

9th Grade English Curriculum Guide
Lunenburg County Public Schools
June 2014

Marking Period: 1

Days: Introduce Strands, 6 days and then ongoing.

Reporting Category/Strand: Reading

<p>SOL 9.3</p>	<p>The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <ul style="list-style-type: none"> a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. b) Use context, structure, and connotations to determine meanings of words and phrases. c) Discriminate between connotative and denotative meanings and interpret the connotation. f) Extend general and specialized vocabulary through speaking, reading, and writing.
<p>Essential Knowledge/Skills/Understandings</p>	<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> ● Use word structure to analyze and relate words. ● Use roots or affixes to determine or clarify the meaning of words. ● Recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. ● Analyze connotations of words with similar denotations. ● Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. ● Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). ● Consult general and specialized reference materials (e.g., dictionaries, thesaurus). <p>Essential Understandings:</p> <ul style="list-style-type: none"> ● Understand that word structure aids comprehension of unfamiliar and complex words
<p>Essential Questions</p>	<p>How does reading strategically, critically, and fluently help me understand and enjoy reading? How can employing different reading strategies help us make meaning of texts? How can we figure out unknown words from context?</p>
<p>Primary Resources</p>	<p>Prentice Hall Student Test Prep Workbook,</p>
<p>Essential Vocabulary</p>	<p>word origins, derivations, figurative language, roots affixes, synonyms, antonyms, cognates, connotative and denotative meanings, idioms, allusions,</p>

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Marking Period: 1

Days: Introduce Strands, 2 days and then ongoing.

Reporting Category/Strand: Reading

SOL 9.3	<p>The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <ul style="list-style-type: none"> d) Identify the meaning of common idioms. e) Identify literary and classical allusions and figurative language in text. g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts
Essential Knowledge/Skills/Understandings	<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of idioms. ● Demonstrate understanding of figurative language, word relationships, and connotations in word meanings. ● Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. ● Use prior reading knowledge and other study to identify the meaning of literary and classical allusions <p>Essential Understandings:</p> <ul style="list-style-type: none"> ● Recognize that figurative language enriches text.
Essential Questions	<p>How have the spellings and meanings of words changed over time? How can punctuation affect the meanings we derive from a text?</p>
Primary Resources	<p>Objective Questions Open-Ended Items Socratic Seminar Journal Entries Concept Maps</p>
Essential Vocabulary	<p>word origins, derivations, figurative language, roots affixes, synonyms, antonyms, cognates, connotative and denotative meanings, idioms, allusions,</p>

Marking Period: 1

Days: Introduce Strands, 10 days and then ongoing.

Reporting Category/Strand: Writing

SOL 9.7 a-d	<p>The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure,</p>
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	<p>and paragraphing.</p> <ul style="list-style-type: none"> a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions. b) Use parallel structures across sentences and paragraphs. c) Use appositives, main clauses, and subordinate clauses. d) Use commas and semicolons to distinguish and divide main and subordinate clauses.
<p>Essential Knowledge/Skills/Understandings</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● Apply rules for sentence development, including: <ul style="list-style-type: none"> ○ subject/verb; ○ direct object; ○ indirect object; ○ predicate nominative; and ○ predicate adjective. ● Use parallel structure when: <ul style="list-style-type: none"> ○ linking coordinate ideas; ○ comparing or contrasting ideas; and ○ linking ideas with correlative conjunctions: <ul style="list-style-type: none"> ● <i>both...and</i> ● <i>either...or</i> ● <i>neither...nor</i> ● <i>not only...but also.</i> ● Distinguish and divide main and subordinate clauses, using commas and semicolons. ● Use a semicolon, or a conjunctive adverb to link two or more closely related independent clauses. ● Proofread and edit writing. <p>Essential Understandings:</p> <ul style="list-style-type: none"> ● Understand that grammatical and syntactical choices convey a writer's message. ● Write using various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. ● Demonstrate an understanding of dependent clauses, independent clauses, and a variety of phrases to show sentence variety.
<p>Essential Questions</p>	<p>Why is consistency of verb tense important in writing?</p>

