

Crawfordsville High School | Curriculum & Pacing Guide

Department: English Language Arts			
Course: English 9 EF	Grade: 9	Quarter: 1 of 4	Last Updated: 5/18/23

Unit 1:	9-10 Standards (Essential <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
Divided We Fall (about 6 weeks)	<p><i>9-10.RC.1 (analyze text through evidence)</i> <i>9-10.RC.2 (development of two or more themes)</i> 9-10.RC.3 (effect of structure) 9-10.RC.9 (context clues) <i>9-10.W.1 (write arguments)</i> <i>9-10.W.3 (write narrative compositions)</i> <i>9-10.W.6 (grammar and usage)</i> <i>9-10.W.7 (writing conventions)</i> <i>9-10.CC.1 (collaborative discussions)</i></p>	<ul style="list-style-type: none"> ● Read “Marigolds” by Eugenia Collier ● Annotate text for analysis ● Explain meanings of words in context ● Analyze complex characters ● Write short fictional continuation of characters ● Read <i>Of Mice and Men</i> ● Demonstrate reading comprehension through bell ringers ● Identify historical context of story ● Analyze how dialogue develops characterization ● Analyze how character relationships develop the narrative ● Read “To a Mouse” by Robert Burns ● Compare development of ideas in poem to development in narrative ● Analyze how different characters develop the plot and themes ● Analyze causes and effects of conflicts ● Compare and contrast movie adaptation to novel ● Make predictions based on textual evidence ● Practice sentence fluency ● Identify elements of grammar in text 	<ul style="list-style-type: none"> ● Use textual evidence to support claims in short constructed response ● Analyze how historical context develops themes and characters in <i>Of Mice and Men</i> ● Write extended fictional narrative composition ● Practice the writing process of planning, drafting, revising a narrative

Unit 2:	9-10 Standards (Essential <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
Our Differences (about 2-3 weeks)	<p>9-10.RC.1 (analyze text through evidence) 9-10.RC.2 (development of two or more themes) 9-10.RC.3 (effect of structure) 9-10.RC.4 (development of two or more central ideas) 9-10.RC.9 (context clues) 9-10.W.1 (write arguments) 9-10.W.3 (write narrative compositions) 9-10.W.4 (writing process) 9-10.W.6 (grammar and usage) 9-10.W.7 (writing conventions) 9-10.CC.1 (collaborative discussions)</p>	<ul style="list-style-type: none"> ● Read “I Have a Dream” by Martin Luther King ● Identify claims in speech ● Analyze development of main ideas in speech ● Listen to “If I Can Dream” by Elvis ● Compare how similar themes are developed in speech and song ● Read <i>Braving the Wilderness</i> by Brene Brown (excerpt) ● Annotate text for analysis ● Read “When the Frost is on the Punkin” by James Whitcomb Riley ● Review and identify poetic devices ● Read “The Necklace” by Guy de Maupassant ● Analyze character’s motivations ● Analyze how themes are developed in short story ● Read <i>Angela’s Ashes</i> (excerpt) ● Analyze diction for words with different connotations ● Demonstrate reading comprehension through multiple choice questions (Reading Quizzes & Your Turns on StudySync) 	<ul style="list-style-type: none"> ● Compare how similar themes are developed in speech and song ● Write a personal essay based on <i>Braving the Wilderness</i> excerpt ● Use textual evidence to support claims in short constructed response ● Explain how characters are developed through diction and selection of detail in <i>Angela’s Ashes</i> in short constructed response

