

# Grade 9 CP1 English Language Arts Curriculum Guide: Reading and Viewing (9 CP1)

<p>Big Understanding: Students will be able to understand and identify universal themes in literature and support opinions by making connections with primary and secondary texts.</p>		
<p><b>Content Standards</b> Students will understand: <b>A. PROCESS OF READING:</b> Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to:</p>	<p><b>B. LITERATURE AND CULTURE:</b> Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to:</p>	<p><b>D. INFORMATION TEXTS:</b> Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to:</p>
<p><b>Performance Indicators</b> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Demonstrate an understanding that reading is a gradual process of constructing meaning and revising initial understandings.</li> <li>♦ Demonstrate an understanding that a single text will elicit a wide variety of responses, each of which may be the point of view of the individual reader or listener.</li> <li>♦ Identify the author’s purpose and analyze the effects of that purpose on the text.</li> <li>♦ Identify the author’s point of view and analyze the effects of that point of view on the text.</li> <li>♦ Identify the devices an author uses to persuade readers and critique the effectiveness of the use of those devices.</li> <li>♦ Use the context of a work to determine the figurative, idiomatic, and technical meanings of terms.</li> <li>♦ Use the context of a work to determine the meanings of abbreviations and acronyms.</li> <li>♦ Find the meaning of relatively uncommon technical terms used in informational texts.</li> <li>♦ Identify the philosophical assumptions and basic beliefs underlying a particular text.</li> <li>♦ Analyze how the cultural context of a literary work is evident in the text.</li> <li>♦ Represent key ideas and supporting details in various written forms (e.g., outline, paraphrase, concise summary).</li> </ul>	<p><b>Performance Indicators</b> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Distinguish between the purpose of a literary work and the personal response of an individual reader.</li> <li>♦ Identify the simple and complex actions and interactions involving main and subordinate characters in a work.</li> <li>♦ Make abstract connections (e.g., connections about thoughts, ideas, values) between their own lives and the characters, events, and circumstances represented in various works.</li> <li>♦ Demonstrate an understanding of the stylistic effect of dialogues on the style of a work.</li> <li>♦ Identify and analyze the details and effects of complex literary devices on the overall quality of a work (e.g., foreshadowing, flashbacks, time frames in the future or past).</li> <li>♦ Identify and analyze how complex elements of plot (e.g., setting, major events, problems, conflicts, resolutions) effect the overall quality of a work.</li> <li>♦ Apply mature strategies to the reading and interpretation of lengthy adult level fiction (e.g., satires, parodies, plays, poems, novels) using texts that are complex in terms of character, plot, theme, structure, and dialogue and sophisticated in style, point of view, and use of literary devices.</li> <li>♦ Apply mature strategies to the reading and interpretation of lengthy adult level nonfiction</li> </ul>	<p><b>Performance Indicators</b> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Scan a passage to determine whether a text contains relevant information.</li> <li>♦ Distinguish between apparent fact and opinion in nonfiction texts.</li> <li>♦ Use discussions with peers as a way of understanding information.</li> <li>♦ Identify complex structures in informational texts and the relationships between the concepts and details in those structures using texts from various disciplines.</li> <li>♦ Analyze the synthesize the concepts and details in informational texts.</li> <li>♦ Explain how new information from a text changes personal knowledge.</li> </ul>

	<p>texts with appropriate complexity of content and sophistication of style.</p> <ul style="list-style-type: none"> <li>♦ Demonstrate an understanding of the defining features and structure of literary texts encountered at this level.</li> <li>♦ Draw from a broad base of knowledge about literature of the United States and the world to examine and critique how print and visual texts explore the human experience and condition.</li> <li>♦ Examine, evaluate, and elaborate on universal themes in literature, using reading and viewing to explain how themes are developed and achieved.</li> </ul>	
<u>Knowledge/Skills</u>	<u>Knowledge/Skills</u>	<u>Knowledge/Skills</u>
♦	♦	♦
♦	♦	♦
<u>Assessment</u>	<u>Assessment</u>	<u>Assessment</u>
♦	♦ Novel Response Journal (B2, B3)	♦
♦	♦	♦
<u>Resources</u>	<u>Resources</u>	<u>Resources</u>
♦	♦	♦
<u>Instructional Strategies</u>	<u>Instructional Strategies</u>	<u>Instructional Strategies</u>
♦	♦	♦

## Grade 9 CP1 English Language Arts Curriculum Guide: Writing and Speaking (9 CP1)

<p>Big Understanding: Students will write coherent sentences, paragraphs and essays. Students will consistently use complete and varied sentences. Students will be able to gather information and communicate an understanding of information in written and spoken form both collaboratively and independently.</p>		
<p>Students will understand: <b>E. PROCESSING OF WRITING AND SPEAKING:</b> Students will demonstrate the ability to use the skills and strategies of the writing process. Students will be able to:</p>	<p><b>F. STANDARD ENGLISH CONVENTIONS:</b> students will write and speak correctly, using conventions of standard written and spoken English. Students will be able to:</p>	<p><u>Content Standards</u> <b>G. STYLISTIC AND RHETORICAL ASPECTS OF WRITING AND SPEAKING:</b> Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. students will be able to:</p>