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	Why do professional writers take liberties in following conventions and in formatting in their writing?
Primary Resources	Writer’s Notebook, Prentice Hall 9th Grade All-in-One Workbook and Unit Resources, Writer’s Portfolio
Essential Vocabulary	sentence development, coordinating conjunctions, parallel structure, appositives, main and subordinate clauses, active and passive voice, and semicolon or conjunctive adverb

Marking Period: 1

Days: 2 (Genre Overview)

Reporting Category/Strand: Reading

SOL 9.4 c-e, j	<p>The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.</p> <ul style="list-style-type: none"> c) Identify the characteristics that distinguish literary forms. d) Use literary terms in describing and analyzing selections. e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. j) Compare and contrast author’s use of literary elements within a variety of genres.
Essential Knowledge/Skills/Understandings	<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> ● identify the differing characteristics that distinguish literary forms, including: <ul style="list-style-type: none"> ○ narrative – short story, anecdote, character sketch, fable, legend, myth, tall tale, allegory, novel; ○ poetry – epic, ballad, sonnet, lyric, elegy, ode; ○ drama – comedy, tragedy; ○ essay – editorial, journal/diary entry, informative/explanatory essay, analytical essay, speech; and ○ narrative nonfiction – biographies, autobiographies, personal essays. ● explain the relationships among the elements of literature, such as: <ul style="list-style-type: none"> ○ protagonist and other characters; ○ plot; ○ setting; ○ tone; ○ point of view – first person, third person limited, third person omniscient;

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	<ul style="list-style-type: none"> ◦ theme; ◦ speaker; and ◦ narrator. ● analyze character types, including: <ul style="list-style-type: none"> ◦ dynamic/round character; ◦ static/flat character; and ◦ stereotype and caricature. ● compare and contrast types of figurative language and other literary devices such as: <ul style="list-style-type: none"> ◦ simile; ◦ metaphor; ◦ personification; ◦ analogy; ◦ symbolism; ◦ apostrophe; ◦ allusion; ◦ imagery; ◦ paradox; and ◦ oxymoron. <p>Essential Understandings:</p> <ul style="list-style-type: none"> ● Understand the characteristics of various literary forms through the reading and analysis of a variety of genres, such as poetry, prose, essays, short stories, historical fiction, and narrative nonfiction.
Essential Questions	How is poetry both similar to and different from prose? How are short stories and novels similar and different
Primary Resources	Objective Questions, Open-Ended Items, Socratic Seminar, Journal Entries, Concept Map, Writer’s Portfolio, Prentice Hall 9th Grade All-in-One Workbook and Unit Resources
Essential Vocabulary	narratives, narrative nonfiction, poetry, drama, essay, editorial, genre, author’s style, syntax, predictions, inferences, form, point of view, characters, plot, setting, tone, and theme.

Marking Period: 1

Days: 10 (Short Stories)

Reporting Category/Strand: Communication and Reading

SOL 9.1 a-1, 9.4 a-e, g-m	The student will make planned oral presentations independently and in small groups.
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	<ul style="list-style-type: none"> a) Include definitions to increase clarity. b) Use relevant details to support main ideas. c) Illustrate main ideas through anecdotes and examples. d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. e) Use verbal and nonverbal techniques for presentation. f) Use verbal and nonverbal techniques for presentation. g) Evaluate impact and purpose of presentation. h) Give impromptu responses to questions about presentation. i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems. j) Use a variety of strategies to listen actively. k) Summarize and evaluate information presented orally by others. l) Assume shared responsibility for collaborative work. <p>The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.</p> <ul style="list-style-type: none"> a) Identify author’s main idea and purpose. b) Summarize text relating the supporting details. c) Identify the characteristics that distinguish literary forms. d) Use literary terms in describing and analyzing selections. e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view and theme. g) Analyze the cultural or social function of a literary text. h) Explain the relationship between the author’s style and literary effect. i) Explain the influence of historical context on the form, style, and point of view of a written work. j) Compare and contrast author’s use of literary elements within a variety of genres. k) Analyze how an author’s specific word choices and syntax achieve special effects and support the author’s purpose. l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension. m) Use reading strategies to monitor comprehension throughout the reading process.
<p>Essential Knowledge/Skills/Understandings</p>	<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> ● Define technical and specialized language to increase clarity of their oral presentations. ● Incorporate details, such as facts, statistics, quotations, information from interviews and surveys, and pertinent