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Unit 3:	9-10 Standards (Essential <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
Call to Adventure (about 5 weeks)	<p>9-10.RC.1 (analyze text through evidence)</p> <p>9-10.RC.2 (development of two or more themes)</p> <p>9-10.RC.3 (effect of structure)</p> <p>9-10.RC.4 (development of two or more central ideas)</p> <p>9-10.RC.6 (author’s rhetoric)</p> <p>9-10.RC.7 (delineate and evaluate argument)</p> <p>9-10.RC.9 (context clues)</p> <p>9-10.RC.12 (analyze diction in literature)</p> <p>9-10.W.1 (write arguments)</p> <p>9-10.W.6 (grammar and usage)</p> <p>9-10.W.7 (writing conventions)</p> <p>9-10.CC.1 (collaborative discussions)</p> <p>9-10.CC.6 (evaluate speaker’s argument)</p>	<ul style="list-style-type: none"> ● Read “Stopping by the Woods on a Snowy Evening” by Robert Frost ● Annotate text for analysis ● Read “The Journey” by Mary Oliver ● Use context clues to determine usage of words in poem ● Read “Leon Bridges on Overcoming Childhood Isolation and Finding His Voice: ‘You Can’t Teach Soul’” by Jeff Weiss ● Identify main ideas in article ● Read from <i>Highest Duty: My Search for What Really Matters</i> by Chesley “Sully” Sullenberger ● Summarize events in an autobiographical narrative ● Identify author’s thesis and its development ● Read from “Bessie Coleman: Woman Who ‘Dared to Dream’ Made Aviation History” from US Air Force website ● Read “Volar” by Judith Ortiz Cofer ● Support inferences about characters based on details from the text ● Analyze how themes are developed in short story ● Read “Apollo 13: Mission Highlights” from The Apollo 13 Flight Journal ● Evaluate a speaker’s perspective, reasoning, and use of evidence in sample discussion ● Read from <i>Wild: From Lost To Found</i> 	<ul style="list-style-type: none"> ● Analyze how internal conflict develops the theme in “Stopping by the Woods on a Snowy Evening” ● Use textual evidence to support claims in short constructed response ● Choose a project option to extend the themes of the poem “The Journey” ● Analyze how Jeff Weiss article develops theme in short constructed response ● Analyze how biographical profile develops its ideas in short constructed response ● Compare and contrast how ideas are developed similarly or differently in <i>The Art of Choosing</i> excerpt and “Restless Genes”

Unit 3:	9-10 Standards (Essential <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
		<p data-bbox="804 212 1257 272"><i>On the Pacific Crest Trail</i> by Cheryl Strayed</p> <ul data-bbox="768 280 1251 475" style="list-style-type: none"> <li data-bbox="768 280 1251 341">● Analyze author's point of view and purpose in nonfiction text <li data-bbox="768 349 1251 409">● Read from <i>The Art of Choosing</i> by Sheena Iyengar <li data-bbox="768 417 1251 475">● Read "Restless Genes" by David Dobbs 	

Unit 4:	9-10 Standards (Essential <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
Analyzing Journeys (about 3 weeks)	<p>9-10.RC.1 (analyze text through evidence) 9-10.RC.2 (development of two or more themes) 9-10.RC.4 (development of two or more central ideas) 9-10.W.2 (write informative compositions) 9-10.W.4 (writing process) 9-10.W.6 (grammar and usage) 9-10.W.7 (writing conventions) 9-10.CC.1 (collaborative discussions)</p>	<ul style="list-style-type: none"> ● Practice brainstorming strategies for planning an essay ● Free write over chosen topic ● Identify elements of an effective introduction for an essay ● Incorporate effective transitions into a paragraph ● Create an outline for synthesis essay 	<ul style="list-style-type: none"> ● Compose practice paragraphs to demonstrate understanding of essay structure ● Write synthesis essay analyzing how themes are developed across 3 texts from unit 3 that... <ul style="list-style-type: none"> ● Introduces a topic; organize complex ideas, concepts, and information to make important connections and distinctions ● Develops the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● Uses appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ● Chooses language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ● Establishes and maintain a style appropriate to the purpose and audience. ● Provides a concluding statement or section that follows from and supports the information or explanation presented

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Unit 5:	9-10 Standards (Essential <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
Declaring Your Genius (about 6 weeks)	<p>9-10.RC.1 (analyze text through evidence)</p> <p>9-10.RC.2 (development of two or more themes)</p> <p>9-10.RC.3 (effect of structure)</p> <p>9-10.RC.9 (context clues)</p> <p>9-10.W.1 (write arguments)</p> <p>9-10.W.6 (grammar and usage)</p> <p>9-10.W.7 (writing conventions)</p> <p>9-10.CC.1 (collaborative discussions)</p>	<ul style="list-style-type: none"> ● Read from <i>The Odyssey</i> by Homer ● Analyze complex characters ● Explain meanings of words in context ● Demonstrate reading comprehension through bell ringers ● Identify cultural context of story ● Analyze how dialogue develops characterization ● Listen to "Calypso" by Susanne Vega ● Analyze how myth is used in modern song ● Create and add to timeline while reading through text ● Analyze how character relationships develop the narrative ● Predict resolution of character conflicts ● Compare and contrast movie adaptation to epic poem 	<ul style="list-style-type: none"> ● Use textual evidence to support claims in short constructed response ● Analyze and argue theme of faithfulness in text via Canvas Discussion ● Create a graphic novel of the epic poem

