

**Grade 9 Curriculum Map 2022–2023**  
*\*changes based on Superintendent’s Conference Day meeting, September 2021*

Unit Focus	<b>Heroes and Quests</b> <i>“A hero is someone who, in spite of weakness, doubt or not knowing the answers, goes ahead and overcomes anyway.”</i> - Christopher Reeve	<b>Evolving Perspectives</b> <i>"Stay afraid, but do it anyway. What's important is the action. You don't have to wait to be confident. Just do it and eventually the confidence will follow."</i> - Carrie Fisher	<b>The Struggle for Freedom</b> <i>“If there is no struggle, there is no progress.”</i> - Frederick Douglass	<b>The Bonds Between Us</b> <i>“The welfare of each of us is dependent fundamentally upon the welfare of all of us.”</i> - Theodore Roosevelt
<b>Essential Questions</b>  <b>Essential Understandings</b>	<b>Essential Question(s):</b> -How do my identities, culture, and/or society shape my journey in the world? -How do our personal experiences shape our view of others?  <b>Essential Understandings:</b> - 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 stories about their experiences.	<b>Essential Question:</b> -What are the implications of choosing ignorance and conformity as a means to avoid conflict?  <b>Essential Understandings:</b> - 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.	<b>Essential Question(s):</b> -What are different ways that we can be civically engaged to preserve justice? -Is it acceptable for people to forsake the law when it conflicts with their personal beliefs?  <b>Essential Understandings:</b> - Some people are willing to risk their lives, reputations, and families for their beliefs. - Individuals must be willing to be civically engaged to enact change.	<b>Essential Question(s):</b> -What does it mean to belong? -How can the success of an individual impact the success of the greater community?  <b>Essential Understandings:</b> -During times of extreme hardship, people/ communities find the ability to bond and develop a sense of empathy/sympathy. - A person’s sense of belonging impacts their contributions and involvement in society.
<b>Writing Performance Tasks</b>	<b>LITERARY ANALYSIS</b> Students will write a two-three paragraph literary analysis using required text(s) in which they explore the concept of identity, culture, and society.	<b>ARGUMENT</b> Students will write a two-three paragraph argumentative response in which they use the required text to explore the implications of choosing ignorance and conformity as a means to avoid conflict.  Students will also examine the essential understandings for the year in order to begin creating their own research questions and working thesis statements.  <b>INTRODUCTION TO RESEARCH</b>	<b>RESEARCH</b> Students will write the first draft of their research paper in which they reflect on the essential understandings of the unit (or one of the other units from the year) through their chosen lens.  After choosing a final research question, students will develop a list of credible sources to create a working annotated bibliography. Students will draft and finalize their research paper and works cited page.  <b>RESEARCH - CREDIBILITY/ANNOTATED BIBLIOGRAPHY/OUTLINE/ DRAFTING</b>  Students will also use the required text to write an argument essay in which they consider whether it is acceptable for people to forsake the law when it conflicts with their personal beliefs.	<b>NARRATIVE</b> Students will use the required text as a mentor text in writing a narrative that examines how the success of an individual impacts the success of the greater community <b>or</b> how a sense of belonging impacts the individual’s contributions to and involvement in society.
<b>Anchor Texts and Supplemental Materials</b>	<b><u>Anchor Texts (Required)</u></b> <b>Epic Poem/Poetry</b> - <i>The Odyssey</i> by Homer (1130L)	<b><u>Anchor Texts (Required)</u></b> <b>Novel</b> - <i>Fahrenheit 451</i> by Ray Bradbury (890L)	<b><u>Anchor Texts (Required)</u></b> <b>Graphic Novel</b> - <i>March: Book One</i> by John Lewis and Andrew Aydin	<b><u>Anchor Texts (Required)</u></b> <b>Essays</b> - excerpts from <i>Notes of a Native Son</i> by James Baldwin (700L)