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- information discovered during research, to support the main ideas of their oral presentations.
- Organize presentation in a structure appropriate to the audience, topic, and purpose (problem-solution, comparison-contrast, cause-effect, etc.).
 - Use examples from their knowledge and experience to support the main ideas of their oral presentation.
 - Use grammar and vocabulary appropriate for situation, audience, topic, and purpose.
 - Demonstrate nonverbal techniques including, but not limited to, eye contact, facial expressions, gestures, and stance.
 - Use verbal techniques including, but not limited to, appropriate tone, diction, articulation, clarity, type, and rate.
 - Keep eye contact with audience, adjust volume, tone, and rate, be aware of postures and gestures, use natural tone.

Essential Understandings:

- Understand that technical and specialized language helps the audience comprehend the content of oral presentations.
- Understand that verbal techniques are important for effective communication.
- Understand that crediting sources is important to prevent plagiarism and establish credibility.
- Demonstrate the ability to work effectively with diverse groups, including: exercising flexibility in making necessary compromises to accomplish a common

To be successful with this standard, students are expected to:

- Identify main idea, purpose, and supporting details.
- Provide a summary of the text.
- Identify the differing characteristics that distinguish literary forms, including:
 - Narrative – short story, anecdote, character sketch, fable, legend, myth, tall tale, allegory, novel;
 - poetry – epic, ballad, sonnet, lyric, elegy, ode;
 - Dramatic structure: exposition/initiating event, rising action, complication/conflict, climax, falling action, resolution/denouement

Essential Understandings:

- Understand how authors are often influenced either consciously or unconsciously by the ideas, values, and location in which they live.
- Understand that an author draws on and transforms source material in a specific work (e.g. how a later author draws on a play by Shakespeare).
- Understand that in dramatic works, setting, mood, characters, plot, and theme are often revealed through staging as well as through narration.

Essential Questions	<p>Reading Essential Questions</p> <p>How do writers create short stories that engage the reader?</p> <p>How does a writer develop a theme in a short story?</p> <p>How does a writer use language devices (diction, imagery, symbolism, figurative language) for specific effects in short stories?</p> <p>How does a writer develop a character in a short story?</p>
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	<p>How can setting impact the meaning of a story? How does an author create mood? How does point of view affect the meaning of a story? How does a writer’s use of foreshadowing and irony impact the meaning of a story?</p> <p>Writing Essential Questions How does reading make us better writers? How can we demonstrate our understanding of short stories through writing? How are timed and process writing different? Why should we practice timed writing? How can effective word choice improve our writing?</p> <p>Communication: Speaking, Listening, Media Literacy Why do directors of films often change the original text? Why do directors make other changes when they adapt a text to film?</p>
<p>Primary Resources</p>	<p>Prentice Hall Literature Book <i>The Most Dangerous Game</i> p. 214 • Literary Analysis: Conflict p. 28 <i>Rules of the Game</i> p. 316 <i>The Jade Peony</i> p. 201p <i>The Scarlet Ibis</i>. 384</p>
<p>Essential Vocabulary</p>	<p>relevant details, clarity, anecdotes, impromptu response, topic, purpose, and audience, narratives, narrative nonfiction, poetry, drama, essay, editorial, genre, author’s style, syntax, predictions, inferences, form, point of view, characters, plot, setting, tone, and theme.</p>

