grammar Texts** - *Sadlier Oxford Grammar for Writing* (Level Blue) - *Steps to Good Grammar* (Second Edition) by Walch Publishing **Master:** Types of Sentence Structure; Combining Sentences with Coordinating Conjunctions, Subordinate Clauses **Reinforce:** Vary Sentence Length/Beginnings, Independent/Subordinate Clauses, Using Phrases, Combining Sentences: Key Words and Phrases	**Grammar Texts** - *Sadlier Oxford Grammar for Writing* (Level Blue) - *Steps to Good Grammar* (Second Edition) by Walch Publishing **Master:** Vary Sentence Length/Beginnings, Independent/Subordinate Clauses, Using Phrases, Combining Sentences: Key Words and Phrases **Reinforce:** Types of Nouns, Possessive Nouns and Pronouns	**Grammar Texts** - *Sadlier Oxford Grammar for Writing* (Level Blue) - *Steps to Good Grammar* (Second Edition) by Walch Publishing **Master:** Types of Nouns, Possessive Nouns and Pronouns **Reinforce:** Compound/Collective Nouns, Using Pronouns, Subject/Object Pronouns (Who vs. Whom), Pronoun/Antecedent Agreement, Clear Pronoun Reference
Vocabulary Focus	Sadlier Vocabulary Workshop, Level D Units 1-4 Vocabulary embedded in anchor texts	Sadlier Vocabulary Workshop, Level D Units 5-8 Vocabulary embedded in anchor texts	Sadlier Vocabulary Workshop, Level D Units 9-12 Vocabulary embedded in anchor texts	Sadlier Vocabulary Workshop, Level D Units 13-15 Vocabulary embedded in anchor texts