**Grade 9 Curriculum Map 2022–2023**  
*\*changes based on Superintendent’s Conference Day meeting, September 2021*

	<p><b><u>Supplemental Materials</u></b></p> <p><b>Short Stories</b></p> <ul style="list-style-type: none"> <li>- “Everyday Use” by Alice Walker (730L) [from <i>CommonLit.org</i>]</li> </ul> <p><b>Essays</b></p> <ul style="list-style-type: none"> <li>- “The Real Reasons We Explore Space” by Michael Griffin (1170L) [from <i>Collections</i>]</li> <li>- from <i>The Cruellest Journey: 600 Miles to Timbuktu</i> by Kira Salak (1030L) [from <i>Collections</i>]</li> </ul> <p><b>Poetry/Epic Poems</b></p> <ul style="list-style-type: none"> <li>- “Siren Song” by Margaret Atwood</li> <li>- “The Journey” by Mary Oliver [from <i>Collections</i>]</li> </ul>	<p><b><u>Supplemental Materials</u></b></p> <p><b>Short Stories</b></p> <ul style="list-style-type: none"> <li>- “The Pedestrian” by Ray Bradbury (1100L)</li> <li>- “The Veldt” by Ray Bradbury</li> <li>- “Speech Sounds” by Octavia Butler</li> <li>- “Sultana’s Dream” by Rokeya Sakhawat Hossain</li> <li>- <a href="#">“The Cartographer Wasps and the Anarchist Bees” by E. Lily Yu</a></li> </ul> <p><b>Essays/Science Writing</b></p> <ul style="list-style-type: none"> <li>- “Is Survival Selfish?” by Lane Wallace (1140L) [from <i>Collections</i>]</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- “Dover Beach” by Matthew Arnold</li> </ul> <p><b>Speeches</b></p> <p>“Truth at All Costs” by Marie Colvin (1080L) [from <i>Collections</i>]</p> <p><b>Film</b></p> <ul style="list-style-type: none"> <li>- <i>Wall-E</i> (2008)</li> </ul>	<p><b><u>Supplemental Materials</u></b></p> <p><b>Novel</b></p> <ul style="list-style-type: none"> <li>- <i>To Kill a Mockingbird</i> by Harper Lee (790L)</li> <li>- <i>A Tale of Two Cities</i> by Charles Dickens (1130L)</li> </ul> <p><b>Short Stories</b></p> <ul style="list-style-type: none"> <li>- excerpt from “Cairo: My City, Our Revolution” by Ahdaf Soueif [from <i>Collections</i>]</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- “Sympathy” by Paul Laurence Dunbar</li> <li>- “Caged Bird” by Maya Angelou</li> <li>- “The Vietnam Wall” by Alberto Rios [from <i>Collections</i>]</li> </ul> <p><b>Speeches</b></p> <ul style="list-style-type: none"> <li>- “The Other America” by Dr. Martin Luther King, Jr.</li> <li>- <a href="#">“The Fight for Civil Rights and Freedom” by John Lewis and Bryan Stevenson</a> [TED Talk]</li> </ul> <p style="text-align: center;">-OR-</p> <ul style="list-style-type: none"> <li>- <a href="#">“Want a More Just World? Be An Unlikely Ally” by Nita Mosby Tyler</a> [TED Talk]</li> </ul> <p><b>Historical Writing</b></p> <ul style="list-style-type: none"> <li>- from <i>Nobody Turn Me Around: A People’s History of the 1963 March on Washington</i> by Charles Euchner (1030L) Regents/Honors [from <i>Collections</i>]</li> </ul> <p><b>Film/Videos</b></p> <ul style="list-style-type: none"> <li>- <i>To Kill a Mockingbird</i> (1963)</li> <li>- PBS American Experience <i>Scottsboro: An American Tragedy</i></li> <li>- <i>Selma</i> (2014)</li> <li>- <i>Prom Night in Mississippi</i> (2009)</li> </ul>	<p><b><u>Supplemental Materials</u></b></p> <p><b>Short Stories</b></p> <ul style="list-style-type: none"> <li>- “When Mr. Pirzada Came to Dine” by Jhumpa Lahiri (1170L) [from <i>Collections</i>]</li> <li>- “And of Clay Are We Created” by Isabel Allende (1220L) [from <i>Collections</i>]</li> <li>- “The Grasshopper and the Bell Cricket” by Yasunari Kawabata (1060L) [from <i>Collections</i>]</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- “The Stayer” by Virgil Suárez [from <i>Collections</i>]</li> <li>- “My Ceremony for Taking” by Lara Mann [from <i>Collections</i>]</li> <li>- “At Dusk” by Natasha Trethewey [from <i>Collections</i>]</li> </ul> <p><b>Dramas</b></p> <ul style="list-style-type: none"> <li>- <i>Twelfth Night</i> by William Shakespeare</li> <li>- <i>A Midsummer Night’s Dream</i> by William Shakespeare</li> <li>- <i>Taming of the Shrew</i> by William Shakespeare</li> </ul> <p><b>Films</b></p> <ul style="list-style-type: none"> <li>- <i>Twelfth Night</i> (2013 Royal Shakespeare Company Recorded Performance)</li> <li>- <i>A Midsummer Night’s Dream</i> (1999 Film)</li> <li>- <i>Taming of the Shrew</i> (1967 Film)</li> </ul> <p><b>Additional Narratives</b></p> <ul style="list-style-type: none"> <li>-”Is Everyone Hanging Out Without Me?” by Mindy Kaling</li> <li>-”Let is Snow” by David Sedaris</li> <li>-”Coming into Language” by Jimmy Santiago</li> <li>-”They’re, Like, Way Ahead of the Linguistic Currrrve” by Douglas Quenqua</li> </ul>
<b>Increasing Text Complexity (Lexile Bands)</b>	1000L - 1350L	810L-1350L	760L - 1260L	700L - 1340L
<b>Content Connections (SS, Science, Math, World Lang, Art, Music, Other)</b>	<p><b>Social Studies:</b> Cultural identity</p> <p><b>Geography:</b> Charting Maps</p> <p><b>Art:</b> <a href="#">Various Paintings based on <i>The Odyssey</i></a></p> <p><b>Ethics/Philosophy:</b> Double Standards; Loyalty; Hospitality; Fate vs. Free Will; Maturity &amp; Growth; Revenge</p>	<p><b>Social Studies:</b> New World Order; Digital Addiction; Superficial Relationships; Dystopia; Nazi/Communist Book Burnings</p> <p><b>Science:</b> Science Fiction vs. Reality (technology)</p> <p><b>Ethics/Philosophy:</b> Censorship, Knowledge vs. Ignorance, Fear as Control, Perspective vs. Truth</p>	<p><b>Social Studies:</b> Civil Rights Across the World</p> <p><b>Art:</b> <a href="#">Various Jim Crow era images via the Jim Crow Memorabilia Museum</a></p> <p><b>Ethics/Philosophy:</b> Racism statistics, moral codes, stereotypes, etc.</p>	<p><b>Social Studies:</b> 1950s American Society; 1971 Pakistan Civil War</p> <p><b>Geography:</b> Creation of Bangladesh</p> <p><b>Ethics/Philosophy:</b> Empathy; Sympathy; Sense of Community; Globalization</p>