Marking Period: 2

Days: 12 and ongoing Nonfiction

Reporting Category/Strand: Communication and Reading

<p>SOL 9.2 a-e 9.5 a-k</p>	<p>The student will produce, analyze, and evaluate auditory, visual, and written media messages.</p> <ol style="list-style-type: none"> a) Analyze and interpret special effects used in media messages including television, film, and Internet. b) Determine the purpose of the media message and its effect on the audience. c) Describe possible cause and effect relationships between mass media coverage and public opinion trends. d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content.
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	<p style="text-align: center;">e) Monitor, analyze, and use multiple streams of simultaneous information.</p> <p>The student will read and analyze a variety of nonfiction texts.</p> <p>a) Recognize an author’s intended purpose for writing and identify the main idea.</p> <p>b) Summarize text relating supporting details.</p> <p>c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts.</p> <p>d) Identify characteristics of expository, technical, and persuasive texts.</p> <p>e) Identify a position/argument to be confirmed, disproved, or modified.</p> <p>f) Evaluate clarity and accuracy of information.</p> <p>g) Analyze and synthesize information in order to solve problems, answer questions, or complete a task.</p> <p>h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.</p> <p>i) Differentiate between fact and opinion.</p> <p>j) Organize and synthesize information from sources for use in written and oral presentations.</p> <p>k) Use the reading strategies to monitor comprehension throughout the reading process.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> ● Identify and analyze sources and viewpoints in the media. ● Analyze information from many different print and electronic sources. <p>Identify basic principles of media literacy:</p> <ul style="list-style-type: none"> ● Media messages are constructed; ● Messages are representations of reality with values and viewpoints; ● Each form of media uses a unique set of rules to construct messages; ● Individuals interpret based on personal experience; and ● Media are driven to gain profit or power. <p>Identify key questions of media literacy:</p> <ul style="list-style-type: none"> ● Who created the message? ● What techniques are used to attract attention? ● How might different people react differently to this message? ● What values, lifestyles and points of view are represented in, or omitted from, this message? ● What is the purpose of this message? <p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> ● Identify and infer the main idea from a variety of complex informational text. ● Explain author’s purpose in informational text. ● Identify and summarize essential details that support the main idea of informational text. ● Analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.

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	<p>Demonstrate the use of text features to locate information, such as:</p> <ul style="list-style-type: none"> ● Title page; ● Bolded or highlighted words; ● Index; ● Graphics; ● Charts; and ● Headings. <p>Analyze text structures (organizational pattern), including:</p> <ul style="list-style-type: none"> ● cause and effect; ● comparison/contrast; ● enumeration or listing; ● sequential or chronological; ● concept/definition; ● generalization; and ● process. <p>Identify an author’s position/argument within informational text.</p> <p>Evaluate the clarity and accuracy of information found in informational texts, such as manuals, textbooks, business letters, newspapers, etc.</p> <p>Make inferences and draw conclusions from complex informational text.</p> <p>Examine text structures to aid comprehension and analysis of complex, informational texts.</p> <p>Use a variety of reading strategies to self-monitor the reading process.</p> <p>Essential Understandings:</p> <ul style="list-style-type: none"> ● understand that specialized vocabulary is vocabulary that is unique to a specific content, topic, or discipline
<p>Essential Questions</p>	<p>Communication: Speaking, Listening, Media Literacy</p> <p>Why is it useful to compare our lives with the lives of prominent or notorious individuals?</p> <p>How can discussing print and media texts better help us understand the author’s/creator’s purpose?</p> <p>How can media affect our understanding of written text?</p> <p>How does a speaker’s delivery impact our understanding and appreciation of a text?</p> <p>How do aesthetic design concepts contribute to the effectiveness of a presentation?</p> <p>Reading Essential Questions</p> <p>How can paraphrasing and summarizing help us to better understand complex texts?</p> <p>How can we determine the writer’s purpose for writing?</p> <p>How do fictional and informational texts relate to my world?</p> <p>How can reading nonfiction help us make connections to events from past and present?</p> <p>How are nonfiction and fiction texts both similar and different?</p>

