

LITCHFIELD PUBLIC SCHOOLS

Core Curriculum Scope and Sequence

Language Arts Grade 9

Standard 1: *How do we understand what we read?*

Standard 2: *How does literature enrich our lives?*

Standard 3: *How do we write, speak and present effectively?*

Standard 4: *How do we use the English language appropriately to speak and write?*

	CT Frameworks/ Standards	Content and Skill Objectives Students will be able to:	Assessments	Resources
<p>Unit 1</p> <p>Freedom & Power</p> <p>Weeks 1-8</p>	<p><u>CT 1.1a</u> Activate prior knowledge, establish purposes for reading and adjust the purposes while reading. (CAPT RR A.1)</p> <p><u>CT 1.1b</u> Determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies. (CAPT RR A.2)</p> <p><u>CT 1.1c</u> Select and organize relevant information from text to summarize. (CAPT RR A.3)</p> <p><u>CT 1.3d</u> Develop vocabulary through listening, speaking, reading, and writing. (CAPT RR C-10)</p> <p><u>CT 1.3e</u> Use content vocabulary appropriately and accurately.</p> <p><u>CT 2.1c</u> Explain and explore their own and others' aesthetic reactions to texts. (CAPT ERL A.2)</p> <p><u>CT 3.1a</u> Use oral language with clarity, voice, and fluency to communicate a message. (CAPT CO A.1)</p>	<ul style="list-style-type: none"> · Identify and analyze the three types of conflict (man v. self, man v. man, man v. society) through character and plot. · Identify the ways in which a character may be analyzed: psychological traits, personality traits, motivation, relationships with other characters, weaknesses/faults, strengths/virtues, change (static v. dynamic). · Analyze characters using specific examples from text to support analysis. · Analyze contextual clues and literary context to understand vocabulary. · Identify the parts of the CAST format (claim, add-on, support, tie back) and practice body paragraph construction using the format. · Describe his/her initial reaction to a story. · Identify predicate nominatives. · Use nominative and objective 	<p>Daily Reader Responses</p> <p>Expository Essay: Character Analysis Students will compose essays using the CAST format in which one character from <i>The Outsiders</i> is analyzed.</p> <p>Poetry Recitation Students will recite “Nothing Gold Can Stay.”</p> <p>Grammar Quizzes Students will demonstrate understanding and use of grammar.</p> <p>Vocabulary Quizzes Students will demonstrate understanding and use of vocabulary.</p>	<p><i>West Side Story</i></p> <p><i>The Outsiders</i></p> <p>“Liberty”</p> <p>“Nothing Gold Can Stay”</p>