**Grade 9 Curriculum Map 2022–2023**  
*\*changes based on Superintendent’s Conference Day meeting, September 2021*

<p><b>Reading Standards Across Units</b></p>	<p><b>CCSS.ELA-Literacy.RL.9-10.1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CCSS.ELA-Literacy.RL.9-10.2:</b> 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.</p> <p><b>RL.9-10.4</b> 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).</p> <p><b>CCSS.ELA-Literacy.RL.9-10.5.</b> 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.</p> <p><b>CCSS.ELA-Literacy.RL.9-10.6</b> 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.</p> <p><b>CCSS.ELA-Literacy. RL.9-10.11</b> 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.</p> <ol style="list-style-type: none"> <li>Self-select text to respond and develop innovative perspectives.</li> <li>Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</li> </ol>			
<p><b>Reading Standards Central to Unit</b></p>	<p><b>RL.9-10.7</b> 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).</p> <ol style="list-style-type: none"> <li>Analyze works by authors or artists who represent diverse world cultures.</li> </ol>	<p><b>RL.9-10.3</b> 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.</p> <p><b>RI.9-10.8</b> 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.</p> <p><b>RL.9-10.9</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from <i>Ovid</i> or the <i>Bible</i> or how a later author draws on a play by Shakespeare).</p>	<p><b>RL.9-10.11.</b> 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.</p> <ol style="list-style-type: none"> <li>Self-select text to respond and develop innovative perspectives.</li> <li>Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</li> </ol>	<p><b>RL.9-10.3</b> 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.</p> <p><b>RL.9-10.9</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from <i>Ovid</i> or the <i>Bible</i> or how a later author draws on a play by Shakespeare).</p>
<p><b>Writing Standards Across Units</b></p>	<p><b>CCSS.ELA-Literacy.W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <p><b>CCSS.ELA-Literacy.W.9-10.2</b> 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</p> <p><b>CCSS.ELA-Literacy.W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CCSS.ELA-Literacy.W.9-10.5</b> 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.</p>			

**Grade 9 Curriculum Map 2022–2023**  
*\*changes based on Superintendent’s Conference Day meeting, September 2021*

<p><b>Writing Standards Central to Unit</b></p>	<p><b>CCSS.ELA-Literacy.W.9-10.9</b>            Draw evidence from literary or informational texts to support analysis, reflection, and research.  <b>CCSS.ELA-Literacy.W.9-10.9.a</b>            Apply <i>grades 9-10 Reading standards</i> 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]").  <b>CCSS.ELA-Literacy.W.9-10.9.b</b>            Apply <i>grades 9-10 Reading standards</i> 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").</p>	<p><b>CCSS.ELA-LITERACY.W.9-10.1.A:</b> 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.</p> <p><b>CCSS.ELA-LITERACY.W.9-10.1.B:</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.</p> <p><b>CCSS.ELA-LITERACY.W.9-10.1.C:</b> 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.</p> <p><b>CCSS.ELA-Literacy.W.9-10.6</b>            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.</p>	<p><b>CCSS.ELA-Literacy.W.9-10.5</b>            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.  <b>CCSS.ELA-Literacy.W.9-10.6</b>            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.  <b>CCSS.ELA-Literacy.W.9-10.7</b>            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.  <b>CCSS.ELA-Literacy.W.9-10.8</b>            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.</p>	<p><b>CSS.ELA-Literacy.W.9-10.3</b>            Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  <b>CCSS.ELA-Literacy.W.9-10.3.a</b>            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.  <b>CCSS.ELA-Literacy.W.9-10.3.b</b>            Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  <b>CCSS.ELA-Literacy.W.9-10.3.c</b>            Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  <b>CCSS.ELA-Literacy.W.9-10.3.d</b>            Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  <b>CCSS.ELA-Literacy.W.9-10.6</b>            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.</p>
<p><b>Speaking/ Listening Standards Across Units</b></p>	<p><b>CCSS.ELA-Literacy.SL.9-10.1:</b> 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.</p> <p><b>CCSS.ELA-Literacy.SL.9-10.2:</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>			
<p><b>Speaking and Listening Standards Central to Unit</b></p>	<p><b>CCSS.ELA-Literacy.SL.9-10.3</b>            Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>CCSS.ELA-Literacy.SL.9-10.5</b>            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.</p>	<p><b>CCSS.ELA-Literacy.SL.9-10.3</b>            Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence</p>	<p><b>CCSS.ELA-Literacy.SL.9-10.4</b>            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.</p>	<p><b>CCSS.ELA-Literacy.SL.9-10.6</b>            Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