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	<p>How are biography, autobiography, and memoir both similar and different? How does a writer create meaning in different types of texts? How does knowing the historical and contemporary context of literary works help us comprehend texts better? How are themes (fiction) and underlying meanings (nonfiction) similar?</p> <p>Writing Essential Questions</p> <p>How can reading help us become better writers? How do expository and narrative writing differ? How do effective writers use narrative strategies in expository writing? How do we use textual evidence to support our ideas in writing? Why is it useful to reflect upon and write about our lives? How can nonfiction writing be creative? What strategies make narrative writing appealing to the audience?</p>
Primary Resources	<ul style="list-style-type: none"> ● Unit 1: Fiction and Nonfiction Skills Concept Map—1 <p>Prentice Hall Literature Book</p> <ul style="list-style-type: none"> ● “New Directions” by Maya Angelou ● Literary Analysis: Narrative Essay ● Objective Questions ● Open-Ended Items ● Socratic Seminar ● Journal Entries ● Concept Maps ● Open Book Test
Essential Vocabulary	<p>auditorial, visual, and written media messages, special effects in media messages, mass media coverage, media literacy text structures, explicit and implied information, textual support, synthesize information, essential details</p>

Marking Period: 2

Days: Introducing Strands 8 days and then 30 (ongoing)

Reporting Category/Strand: Writing

SOL 9.6 a-i	<p>The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.</p> <ol style="list-style-type: none"> a) Generate, gather, and organize ideas for writing. b) Plan and organize writing to address a specific audience and purpose. c) Communicate clearly the purpose of the writing using a thesis statement where appropriate. d) Write clear, varied sentences using specific vocabulary and information. e) Elaborate ideas clearly through word choice and vivid description.
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	<p>f) Arrange paragraphs into a logical progression. g) Use transitions between paragraphs and ideas. h) Revise writing for clarity of content, accuracy and depth of information. i) Use computer technology to plan, draft, revise, edit, and publish writing</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● Use prewriting strategies and organize writing. ● Plan and develop organized and focused written products that demonstrate their understanding of composing, written expression, and usage/mechanics and that reflect an appropriate audience and purpose. ● Demonstrate the purpose of writing as narrative, persuasive, expository, or analytical. ● Apply narrative techniques, such as dialogue, description, and pacing to develop experiences or characters. ● Write using a clear, focused thesis that addresses the purpose for writing. ● Provide an engaging introduction and a clear thesis statement that introduces the information presented. ● Write clear, varied sentences, and increase the use of embedded clauses. ● Use specific vocabulary and information. ● Use precise language to convey a vivid picture. ● Develop the topic with appropriate information, details, and examples. ● Arrange paragraphs into a logical progression using appropriate words or phrases to signal organizational pattern and transitions between ideas. ● Revise writing for clarity, content, depth of information, and intended <p>Essential Understandings:</p> <ul style="list-style-type: none"> ● Understand that writing is a process. ● Understand the importance of audience, purpose and point of view when writing. ● Recognize the importance of maintaining a formal style and objective tone in academic writing. ● Understand that the function of a thesis statement is to focus on the purpose of writing
<p>Essential Questions</p>	<p>How can reading help us become better writers? How do expository and narrative writing differ? How do effective writers use narrative strategies in expository writing? How do we use textual evidence to support our ideas in writing? Why is it useful to reflect upon and write about our lives? How can nonfiction writing be creative? What strategies make narrative writing appealing to the audience? How does the use of appropriate conventions make our writing and speaking more effective? How can I incorporate technology to enhance my writing?</p>

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Primary Resources	Citations http://www.citationmachine.net/ Thesis Statements Evaluating Sources VDOE Owl at Purdue
Essential Vocabulary	narrative, expository and persuasive writings, thesis statement, word choice, logical progression, vivid description, plan, draft, revise, edit, and publish writing

Marking Period: 2

Days: 10 Poetry

Reporting Category/Strand: Reading

SOL 9.4 a-m	<p>The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.</p> <ul style="list-style-type: none"> a) Identify author’s main idea and purpose. b) Summarize text relating the supporting details. c) Identify the characteristics that distinguish literary forms. d) Use literary terms in describing and analyzing selections. e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion. g) Analyze the cultural or social function of a literary text. h) Explain the relationship between the author’s style and literary effect. i) Explain the influence of historical context on the form, style, and point of view of a written work. j) Compare and contrast author’s use of literary elements within a variety of genres. k) Analyze how an author’s specific word choices and syntax achieve special effects and support the author’s purpose. l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension. m) Use reading strategies to monitor comprehension throughout the reading process.
Essential Knowledge/Skills/Understandings	<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> ● Provide a summary of the text. ● Identify the differing characteristics that distinguish literary forms, including: poetry – epic, ballad, sonnet, lyric, elegy, ode;

