



## 9th Grade English/Language Arts Units of Study Overview

The [Indiana Academic Standards](#) define what students should know, understand, and be able to do at grade level beginning in kindergarten and progressing through grade twelve. These standards serve as the foundation to our curriculum in Noblesville Schools but are not a curriculum on their own. The Indiana Academic Standards are supported through grade-level, content-area curriculum maps and a selection of curriculum materials to support these maps. These curriculum maps and materials are aligned to the Indiana Academic standards while also providing the conditions necessary to be responsive to the needs of all learners. Therefore, the Noblesville Schools' curriculum is constantly undergoing periodic and systematic analysis and revision.

In *English/Language Arts for Grade 9*, learning objectives stem from standards in the following categories: nonfiction; fiction; vocabulary; and writing within informational, narrative, and argumentative genres. Students are asked to read a variety of contemporary and classic texts to consider such concepts as theme, character development, author's perspective, and the specific strategies used by an author to achieve specific artistic impacts or throughout a text. From the Indiana Department of Education:

*“Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined” (2020).*

[English/Language Arts Grades 9-10 Indiana Academic Standards](#) serve as the foundation of the curriculum. These standards are supported in Noblesville Schools through the 9th grade curricular materials, which includes the epic poem *The Odyssey* by Homer, *Frankenstein* by Mary Shelley, and *The House on Mango Street* by Sandra Cisneros.

One theme woven throughout the ninth-grade curriculum at Noblesville Schools that you'll see in the units below, is the idea of an archetype. An archetype is a universal, broad example of a character or idea such as the “maiden in distress,” “class clown,” or “hero.” Archetypes in particular are helpful to analyze in study of literature because students are then able to generalize important types of characters and their patterns throughout time. In tracing different archetypes throughout the year, students become more experienced, thoughtful readers.

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**Units of Study**

*Table 1: Units of Study for 9th Grade ELA*

Unit	Duration	Transfer Goals	Enduring Understandings	Essential questions <i>Included but are not limited to the following:</i>
<p><b>Unit 1</b></p> <p>Related texts:</p> <p><i>The Odyssey</i>, Homer</p> <p><i>The House on Mango Street</i> by Sandra Cisneros</p>	<p>Quarter 1</p>	<p>Determine claims and analyze evidence within an argument.</p>	<ol style="list-style-type: none"> <li>1. Learn how to introduce a topic.</li> <li>2. Organize complex ideas, concepts, and information.</li> <li>3. Make important connections and distinctions.</li> <li>4. Formulate an inquiry question and refine and narrow the focus as research evolves.</li> <li>5. Gather and annotate relevant information from multiple authoritative sources; assess the usefulness of each source in answering the research question; avoid over-reliance on any one source</li> <li>6. Synthesize information into the text to maintain the flow of ideas.</li> <li>7. Avoid plagiarism and follow standard format for citation.</li> <li>8. Present information from a variety of formats.</li> <li>9. Analyze and evaluate the use of allusions, archetypes, symbols, and allegories in works of literary or cultural significance.</li> </ol>	<ol style="list-style-type: none"> <li>1. What are archetypes?</li> <li>2. How and why do archetypal symbols resonate across time, cultures, literature and religion?</li> </ol>

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Unit	Duration	Transfer Goals	Enduring Understandings	Essential questions <i>Included but are not limited to the following:</i>
<p><b>Unit 2</b></p> <p><u>Related texts:</u></p> <p>Various non-fiction pieces (articles, Ted Talks, speeches)</p>	<p>Quarter 2</p>	<ol style="list-style-type: none"> <li>1. Analyze rhetorical choices for effect and purpose by considering the rhetorical situation, thereby becoming more careful consumers that make informed choices.</li> <li>2. Identify rhetorical strategies/devices that writers/speakers use to reach an audience in order to critique the effectiveness of those choices on the purpose.</li> <li>3. Understand the importance of critically examining the arguments that others present in order to make informed choices in all areas of their lives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify varied rhetorical situations calling for a wide range of appropriate responses.</li> <li>2. Demonstrate a command of different rhetorical theories and approaches.</li> <li>3. Apply various rhetorical theories, putting them into practice in a range of situations.</li> <li>4. Evaluate the appropriateness of rhetorical choices in light of anticipated consequences.</li> </ol>	<ol style="list-style-type: none"> <li>1. How are archetypes used to resonate with audiences?</li> <li>2. What is a rhetorical situation and how can it influence the choices a communicator makes?</li> <li>3. How does language influence the way we think, act, and perceive the world?</li> <li>4. What are effective communication skills when speaking amongst others and in front of an audience?</li> <li>5. What makes a visual appealing to an audience?</li> <li>6. How do brands and commercials utilize rhetoric to successfully persuade their viewers?</li> </ol>

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<p><b>Unit 3</b></p> <p><u>Related texts:</u></p> <p><i>Frankenstein</i> by Mary Shelley</p>	<p>Quarter 3</p>	<ol style="list-style-type: none"> <li>1. Analyze rhetorical choices for effect and purpose by considering the rhetorical situation, thereby becoming more careful consumers that make informed choices.</li> <li>2. Identify rhetorical strategies/devices that writers/speakers use to reach an audience in order to critique the effectiveness of those choices on the purpose.</li> <li>3. Recognize the importance of critically examining the arguments that others present in order to make informed choices in all areas of their lives.</li> <li>4. Analyze the author's purpose, audience, message and how language shapes what the reader perceives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Respond thoughtfully to multiple perspectives.</li> <li>2. Summarize points of agreement and disagreement.</li> <li>3. Qualify/justify personal views and understandings in reference to the evidence and reasoning presented.</li> <li>4. Make new connections in reference to the evidence and reasoning presented.</li> <li>5. Explain how brands utilize rhetoric and archetypes to persuade their viewers.</li> <li>6. Identify rhetoric specific to persuasion and human experience.</li> <li>7. Critically select rhetoric and techniques to persuade an audience.</li> </ol>	<ol style="list-style-type: none"> <li>1. How can archetypes limit our perspective?</li> <li>2. What are the main characteristics of research writing?</li> <li>3. Where do I find reliable and valid information for my research paper?</li> <li>4. How do I know if the information that I have researched is reliable and valid?</li> <li>5. How do I keep track of all of my sources and notes? Why is this necessary?</li> <li>6. How and why do I let my reader know where my information came from?</li> </ol>

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Unit	Duration	Transfer Goals	Enduring Understandings	Essential questions <i>Included but are not limited to the following:</i>
Unit 4	Quarter 4	<ol style="list-style-type: none"> <li>1. Step outside of a single viewpoint in order to expand one's view of a problem or text.</li> <li>2. Create unique stories that relate to others, employing empathy and ability to find similarities and differences among experiences.</li> <li>3. Write effectively and in an organized fashion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze the use of allusions, archetypes, symbols, and allegories in works of literary or cultural significance.</li> <li>2. Evaluate how works of literary and cultural significance are relevant now.</li> <li>3. Write narrative stories with a focus on specific literary devices for effect and meaning.</li> </ol>	<ol style="list-style-type: none"> <li>1. How can we evolve archetypes beyond inherited understandings?</li> <li>2. What are the key elements I must incorporate in my writing to write a successful narrative and engage my reader?</li> <li>3. How does figurative language play a part in the development of a narrative story?</li> </ol>