



## Grade 9 Module 2 ELA Curriculum Framework

Grade 9 Module 2		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
<p><b>Mid Unit Assessment 2.1:</b> Students will respond individually in writing 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><b>Mid Unit Assessment 2.3:</b> Students will independently draft a multi-paragraph analysis of how Mosley’s develops the central idea that humans are fascinated with true and fictional crime stories.</p> <p>Also additional supplemental formative activities as deemed appropriate by individual instructors.</p>		<p><b>Performance Assessment:</b> In a multi paragraph response, students will 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.</p> <p><b>End-of-Unit Assessment 2.1:</b> Students will individually write a multi-paragraph essay addressing the following prompt: Identify a central idea shared by both texts, “I felt a Funeral, in my Brain,” and “The Tell-Tale Heart,” and make an original claim about how Dickinson and Poe develop and refine this idea.</p> <p><b>Benchmark #2 (Mid Unit Assessment 2.2):</b> Students will write an essay examining the relationship between Oedipus, mythology, and free will.</p> <p><b>End-of-Unit Assessment 2.2:</b> Students will write a response to the following prompt: “How does Sophocles develop the conflict between Oedipus’s guilt and his innocence?”</p> <p><b>End-of-Unit Assessment 2.3:</b> Students will analyze “True Crime,” “How Bernard Madoff Did It,” and The Wizard of Lies. Using a fishbowl method for discussion, students will engage in a critical dialogue about the texts and critique their peers’ discussion.</p> <p>Also additional supplemental summative tasks and activities as deemed appropriate by individual instructors.</p>
District/School Texts		District/School Supplementary Resources
<ul style="list-style-type: none"> <li>Poe, Edgar Allan. (1843). “The Tell-Tale Heart.”</li> <li>Dickinson, Emily. “I felt a Funeral, in my Brain.” <a href="http://www.poetryfoundation.org/poem/174975">http://www.poetryfoundation.org/poem/174975</a></li> <li>Sophocles, Oedipus the King, trans. Ian Johnston [Vancouver Island University] accessed November 15, 2013, <a href="https://records.viu.ca/~johnstoi/sophocles/oedipustheking.htm">https://records.viu.ca/~johnstoi/sophocles/oedipustheking.htm</a>. Reproduced with permission.</li> <li>Mosley, Walter. “True Crime.” July 31, 2009. Newsweek. <a href="http://mag.newsweek.com/2009/07/31/true-crime.html">http://mag.newsweek.com/2009/07/31/true-crime.html</a>.</li> <li>Ahamed, Liaquat. “How Bernard Madoff Did It.” May 13, 2011. The New York Times. <a href="http://www.nytimes.com/2011/05/15/books/review/book-review-the-wizard-of-lies-bernie-madoff-and-the-death-of-trust-by-diana-b-henriques.html?_r=1&amp;pagewanted=all&amp;">http://www.nytimes.com/2011/05/15/books/review/book-review-the-wizard-of-lies-bernie-madoff-and-the-death-of-trust-by-diana-b-henriques.html?_r=1&amp;pagewanted=all&amp;</a>.</li> <li>Henriques, Diana. The Wizard of Lies Epilogue. (2011). Times Books, an imprint of Henry Holt and Company. (pp. 345–348).</li> <li>“\$50bn Ponzi Scheme - How Madoff Did It.” November 3, 2012. <a href="http://youtu.be/52nYNE9DYYQ">http://youtu.be/52nYNE9DYYQ</a>.</li> </ul>		Per curriculum guide / teacher discretion
District/School Writing Tasks		
<b>Primary Focus</b> Informative / explanatory	<b>Secondary Focus</b> Integration of multiple source texts Examining author’s claim	<b>Routine Writing</b> Regular quick writes, pre-writing activities, and other items included in curricular documents



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21 <sup>st</sup> Century Themes / Skills		Interdisciplinary Connections
CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason.		Social Studies / Economics