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	<ul style="list-style-type: none"> ● Explain the relationships among the elements of literature, such as: setting; tone; point of view – first person, third person limited, third person omniscient; theme; speaker; and narrator. ● Determine a theme of a text and analyze its development over the course of the text. ● Compare and contrast types of figurative language and other literary devices such as: simile; metaphor; personification; analogy; symbolism; apostrophe; allusion; imagery; paradox; and oxymoron. ● Identify sound devices, including: rhyme (approximate, end, slant), rhythm; repetition; alliteration; assonance; consonance; onomatopoeia; and parallelism. ● Identify and analyze an author’s presentation of literary content by the use of structuring techniques, such as: verse; refrain; and stanza forms <ul style="list-style-type: none"> -couplet -quatrain -sestet -octet (octave). ● Identify and analyze an author’s use of diction (word choice) and syntax to convey ideas and content, including: rhetorical question; cliché; connotation; denotation; hyperbole; understatement; <ul style="list-style-type: none"> Irony; ● dramatic ● situational ● verbal <p>Essential Understandings:</p> <ul style="list-style-type: none"> ● Understand the relationship between an author’s style and literary effect. ● Understand an author’s use of figurative language to create images, sounds, and effects. ● Understand an author’s use of structuring techniques to present literary content. ● Understand how authors are often influenced either consciously or unconsciously by the ideas, values, and location in which they live. ● Understand that an author draws on and transforms source material in a specific work (e.g. how a later author draws on a play by Shakespeare).
<p>Essential Questions</p>	<p>Reading Essential Questions</p> <p>Why should we study poetry?</p> <p>How is poetry relevant to our lives?</p> <p>How is poetry both similar to and different from prose?</p> <p>How does understanding a poet’s life and historical context help us understand a poem?</p> <p>How can we determine the theme or underlying meaning of a poem?</p> <p>How many different ways can we sort and classify poems?</p>

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	<p>Why do we like some poets and poems more than others? How does a poet's style affect our reactions to and our understanding of a poem?</p> <p>Writing Essential Questions How can we show, in writing, what we value in poems? How can we be specific in responding to poetry through writing? How can we locate common characteristics within poems and develop a thesis statement for a possible essay?</p> <p>Communication: Speaking, Listening, Media Literacy How can talking about poetry help us comprehend it? Why does hearing poetry enhance our understanding of it? How can we use voice, body language, and visuals to interpret a poem orally for an audience?</p>
Primary Resources	Prentice Hall Reader's Notebook, Unit 5 Resources, Poetry Collection 1, 2 and 3
Essential Vocabulary	narratives, narrative nonfiction, poetry, drama, essay, editorial, genre, author's style, syntax, predictions, inferences, form, point of view, characters, plot, setting, tone, and theme

