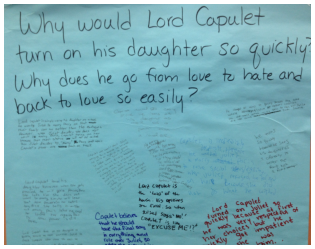
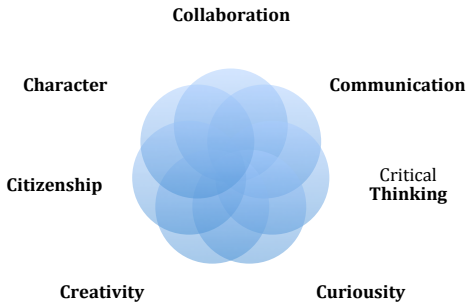
Content Area	Grade Nine
Language and Literature: ***Transformations Through Words and Images*** 	***R14 The Seven Cs of Learning*** 

Unit Titles	Length of Unit/Contact Hours
• *Craft in Informational Text*	8-10 weeks (Quarter 1)
• *Craft in Literature*	8-10 weeks (Quarter 2)
• *A Call for Change*	8-10 weeks (Quarter 3)
• *Creating Change*	8-10 weeks (Quarter 4)

Strands	Ninth Grade Level Expectations
Reading	• Readers cite strong and thorough textual evidence to support a deep analysis of thinking within and beyond a text. • Readers can analyze and critique the universality of a theme in literature. • Readers can identify and analyze increasingly complex literary and rhetorical elements in traditional and contemporary works of literature. • Readers read and comprehend texts in the grades 9-10 text complexity range with scaffolding as needed at the high end of the range.
Writing	• Writers can analyze, apply, and evaluate increasingly complex literary and rhetorical elements in traditional and contemporary works of literature. • Writers can apply knowledge of grammar, usage, mechanics, clarity, and organization through ongoing revisions. • Writers can identify and write for a variety of audiences and purposes. • Writers select appropriate and relevant evidence to support a thesis or claim. • Writers synthesize information from a variety of texts.
Speaking and Listening	• Speakers use collaborative conversations to build on/dispute the ideas of others. • Speakers know oral presentations require effective preparation strategies. • Speakers adapt speech to a variety of contexts and tasks.
Language and Research	• Students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Students can show a development of individual writer or speaker's style/voice. • Researchers can present claims and findings in a coherent manner addressing claims and counterclaims.

Unit Title	Craft in Informational Text	**Length of Unit**	Quarter 1

Inquiry Questions **(Engaging Debatable):**	• How can the support of a thesis statement change a mind? • How does an author's craft impact his or her message? • How can words and images inspire change? • How can a theme be universal and timeless?
Unit Strands & Standards	Theme Development, Author's Craft, Argument and Counterargument, Words, Images and Change? Analyze and Craft Speeches Reading: RI.9-10.2, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8 Writing: W.9-10.1 Speaking and Listening: SL.9-10.1, SL.9-10.4 Language: L9-10.1, L9-10.2, L9-10.4C
Concepts	Reading: Annotation Improves Understanding, Rhetorical Strategies, Close/Active Reading, Writing: Organized Writing, Using Evidence to Support Claims, Arguments vs. Counterarguments Speaking and Listening: Understanding Audience, Arguments vs. Counterarguments, Transitions (Language) Language: Command of conventions: Usage, Punctuation,
Key Vocabulary	Task Specific Vocabulary: Thesis statements, Topic Sentences, Conclusion, Analysis, Synthesis, Argument/Counterargument, Evidence, Evaluate, Logic, Faulty Logic, Credibility, Audience Text Specific Vocabulary: Rhetoric, Rhetorical Strategies, Diction, Syntax (Parallel Structure), Sentence Varieties (Length and Types) Tone, Rhetorical Triangle (Logos, Pathos, Ethos), Teacher/Student Selected Rhetorical Strategies and Figurative Language (e.g. allusion, repetition, anaphora, epistrophe, alliteration, assonance, consonance, paradox)

Unit Title	Craft in Informational Text	**Length of Unit**	Quarter 1

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• rhetorical strategies such as tone, figurative language, and diction. • strategies for effective oral and written communication. • strategies for critical reading of images, articles, memoirs, and speeches. • that theme is multifaceted and emerges over time.	• effectively communicate an argument using appropriate and relevant evidence. • apply rhetorical strategies in order to analyze and create speeches. • actively and critically read a variety of texts (images, articles, memoirs, speeches). • implement technology effectively in order to collaborate with other students, facilitate discussion, produce and publish writing, research information, and present information to various audiences. • use a sophisticated range of transitions. • edit and revise for correct usage (pronouns, modifier placement, punctuation, run on sentences and fragments). • use technology to plan, draft and publish writing.