Unit 6:	9-10 Standards (Essential <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
Logical Arguments (3 weeks)	<p>9-10.RC.1 (analyze text <i>through evidence</i>) 9-10.RC.3 (effect of structure) 9-10.RC.9 (context clues) 9-10.RC.4 (development of two or more central ideas) 9-10.RC.6 (author's rhetoric) 9-10.RC.7 (delineate and evaluate argument)</p> <p>9-10.W.1 (write arguments) 9-10.W.6 (grammar and usage) 9-10.W.7 (writing conventions) 9-10.CC.1 (collaborative discussions)</p>	<ul style="list-style-type: none"> ● "An Indian Father's Plea" by Robert Lake-Thom ● Analyze how claims and evidence develop an argument ● Outliers: The Story of Success by Malcolm Gladwell (excerpt Ch. 2) ● "The Origin of Intelligence" (essay) ● Read "The Most Dangerous Game" by Richard Connell ● Annotate text for analysis ● Analyze how different characters develop the plot and themes ● Analyze causes and effects of conflicts ● Make predictions based on textual evidence ● Read "Georgia O'Keeffe" by Joan Didion (essay) ● Analyze art to practice characterization ● Read "Remarks to the Senate" by Margaret Chase Smith (primary) ● Watch introduction video over McCarthyism and read excerpt from high school textbook regarding McCarthyism (secondary) ● Practice sentence fluency 	<ul style="list-style-type: none"> ● Use textual evidence to support claims in short constructed response ● Present to the class on a logical fallacy ● Compare and contrast how central ideas develop in two nonfiction texts ● Compare and contrast primary and secondary accounts

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Unit 7:	9-10 Standards (Essential <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
Doomed Fate (about 6 weeks)	<i>9-10.RC.1 (analyze text through evidence)</i> <i>9-10.RC.2 (development of two or more themes)</i> 9-10.RC.3 (effect of structure) 9-10.RC.9 (context clues) <i>9-10.W.1 (write arguments)</i> <i>9-10.W.6 (grammar and usage)</i> <i>9-10.W.7 (writing conventions)</i> <i>9-10.CC.1 (collaborative discussions)</i>	<ul style="list-style-type: none"> ● Read <i>Romeo and Juliet</i> ● Analyze complex characters ● Explain meanings of words in context ● Demonstrate reading comprehension through bell ringers ● Identify historical context of story ● Analyze how dialogue develops characterization ● Analyze how character relationships develop the narrative ● Predict plot developments based on text evidence ● Compare and contrast movie adaptation to the play ● Analyze character motivations and how they develop theme in threaded discussion ● <i>Romiette and Julio</i> by Sharon M. Draper (excerpt, section 8) 	<ul style="list-style-type: none"> ● Use textual evidence to support claims in short constructed response ● Analyze the effect of structure on the narrative ● Describe how media affects human interactions in personal response ● Compare and contrast summarizing and paraphrasing ● Paraphrase a scene ● Hold mock trial for character ● Complete formal assessment (test) over play

Unit 8:	9-10 Standards (Essential <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
Revenge (3 weeks)	9-10.RC.1 (analyze text through evidence) 9-10.RC.2 (development of two or more themes) 9-10.RC.3 (effect of structure) 9-10.RC.4 (development of two or more central ideas) 9-10.RC.5 (connections of ideas or events) 9-10.RC.9 (context clues) 9-10.W.1 (write arguments) 9-10.W.3 (write narrative compositions) 9-10.W.6 (grammar and usage) 9-10.W.7 (writing conventions) 9-10.CC.1 (collaborative discussions)	<ul style="list-style-type: none"> ● “The Pose” by Anwar Khan ● Annotate text for characterization ● “Blues Ain’t No Mockin Bird” by Toni Cade Bambara ● Annotate text for sensory details ● “A Story of Vengeance” by Alice Dunbar-Nelson ● Use context clues to understand vocabulary ● <i>A Doll’s House</i> by Henrik Ibsen (excerpt Act 3) ● “The Cask of Amontillado” by Edgar Allan Poe ● Analyze character motivation ● Analyze types of irony in short story ● <i>Quiet: The Power Introverts in a World that Can’t Stop Talking</i> by Susan Cain (excerpt Ch. 1) ● Annotate development of main ideas, tracking elements of cultural shift in early 1900s 	<ul style="list-style-type: none"> ● Use textual evidence to support claims in short constructed response ● Write synthesis essay over “The Pose” and “Blues Ain’t No Mockin Bird” ● Analyze how dialogue reveals characterization in <i>A Doll’s House</i> excerpt