**Grade 9 Curriculum Map 2022–2023**  
*\*changes based on Superintendent’s Conference Day meeting, September 2021*

<b>Language Standards Across Units</b>	<p><b>CCSS.ELA-Literacy.L.9-10.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CCSS.ELA-Literacy.L.9-10.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>CCSS.ELA-Literacy.L.9-10.3:</b> 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.</p>			
<b>Language Standards Central to Unit</b>	<p><b>L.9-10.4.</b> 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.</p> <p><b>L.9-10.6.</b> 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.</p>	<p><b>L.9-10.4.</b> 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.</p> <p><b>L.9-10.6.</b> 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.</p>	<p><b>L.9-10.4.</b> 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.</p> <p><b>L.9-10.6.</b> 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.</p>	<p><b>L.9-10.4.</b> 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.</p> <p><b>L.9-10.6.</b> 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.</p>
<b>Grammar Standards Central to Unit</b>	<p><b>Grammar Texts</b></p> <ul style="list-style-type: none"> <li>- <i>Sadlier Oxford Grammar for Writing</i> (Level Blue)</li> <li>- <i>Steps to Good Grammar</i> (Second Edition) by Walch Publishing</li> </ul> <p><b>Master:</b> Parts of Speech/Parts of a Sentence</p> <p><b>Reinforce:</b> Types of Sentence Structure; Combining Sentences with Coordinating Conjunctions, Subordinate Clauses</p>	<p><b>Grammar Texts</b></p> <ul style="list-style-type: none"> <li>- <i>Sadlier Oxford Grammar for Writing</i> (Level Blue)</li> <li>- <i>Steps to Good Grammar</i> (Second Edition) by Walch Publishing</li> </ul> <p><b>Master:</b> Types of Sentence Structure; Combining Sentences with Coordinating Conjunctions, Subordinate Clauses</p> <p><b>Reinforce:</b> Vary Sentence Length/Beginnings, Independent/Subordinate Clauses, Using Phrases, Combining Sentences: Key Words and Phrases</p>	<p><b>Grammar Texts</b></p> <ul style="list-style-type: none"> <li>- <i>Sadlier Oxford Grammar for Writing</i> (Level Blue)</li> <li>- <i>Steps to Good Grammar</i> (Second Edition) by Walch Publishing</li> </ul> <p><b>Master:</b> Vary Sentence Length/Beginnings, Independent/Subordinate Clauses, Using Phrases, Combining Sentences: Key Words and Phrases</p> <p><b>Reinforce:</b> Types of Nouns, Possessive Nouns and Pronouns</p>	<p><b>Grammar Texts</b></p> <ul style="list-style-type: none"> <li>- <i>Sadlier Oxford Grammar for Writing</i> (Level Blue)</li> <li>- <i>Steps to Good Grammar</i> (Second Edition) by Walch Publishing</li> </ul> <p><b>Master:</b> Types of Nouns, Possessive Nouns and Pronouns</p> <p><b>Reinforce:</b> Compound/Collective Nouns, Using Pronouns, Subject/Object Pronouns (Who vs. Whom), Pronoun/Antecedent Agreement, Clear Pronoun Reference</p>
<b>Vocabulary Focus</b>	<p>Sadlier Vocabulary Workshop, Level D Units 1-4</p> <p>Vocabulary embedded in anchor texts</p>	<p>Sadlier Vocabulary Workshop, Level D Units 5-8</p> <p>Vocabulary embedded in anchor texts</p>	<p>Sadlier Vocabulary Workshop, Level D Units 9-12</p> <p>Vocabulary embedded in anchor texts</p>	<p>Sadlier Vocabulary Workshop, Level D Units 13-15</p> <p>Vocabulary embedded in anchor texts</p>