Marking Period: 3

Days: 7 Drama

Reporting Category/Strand: Reading

SOL 9.4	<p>The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.</p> <ul style="list-style-type: none"> a) Identify author's main idea and purpose. b) Summarize text relating the supporting details. c) Identify the characteristics that distinguish literary forms. d) Use literary terms in describing and analyzing selections. e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion. g) Analyze the cultural or social function of a literary text. h) Explain the relationship between the author's style and literary effect. i) Explain the influence of historical context on the form, style, and point of view of a written work. j) Compare and contrast author's use of literary elements within a variety of genres. k) Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose. l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support
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	<p style="text-align: center;">reading comprehension. m) Use reading strategies to monitor comprehension throughout the reading process.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> ● Identify the differing characteristics that distinguish literary forms, including: drama – comedy, tragedy; ● Identify and analyze elements of dramatic literature: dramatic structure: exposition/initiating event, rising action, complication/conflict, climax, falling action, resolution/denouement (conclusion/resolution); monologue; soliloquy; dialogue; aside; dialect; and stage directions. ● Describe how stage directions help the reader understand a play’s setting, mood, characters, plot, and theme. ● Compare and contrast the representation of a subject or a key scene in two different media and analyze what is emphasized in each. ● Explain the relationships among the elements of literature, such as: protagonist and other characters; plot; setting; tone; point of view – first person, third person limited, third person omniscient; theme; speaker; and narrator. ● Analyze the techniques used by an author to convey information about a character. ● Analyze character types, including: dynamic/round character; static/flat character; and stereotype and caricature. ● Analyze how authors create multilayered characters through the use of literary devices: indirect and direct methods of characterization, character’s actions, interactions with other characters, dialogue, physical appearance, and thoughts. ● Analyze how characters with multiple or conflicting motivations develop over the course of a text, interact with other characters, and advance the plot or develop theme. ● Analyze how the plot structures (conflict, resolution, climax, and subplots) advance the action in literature, ● Determine a theme of a text and analyze its development over the course of the text. <p>Essential Understandings:</p> <ul style="list-style-type: none"> ● Understand the relationship between an author’s style and literary effect. ● Understand an author’s use of figurative language to create images, sounds, and effects. ● Understand an author’s use of structuring techniques to present literary content. ● Understand how authors are often influenced either consciously or unconsciously by the ideas, values, and location in which they live. ● Understand that an author draws on and transforms source material in a specific work (e.g. how a later author draws on a play by Shakespeare). ● Understand how authors are often influenced either consciously or unconsciously by the ideas, values, and location in which they live. ● Understand that an author draws on and transforms source material in a specific work (e.g. how a later author draws on a play by Shakespeare). ● Understand that in dramatic works, setting, mood, characters, plot, and theme are often revealed through staging as well as through narration and dialogue.

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Essential Questions	<p>How is a play similar to and different from prose and poetry? Why should we read Shakespeare? How does reading Shakespeare reveal the universality of man? How are Shakespearean tragedy and comedy both different and similar? How can understanding the basic structure of Shakespearean Drama aid in the understanding of individual plays? Why are we still reading and watching Shakespeare's plays? How can we use reading strategies to help us understand the language and syntax used by Shakespeare? How have Shakespeare's plays influenced today's language? Why does a playwright have different writing concerns from those of a prose writer or poet?</p>
Primary Resources	<p>Prentice Hall Literature Book</p> <ul style="list-style-type: none"> ● <i>Romeo and Juliet</i> ● Reader's Notebook Adapted Version
Essential Vocabulary	<p>narratives, narrative nonfiction, poetry, drama, essay, editorial, genre, author's style, syntax, predictions, inferences, form, point of view, characters, plot, setting, tone, and theme</p>

Marking Period: 3

Days: Introducing Strands 9 days and then 30 (ongoing)