ELA 9-10 Standards, 2023		
Standards identified by IDOE as essential for mastery by the end of each grade band are indicated with yellow shading and an (E). The learning outcome statement for each domain immediately precedes each set of standards.		
Reading Comprehension		
Learning Outcome: Students analyze the author’s technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.		
9-10.RC.1 (analyze text through evidence)	Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)	cite text evidence inference interpretation
9-10.RC.2 (development of two or more themes)	Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details. (E)	theme

9-10.RC.3 (effect of structure)	Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes) and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.	parallel episodes pacing flashback tension
9-10.RC.4 (development of two or more central ideas)	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.	central idea
9-10.RC.5 (connections of ideas or events)	Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.	ordering: chronological, logical, spatial, importance introduction body conclusion transitional words
9-10.RC.6 (author's rhetoric)	Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.	perspective purpose rhetoric
9-10.RC.7 (delineate and evaluate argument)	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.	fallacies reasoning evidence
9-10.RC.8 (U.S. and world documents)	Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.	synthesize
9-10.RC.9 (context clues)	Use context to determine or clarify the meaning of words and phrases.	context clues
9-10.RC.10 (word nuance)	Analyze nuances in the meaning of words with similar denotations.	denotations connotations
9-10.RC.11 (patterns of word changes)	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).	patterns suffix parts of speech
9-10.RC.12 (analyze diction in literature)	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)	figurative language connotative words word choice tone multiple meanings metaphor

		similes personification hyperbole euphemisms pun formal/informal
9-10.RC.13 (analyze diction in nonfiction)	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.	figurative meanings connotative meanings technical meanings word choice tone
Writing Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.		
9-10.W.1 (write arguments)	Write arguments in a variety of forms that: <ol style="list-style-type: none"> Introduce 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. Use rhetorical strategies to enhance the effectiveness of the claim. 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. Use effective transitions 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. Establish and maintain a consistent style and tone appropriate to purpose and audience. Provide a concluding statement or section that follows from and supports the argument presented. (E) 	arguments precise claims counterclaims reasons evidence transitions consistent style and tone concluding statement
9-10.W.2 (write informative compositions)	Write informative compositions on a variety of topics that: <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. 	topic complex ideas facts definitions details quotations information examples transitions vocabulary choice style

	<ul style="list-style-type: none"> e. Establish and maintain a style appropriate to the purpose and audience. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (<i>e.g., articulating implications or the significance of the topic</i>). (E) 	concluding statement topic sentence supporting sentence clincher paraphrase
9-10.W.3 (write narrative compositions)	<p>Write narrative compositions in a variety of forms that–</p> <ul style="list-style-type: none"> 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. b. Create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters. d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. f. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (E) 	narrative conflict pacing sensory details setting problem points of view events
9-10.W.4 (writing process)	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.</p> <ul style="list-style-type: none"> a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent. b. Use technology to generate, 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 (<i>e.g., use of publishing programs, integration of multimedia</i>) c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate. 	draft revision editing
9-10.W.5 (research)	<p>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> a. Formulate an inquiry question, and refine and narrow the focus as research evolves. b. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. c. Assess the usefulness of each source in answering the research question. d. Synthesize and integrate information into the text selectively to maintain the flow of ideas. e. Avoid plagiarism and over reliance on any one source and follow a standard 	inquiry questions authoritative sources annotations plagiarism synthesis

	format (e.g., MLA, APA) for citation. f. Present information, choosing from a variety of formats. (E)	
9-10.W.6 (grammar and usage)	Demonstrate command of English grammar and usage, focusing on: a. Verbs– Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods. b. Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis. (E)	pronouns verbs phrases clauses dangling modifiers misplaced modifiers parallel structure verb tense usage
9-10.W.7 (writing conventions)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: a. Punctuation – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. (E)	
Communication and Collaboration Learning Outcome: Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence while also evaluating and identifying fallacious reasoning or distorted evidence.		
9-10.CC.1 (collaborative discussions)	Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly and persuasively. (E)	collaborative discussions
9-10.CC.2 (textual evidence in discussion)	Examine, analyze, and reflect on ideas under discussion, by providing textual evidence in order to support or refute those ideas. (E)	textual evidence
9-10.CC.3 (expand conversations)	Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	clarify verify qualify challenge
9-10.CC.4 (respond to multiple perspectives)	Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.	
9-10.CC.5 (evaluate multiple sources)	Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.	synthesize discrepancy credibility
9-10.CC.6 (evaluate speaker’s argument)	Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.	rhetoric tone
9-10.CC.7 (present information)	Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task.	evidence purpose

9-10.CC.8 (analyze bias)

Analyze bias in media through the inclusion or exclusion of information and reliability of the source from visual and verbal messages to achieve a desired result. (E)