<p style="text-align: center;">Differentiated Plan</p>	<p><u>CT 4.3b</u> Demonstrate proficient use of proper mechanics, usage, and spelling skills.</p> <p><u>NETS-S 1a</u> Apply existing knowledge to generate new ideas, products, or processes.</p> <p><u>NETS-S 2a</u> Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments.</p> <p><u>NETS-S 5a</u> Advocate and practice safe, legal, and responsible use of information and technology.</p> <p><u>NETS-S 5b</u> Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity.</p> <p><u>NETS-S 5c</u> Demonstrate personal responsibility for lifelong learning.</p> <p><u>NETS-S 6a</u> Understand and use technology systems.</p> <p><u>NETS-S 6b</u> Select and use applications effectively and productively.</p>	<p>pronouns correctly in writing.</p> <ul style="list-style-type: none"> · Use standard English in writing. · Produce a Wiki-response to posed questions. · Defend a position in a Wiki-response. · Evaluate an element from classwork in a Wiki-response. · Communicate via email with teacher. · Produce essays that are word-processed and submitted via email. 	<p>CAPT Simulation Students will read a short story and respond to CAPT Question 1 (Initial Understanding).</p> <p>Expository Essay: Character Comparison Students will compose essays using the CAST format in which they compare two characters from <i>A Midsummer Night's</i></p>	<p><i>A Midsummer Night's Dream</i></p> <p><i>Much Ado About Nothing</i></p>
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		<ul style="list-style-type: none"> · Compare/contrast characters in film and text. · Identify and analyze the concepts of love, magic, and dreaming through character and plot. · Use roots, synonyms, and analogies to inform understanding of vocabulary. 	<i>Dream and Much Ado About Nothing</i> in relation to theme.	
Unit 2 Rebellion Weeks 9-21	<p><u>CT 1.2a</u> Generate and respond to questions. (CAPT RR B.5)</p> <p><u>CT 1.2f</u> Identify and discuss the underlying theme or main idea in texts. (CAPT RR B.7)</p> <p><u>CT 1.3a</u> Use phonetic, structural, syntactical, and contextual clues to read and understand words. (CAPT RR C.8)</p> <p><u>CT 1.3d</u> Develop vocabulary through listening, speaking, reading, and writing. (CAPT RR C.10)</p> <p><u>CT 1.3e</u> Use content vocabulary appropriately and accurately. (CAPT ERL A.2)</p> <p><u>CT 3.1c</u> Use the appropriate features of persuasive, narrative, expository, or poetic writing.</p> <p><u>CT 3.2b</u> Apply the most effective processes to create and present a written, oral, or visual piece. (CAPT CO B.5)</p> <p><u>CT 3.2c</u> Revise texts for organization, elaboration, fluency, and clarity.</p> <p><u>CT 4.3b</u> Demonstrate proficient use of proper</p>	<ul style="list-style-type: none"> · Identify and analyze the three types of power (physical, emotional, intellectual) through character and plot. · Identify and analyze the concepts of collectivism, individualism, and conformity through character and plot. · Identify and analyze the concepts of friendship, loyalty, and betrayal through character and plot. · Analyze a quote from a story and explain how it relates to the theme. · Analyze a character in terms of change (static v. dynamic). · Analyze contextual clues and literary context to understand vocabulary. · Identify ambiguous and vague pronouns and avoid both in writing. · Use correct subject-verb agreement in writing. · Use standard English in writing. 	Daily Reader Responses Expository Essay (2): Theme Analysis Students will compose essays using the CAST format in which they analyze the textual application of theme in two of the three unit texts. Poetry Recitation Students will recite chosen passages from <i>Julius Caesar</i> . Grammar Quizzes Students will demonstrate understanding and use of grammar. Vocabulary Quizzes Students will demonstrate understanding and use of vocabulary. CAPT Simulation	<i>Anthem</i> <i>Animal Farm</i> <i>Julius Caesar</i> “Farewell to Violet” “Invictus”

		<p>· Use roots, synonyms, and analogies to inform understanding of vocabulary.</p>	<p>essays.</p>	
<p>Unit 3</p> <p>Heroism</p> <p>Weeks 22-30</p>	<p><u>CT 1.3d</u> Develop vocabulary through listening, speaking, reading, and writing. (CAPT RR C.10)</p> <p><u>CT 1.4a</u> Respond to the ideas of others and recognize the validity of differing views. (CAPT RR D.11)</p> <p><u>CT 3.1d</u> Write to delight in the imagination. (CAPT CO A.3)</p> <p><u>CT 3.2f</u> Publish and/or present final products in a myriad of ways, including the use of the arts and technology. (CAPT CO B6)</p> <p><u>CT 4.3b</u> Demonstrate proficient use of proper mechanics, usage, and spelling skills.</p> <p><u>CT 4.3c</u> Use resources for proofreading and editing.</p> <p><u>NETS-S 1a</u> Apply existing knowledge to generate new ideas, products, or processes.</p> <p><u>NETS-S 2a</u> Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments.</p> <p><u>NETS-S 5a</u> Advocate and practice safe, legal, and responsible use of information and technology.</p> <p><u>NETS-S 5b</u> Exhibit a positive</p>	<ul style="list-style-type: none"> · Identify and analyze the elements of setting (location, time) that contribute to understanding of plot. · Identify two types of hero (personal, national) and analyze characters in terms of their heroism. · Explain what a character’s behavior, attitudes, or patterns say about people in general. · Examine the structure of the Six Word Memoir. · Analyze contextual clues and literary context to understand vocabulary. · Use adjectival and adverbial modifiers correctly in writing. · Use consistent verb tense in writing. · Use standard English in writing. · Produce a Wiki-response to posed questions. · Defend a position in a Wiki-response. · Evaluate an element from classwork in a Wiki-response. 	<p>Daily Reader Responses</p> <p>Six Word Summary & Expository Essay Students will create six word summaries of <i>The Old Man and the Sea</i> and compose essays using the CAST format in which they analyze their summaries in regards to theme, character, and setting.</p> <p>Grammar Quizzes Students will demonstrate understanding and use of grammar.</p> <p>Vocabulary Quizzes Students will demonstrate understanding and use of vocabulary.</p> <p>CAPT Simulation: Students read a short story and respond to CAPT Question 3 (Connection).</p>	<p><i>The Old Man and the Sea</i></p> <p>“Drummer Boy”</p> <p>“What I Want to Be When I Grow Up”</p>