Assessments:	Writing Piece: Speech Analysis Performance Task: Students collaborate to write a speech in which rhetorical strategies and research are used to support an argument related to their reading.
Teacher Resources:	❖ *Unit Implementation Guide* ❖ Student and Teacher Selected Articles, Speeches, Images Based on Current Events ❖ Student Selected Memoirs Including But Not Limited To: *Tuesdays with Morrie* by Mitch Albom, *Rocket Boys* by Homer Hickam, *My Story* by Rosa Parks, The Second Inaugural Address by Abraham Lincoln

Unit Title	Craft in Literature	**Length of Unit**	Quarter 2

Inquiry Questions **(Engaging- Debatable):**	• How do literary devices enhance the meaning of a text? • How does author's craft impact an author's message? • How can words and images inspire change? • How can a theme be universal and timeless?
Unit Strands and Standards	Theme development, Author's craft, Argument and Counterargument, Narratives, Literary Devices and Meaning, Use Technology to Collaborate and Communicate Reading: RL.9-10.2, RL.9-10.3, RL.9-10.5, RI.9-10.6, RI.9-10.8, Writing: W.9-10.1, W.9-10.2, W.9-10.3, Speaking and Listening: SL.9-10.1 Language: L9-10.1, L9-10.2, L9-10.3, L9-10.4, L9-10.5A
Concepts	Reading: Annotation for understanding, Literary Devices, Close/Active Reading, Theme Development, Character Development Writing: Organized Writing, Using Evidence to Support Claims, Theme Development, Character Development, Speaking and Listening: Understanding Audience, Language: Vocabulary Acquisition and Use, Command of Conventions,
Key Vocabulary	Task Specific Vocabulary: Thesis statements for literary analysis, Analysis, Synthesis, Evidence, Evaluate, Audience, Claim/Counterclaim Text Specific Vocabulary: Theme, Irony (Types of Irony), Diction, Syntax (Parallel Structure), Sentence Varieties (Length and Types), Tone, Figurative Language, Characterization, Foil, Visual Text

Unit Title	Craft in Literature	**Length of Unit**	Quarter 2

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• literary devices such as theme, allusion, irony, diction, symbolism, etc. • authors strategically develop characters and themes to convey messages. • strategies for critical reading of images, poems, short stories, plays, and novels. • that theme is multifaceted and emerges over time.	• analyze how complex characters and character relationships develop and change in a text and how this advances the plot or theme of the work. • effectively communicate an argument using appropriate and relevant evidence. • apply literary devices in order to analyze and create fiction. • actively and critically read a variety of texts (images, short stories, poetry, novels). • implement technology effectively in order to collaborate with other students, facilitate discussion, produce and publish writing, research information, and present information to various audiences. • recognize and use advanced vocabulary "word attack" skills (prefixes, roots, context). • revise and edit for subject verb agreement and verb tenses.

Assessments:	Writing Piece #1: Argumentative Essay for *Romeo and Juliet* or *Othello (Rubric)* Writing Piece #2: Narrative Piece (Rubric)
Teacher Resources:	❖ *Unit Implementation Guide* ❖ Mentor Text: *Romeo and Juliet* or *Othello* by William Shakespeare ❖ Student and Teacher selected short stories, poems, and artwork based on student interest and need ❖ Student Selected Fiction Including But Not Limited To: *I am David* by Ann Holm, *Invisible Man* by Ralph Ellison, *Picture Bride* by Yoshiko Ushida, *The Chosen* by Chaim Potok, *Chasing Lincoln's Killer* by James L. Swanson, *Paper Covers Rock* by Jenny Hubbard, *To The Lighthouse* by Virginia Woolf

Unit Title	Call for Change	**Length of Unit**	Quarter 3

Inquiry Questions **(Engaging- Debatable):**	• How can the support of a thesis statement change a mind? • How does an author's craft impact his or her message and inspire change? • How can multiple texts about different topics share a similar message about mankind? • Which state is more desirable: innocence or experience? • How does adversity help us develop as human beings? • How can others' experiences help us better understand our world? • How can you use what happened in your past to understand your present?
Unit Strands & Standards	Theme development, Author's craft, Argument and Counterargument, Analyzing Voice, Characterization and Setting on Author's Message, Strategies for Critical Reading, Citations in Writing Reading: RL.9-10.2, RL.9-10.3, RL.9-10.5, RL.9-10.6, RI.9-10.6, RI.9-10.8, Writing: W.9-10.1, W.9-10.2, W.9-10.7, W.9-10.8, W.9-10.9, Speaking and Listening: SL.9-10.1, SL.9-10.2, SL.9-10.4 Language: L9-10.1, L9-10.2, L9-10.4C, L9-10.5A
Concepts	Reading: Annotation for Understanding of Different Types of Texts, Rhetorical Strategies, Close/Active Reading, Writing: Organized Writing, Using Evidence to Support Claims, Theme Development, Character Development, Innocence vs. Experience Speaking and Listening: Listening for claims, Presenting counterarguments, Reviewing evidence Language: Persuasive Wording, Parallel Structures,
Key Vocabulary	Task Specific Vocabulary: Thesis statements, Analysis, Synthesis, Argument/Counterargument, Evidence, Evaluate, Development, Faulty Arguments, Development, Comparison, Critique, Review Text Specific Vocabulary: Theme, Diction, Syntax (Parallel Structure), Sentence Varieties (Length and Types) Tone, Allusion, Irony, Figurative Language, Conflict, Characterization, Connotation vs. Denotation

