



North Polk Community Schools Pacing & Course Description Guide



Grade Level: 9th

Content: ELA

Year: 2021/2022

Course Description/Rationale

This course is required for all 9th graders. Students study and practice interpreting literature, enlarge their vocabulary, and begin to express themselves clearly and correctly in the written essays. Through the reading of literature, students interpret, critique, and analyze the development of main ideas in texts. The major texts studied are *Of Mice and Men* and four student choice novels, along with smaller works of literature as in poems and short stories. (2 HS credits)

Name of Unit	Time Frame	Essential Learning Target	Standard(s)
Short Stories	7-8 Weeks	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.(RL.9-10.1.) (DOK 1,2,3) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 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.(RL.9-10.2.) (DOK 2,3) Draw evidence from literary or informational texts to support analysis, reflection, and research. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.9-10.9) (DOK 2,3,4)	Students can read and comprehend complex materials in a variety of forms (3) Through the writing process, students will clearly and confidently articulate complex ideas for a variety of purposes through different modes and styles of written expression using correct grammar, punctuation and sentence structure (5)
Irony	5 Weeks	RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Students will present/articulate an argument

		RL.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. RL.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. W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	with evidence and reasoning. (2) Students can read and comprehend complex materials in a variety of forms. (3) Through the writing process, students will clearly and confidently articulate complex ideas for a variety of purposes through different modes and styles of written expression using correct grammar, punctuation and sentence structure. (5)
<i>Of Mice and Men</i>	5.5 Weeks	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.(RL.9-10.1.) (DOK 1,2,3) (Essential Standard Eng 9, Eng 10) 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.(RL.9-10.2.) (DOK 2,3) (Essential Standard Eng 9, Eng 10) 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.9-10.3.) (DOK 2,3) 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	Students can read and comprehend complex materials in a variety of forms (3)

		evokes a sense of time and place; how it sets a formal or informal tone).(RL.9-10.4.) (DOK 1,2,3) (Essential English 9) 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. (SL.9-10.1) (DOK 1,2,3) (Essential Eng 9, Eng 10) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.9-10.1) (DOK 1,2) (Essential English 9)	
Poetry	4 Weeks	RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.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. RL.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). W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Students will present/articulate an argument with evidence and reasoning. (2) Students can read and comprehend complex materials in a variety of forms. (3) Through the writing process, students will clearly and confidently articulate complex ideas for a variety of purposes through different modes and styles of written expression using correct grammar, punctuation and sentence structure. (5)

Symbolism	6 Weeks	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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. Draw evidence from literary or informational texts to support analysis, reflection, and research. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	Students will present/articulate an argument with evidence and reasoning (2). Students can read and comprehend complex materials in a variety of forms (3). Through the writing process, students will clearly and confidently articulate complex ideas for a variety of purposes through different modes and styles of written expression using correct grammar, punctuation and sentence structure (5).
Synthesis	5 Weeks	RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.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.	Students will thoughtfully and critically consume information in order to be knowledgeable citizens. (1) Students will present/articulate an argument with evidence and reasoning. (2)

		W.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.	Students can read and comprehend complex materials in a variety of forms. (3) Through the writing process, students will clearly and confidently articulate complex ideas for a variety of purposes through different modes and styles of written expression using correct grammar, punctuation and sentence structure. (5)
Speaking and Listening	4 weeks	Adapt speech to a variety of contexts and tasks, such as conducting interviews, participating in public performances, or debating an issue from either side, demonstrating command of formal English when indicated or appropriate.	Students can verbally share their thinking through meaningful discussion and effective collaboration (4)