<p align="center">Differentiated Plan</p>	<p>attitude toward using technology that supports collaboration, learning and productivity. <u>NETS-S 5c</u> Demonstrate personal responsibility for lifelong learning. <u>NETS-S 6a</u> Understand and use technology systems. <u>NETS-S 6b</u> Select and use applications effectively and productively.</p>	<ul style="list-style-type: none"> · Communicate via email with teacher. · Produce essays that are word-processed and submitted via email. · Identify the phases of the Hero’s Journey and explain how Odysseus exemplifies the Hero. · Use roots, synonyms, and analogies to inform understanding of vocabulary. 	<p>Expository Essay: Theme Analysis Students will compose essays using the CAST format in which they either analyze Odysseus and his Hero’s Journey or discuss a thematic topic of choice.</p>	<p align="center"><i>The Odyssey</i></p>
<p align="center">Unit 4 Survival Weeks 31-40</p>	<p><u>CT 1.2c</u> Distinguish between fact and opinion. <u>CT 1.3d</u> Develop vocabulary through listening, speaking, reading, and writing. (CAPT RR C.10) <u>CT 2.4a</u> Analyze and evaluate the basic beliefs, perspectives, and assumptions underlying an author’s work. (CAPT ERL D.7) <u>CT 2.4b</u> Discuss how the experiences of an author influence the text. (CAPT ERL D.8)</p>	<ul style="list-style-type: none"> · Identify the two types of tragedy (natural v. man-made). · Identify and analyze the characteristics and qualities necessary for surviving a tragedy. · Compare and contrast historical and textual references to tragedies (the Dust Bowl, the Holocaust). · Evaluate an author’s success in creating a piece of good literature. · Analyze contextual clues and literary context to understand 	<p>Daily Reader Responses</p> <p>Expository Essay: Character Development Students will compose essays using the CAST format in which they explicate how Eliezer changes from the beginning of <i>Night</i> to the end. Another Tragedy informational speech Students will plan and</p>	<p><i>Out of the Dust</i> <i>Life is Beautiful</i> <i>Night</i> “Ordinary Woman”</p>

<p style="text-align: center;">Differentiated Plan</p>	<p><u>CT 2.4c</u> Discuss how the experiences of a reader influence the interpretation of a text. (CAPT ERL D.9)</p> <p><u>CT 4.3b</u> Demonstrate proficient use of proper mechanics, usage, and spelling skills.</p> <p><u>NETS-S 1a</u> Apply existing knowledge to generate new ideas, products, or processes.</p> <p><u>NETS-S 2a</u> Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments.</p> <p><u>NETS-S 5a</u> Advocate and practice safe, legal, and responsible use of information and technology.</p> <p><u>NETS-S 5b</u> Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity.</p> <p><u>NETS-S 5c</u> Demonstrate personal responsibility for lifelong learning.</p> <p><u>NETS-S 6a</u> Understand and use technology systems.</p> <p><u>NETS-S 6b</u> Select and use applications effectively and productively.</p>	<p>vocabulary.</p> <ul style="list-style-type: none"> · Use prepositional phrases in writing. · Identify and use participial phrases in writing. · Use standard English in writing. <p>· Produce a Wiki-response to posed questions.</p> <ul style="list-style-type: none"> · Defend a position in a Wiki-response. · Evaluate an element from classwork in a Wiki-response. <p>· Communicate via email with teacher.</p> <p>· Produce essays that are word-processed and submitted via email.</p> <ul style="list-style-type: none"> · Evaluate the use of bias in textual references. · Identify the characteristics of found poetry. 	<p>produce a speech on a chosen historical tragedy.</p> <p>Grammar Quizzes Students will demonstrate understanding and use of grammar.</p> <p>Vocabulary Quizzes Students will demonstrate understanding and use of vocabulary.</p> <p>CAPT Simulation: Students read a short story and respond to CAPT Question 4 (Critical Stance).</p> <p>Performance Task Another Tragedy Found Poetry project Students will compose</p>	<p style="text-align: center;"><i>One Survivor Remembers</i></p> <p style="text-align: center;"><i>Hiroshima</i></p>
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