Unit Title	Call for Change	**Length of Unit**	Quarter 3

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• rhetorical strategies and literary devices such as theme, allusion, irony, diction, symbolism, etc. • authors strategically develop characters and themes to convey messages. • strategies for critical reading of images, poems, short stories, plays, and novels. • that theme is multifaceted and emerges over time.	• analyze how a text provides insight and commentary on settings and places. • analyze how subtle themes are revealed. • explain how a narrator's voice and persona affect characterization, plot, and tone. • evaluate how effectively ideas are organized. • analyze main ideas and supporting details in a text to draw larger conclusions about the text meaning and/or significance. • synthesize information from a variety of texts in order to draw conclusions about a text or event. • implement technology effectively in order to collaborate with other students, facilitate discussion, produce and publish writing, research information, and present information to various audiences. • write and edit so it conforms to guidelines in a style manual.

Assessments:	Writing Piece: Literary Analysis Essay for *Night* (Rubric) Performance Task: Research Based Commemoration Project (Rubric)
Teacher Resources:	❖ *Unit Implementation Guide* ❖ Mentor Text: *Night* by Elie Wiesel, Elie's Wiesel's Nobel Peace Prize Acceptance Speech, J.K. Rowling's "Fringe Benefits of Failure and the Importance of Imagination" ❖ Students may select a text from the units 1 or 2 novel book list for workshop ❖ Student and Teacher selected short stories, poems, artwork, images, speeches, and articles based on student interest and need

Unit Title	Creating Change	**Length of Unit**	Quarter 4

Inquiry Questions **(Engaging- Debatable):**	• How can the support of a thesis statement change a mind while being universal and timeless? • How does an author's craft impact his or her message? • How can words and images inspire change? • How can multiple texts about different topics share a similar message about mankind? • Which state is more desirable: innocence or experience? • How does adversity help us develop as human beings? • How can others' experiences help us better understand our world? • How can you use what happened in your past to understand your present?
Unit Strands & Standards	Thesis Development, Author's Craft and Message, Argument and Counterargument, Understanding the Past, Understanding Perspective and Message Reading: RL.9-10.2, RL.9-10.3, RL.9-10.5, RL.9-10.6, RI.9-10.6, RI.9-10.8, Writing: W.9-10.1, W.9-10.2, W.9-10.7, W.9-10.8, W.9-10.9, SL.9-10.1, Speaking and Listening: SL.9-10.2, SL.9-10.4 Language: L9-10.1, L9-10.2, L9-10.4, L9-10.4B, L9-10.5
Concepts	Reading: Annotation for Specific Tasks and Analysis Needs, Rhetorical Strategies, Close/Active Reading, Organized, Understanding Perspective Writing: Writing, Using Evidence to Support Claims, Theme Development, Character Development, Sequencing Speaking and Listening: Understand Audience, Understand Context and Message, Analyze nuanced words Language: Interpret figures of speech, Interpretation of Words, Phases and Pieces
Key Vocabulary	Task Specific Vocabulary: Thesis statements for Purpose and Analysis, Analysis, Synthesis, Argument/Counterargument, Evidence, Evaluate, Development, Audience Text Specific Vocabulary: Theme, Diction, Syntax (Parallel Structure), Sentence Varieties (Length and Types) Tone, Allusion, Irony, Figurative Language, Conflict, Characterization, Connotation vs. Denotation

Unit Title	Creating Change	**Length of Unit**	Quarter 4

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• rhetorical strategies and literary devices such as theme, allusion, irony, diction, symbolism, etc. • authors strategically develop characters and themes to convey messages. • strategies for critical reading of images, poems, short stories, plays, and novels. • that theme is multifaceted and emerges over time. • Settings can have enormous effects on stories, impacting character development, events, and so on.	• analyze how a text provides insight and commentary on settings and places • analyze how subtle themes are revealed • explain how a narrator's voice and persona affect characterization, plot, and tone • evaluate how effectively ideas are organized • analyze significant ideas and supporting in a text to draw larger conclusions about the text meaning and/or significance • synthesize information from a variety of texts in order to draw conclusions about a text or event • implement technology effectively in order to collaborate with other students, facilitate discussion, produce and publish writing, research information, and present information to various audiences • write and edit so it conforms to guidelines in a style manual.

Assessments:	Writing Piece: Literary Analysis Essay Performance Task: Research and Presentation (Panel Presentations) based on inspiration from student selected novel or non-fiction text(s).
Teacher Resources:	❖ *Unit Implementation Guide* ❖ Students can choose any text from the non-fiction and fiction lists from Units One and Two as their final text for the year.