<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Ask pertinent questions during writing conferences and when working alone.</li> <li>♦ Reflect on, evaluate, revise, and edit a sequence of drafts to improve and polish finished work.</li> <li>♦ Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.</li> <li>♦ Evaluate the remarks and oral presentations of others to find the key ideas, and explain the ways in which these ideas were developed.</li> </ul>	<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Edit written work for standard English spelling and usage, evidenced by pieces that show and contain: <ul style="list-style-type: none"> <li>* no significant errors in the use of pronouns, nouns adjectival and adverbial forms.</li> <li>* coordinating and subordinating conjunctions.</li> <li>* no significant errors in the spelling of frequently used words and the correct use of commonly confused terms.</li> <li>* no significant errors in the common conventions of capitalization and ending punctuation marks and common uses of the comma.</li> <li>* few significant errors in the spelling of commonly misspelled and rare words, the less common capitalization conventions, the colon, semicolon, hyphen, dash, apostrophe, quotation marks, italics, marginal notes, and footnotes.</li> </ul> </li> <li>♦ Demonstrate how language usage may depend on the situation.</li> <li>♦ Demonstrate command of the conventions involved in a formal speech, effectively engaging peers during presentation and fielding responses afterwards.</li> </ul>	<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Write stories that effectively develop such elements as setting, major events, problems and solutions.</li> <li>♦ Write pieces and deliver oral presentations that include a variety of sentence structures and lengths.</li> <li>♦ Write pieces and deliver oral presentations that are targeted for various audiences (e.g., informed or uninformed, sympathetic or hostile).</li> <li>♦ Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).</li> <li>♦ Write pieces and deliver oral presentations that effectively employ explicit transitional devices in order to change a situation or to move the reader/listener through the piece.</li> <li>♦ Write pieces and deliver oral presentations in which the organization of the work follows from the purpose.</li> <li>♦ Write pieces and deliver oral presentations in a personal style, with a discernible voice and effective wording.</li> <li>♦ Write essays and deliver oral presentations that reliably support and provide details for the explicitly stated generalizations.</li> <li>♦ Make effective use of a variety of techniques to provide supporting detail (e.g., analogies, anecdotes, illustrations, detailed descriptions, restatements, paraphrases, examples, comparisons) in written work and oral presentations.</li> <li>♦ Make effective use of a variety of techniques for introducing and representing ideas and insights in written work and oral presentations.</li> </ul>
<p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>♦</li> <li>♦</li> </ul>	<p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>♦</li> <li>♦</li> </ul>	<p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>♦</li> </ul>
<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>♦</li> <li>♦</li> </ul>	<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>♦ Grammar Assessment (F1)</li> <li>♦ Welcome to High School (F3)</li> </ul>	<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>♦ Welcome to High School (G2, G4)</li> <li>♦</li> </ul>
<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>♦</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>♦</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>♦</li> </ul>

# Grade 9 CP1 English Language Arts Curriculum

## Guide: Integrated Literacy (9 CP1)

<p>Big Understanding:</p> <ul style="list-style-type: none"> <li>♦ Students will show understanding of the difference between creative and formal writing. Students will have a clear understanding of plagiarism, its consequences, and how to avoid it.</li> </ul>	
<p><b>Content Standards</b> Students will understand:</p> <p><b>C. LANGUAGE AND IMAGES: Students will demonstrate an understanding of how words and images communicate. Students will be able to:</b></p>	<p><b>H. RESEARCH-RELATED WRITING AND SPEAKING: Students will work, write, and speak effectively when doing research in all content areas. students will be able to:</b></p>
<p><b>Performance Indicators</b> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Demonstrate an understanding of the relationship among perception, thought, and language.</li> <li>♦ Demonstrate an understanding of how language considerations and representations involving gender affect communication.</li> <li>♦ Compare the ways various social, occupation., and cultural groups use language, and comment on the impact of language use on the way people are viewed and treated.</li> <li>♦ Compare form, meaning, and value of different kinds of symbol systems (e.g., religious symbols, holiday symbols, and symbolism of particular types of architecture).</li> <li>♦ Demonstrate understanding of the history of and changes in the English language by explaining examples.</li> <li>♦ Use dictionaries, handbooks, and other language-related resources to evaluate the accurate of their use of English.</li> <li>♦ Demonstrate an understanding of the political implications of different forms of language.</li> <li>♦ Identify propaganda techniques used by writers and speakers.</li> </ul>	<p><b>Performance Indicators</b> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Demonstrate an understanding of the relationship among perception, thought, and language.</li> <li>♦ Demonstrate an understanding of how language considerations and representations involving gender affect communication.</li> <li>♦ Compare the ways various social, occupation., and cultural groups use language, and comment on the impact of language use on the way people are viewed and treated.</li> <li>♦ Compare form, meaning, and value of different kinds of symbol systems (e.g., religious symbols, holiday symbols, and symbolism of particular types of architecture).</li> <li>♦ Demonstrate understanding of the history of and changes in the English language by explaining examples.</li> <li>♦ Use dictionaries, handbooks, and other language-related resources to evaluate the accurate of their use of English.</li> <li>♦ Demonstrate an understanding of the political implications of different forms of language.</li> <li>♦ Identify propaganda techniques used by writers and speakers.</li> </ul>
<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>♦</li> <li>♦</li> </ul>	<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>♦</li> <li>♦</li> </ul>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>♦ Novel Response Journal (C6)</li> <li>♦</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>♦</li> <li>♦</li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>♦</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>♦</li> </ul>
<p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>♦</li> </ul>	<p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>♦</li> </ul>