Reporting Category/Strand: Writing and Research

SOL 9.6 a-i, 9.8 a-h	<p>The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.</p> <ol style="list-style-type: none"> a) Generate, gather, and organize ideas for writing. b) Plan and organize writing to address a specific audience and purpose. c) Communicate clearly the purpose of the writing using a thesis statement where appropriate. d) Write clear, varied sentences using specific vocabulary and information. e) Elaborate ideas clearly through word choice and vivid description. f) Arrange paragraphs into a logical progression. g) Use transitions between paragraphs and ideas. h) Revise writing for clarity of content, accuracy and depth of information. i) Use computer technology to plan, draft, revise, edit, and publish writing <p>The student will use print, electronic databases, online resources, and other media to access information to create a research product.</p> <ol style="list-style-type: none"> a) Use technology as a tool for research to organize, evaluate, and communicate information. b) Narrow the focus of a search. c) Find, evaluate, and select appropriate sources to access information and answer questions. d) Verify the validity and accuracy of all information.
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	<p>e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.</p> <p>f) Credit the sources of quoted, paraphrased, and summarized ideas.</p> <p>g) Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).</p> <p>h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> ● Use prewriting strategies and organize writing. ● Plan and develop organized and focused written products that demonstrate their understanding of composing, written expression, and usage/mechanics and that reflect an appropriate audience and purpose. ● Demonstrate the purpose of writing as narrative, persuasive, expository, or analytical. ● Apply narrative techniques, such as dialogue, description, and pacing to develop experiences or characters. ● Write using a clear, focused thesis that addresses the purpose for writing. ● Provide an engaging introduction and a clear thesis statement that introduces the information presented. ● Write clear, varied sentences, and increase the use of embedded clauses. ● Use specific vocabulary and information. ● Use precise language to convey a vivid picture. ● Develop the topic with appropriate information, details, and examples. ● Arrange paragraphs into a logical progression using appropriate words or phrases to signal organizational pattern and transitions between ideas. ● Revise writing for clarity, content, depth of information, and intended <p>Essential Understandings:</p> <ul style="list-style-type: none"> ● Understand that writing is a process. ● Understand the importance of audience, purpose and point of view when writing. ● Recognize the importance of maintaining a formal style and objective tone in academic writing. ● Understand that the function of a thesis statement is to focus on the purpose of writing <p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> ● Use Internet resources, electronic databases, and other technology to access, organize, and present information. ● Focus the topic by : identifying audience; identifying purpose; identifying useful search terms; and combining search terms effectively. ● Scan research information and select resources based upon reliability, accuracy, and relevance to the purpose of the research. ● Differentiate between reliable and unreliable resources. ● Question the validity and accuracy of information: Who is the author or sponsor of the page? Are there

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	<p>obvious reasons for bias? Is contact information provided? Is there a copyright symbol on the page? What is the purpose of the page? Is the information on the page <i>primary</i> or <i>secondary</i>? Is the information current? Can the information on the Web page be verified?</p> <ul style="list-style-type: none"> ● Avoid plagiarism by: understanding that <i>plagiarism</i> is the act of presenting someone else's ideas as one's own; recognizing that one must correctly cite sources to give credit to the author of an original work; recognizing that sources of information must be cited even when the information has been paraphrased; and using quotation marks when someone else's exact words are quoted. ● Distinguish one's own ideas from information created or discovered by others. ● Use a style sheet, such as MLA or APA, to cite sources <p>Essential Understandings:</p> <ul style="list-style-type: none"> ● Understand the format for citing sources of information. ● Understand that using a standard form of documentation legally protects the intellectual property of writers.
Essential Questions	<p>Why is consistency of verb tense important in writing? Why is the use of correct manuscript form important when preparing formal essays? Why do professional writers take liberties in following conventions and in formatting in their writing?</p>
Primary Resources	<p>Objective Questions, Open-Ended Items, Socratic Seminar, Journal Entries, Concept Map, Writer's Portfolio, Prentice Hall 9th Grade All-in-One Workbook and Unit Resources</p>
Essential Vocabulary	<p>narrative, expository and persuasive writings, thesis statement, word choice, logical progression, vivid description, plan, draft, revise, edit, and publish writing, electronic database, online resources, media, organize, evaluate, primary and secondary resources, misconceptions, conflicting information, bias, MLA, APA, plagiarism, quoted, paraphrased and summarized ideas</p>

Marking Period: 3

Days: 14 (Novel)

Reporting Category/Strand: Reading

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	<p>message and elicit the reader’s emotion.</p> <p>g) Analyze the cultural or social function of a literary text.</p> <p>h) Explain the relationship between the author’s style and literary effect.</p> <p>i) Explain the influence of historical context on the form, style, and point of view of a written work.</p> <p>j) Compare and contrast author’s use of literary elements within a variety of genres.</p> <p>k) Analyze how an author’s specific word choices and syntax achieve special effects and support the author’s purpose.</p> <p>l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.</p> <p>m) Use reading strategies to monitor comprehension throughout the reading process.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> ● Identify the differing characteristics that distinguish literary forms, including: narrative – short story, anecdote, character sketch, fable, legend, myth, tall tale, allegory, novel; ● Explain the relationships among the elements of literature, such as: protagonist and other characters; plot; setting; tone; point of view – first person, third person limited, third person omniscient; theme; speaker; and narrator. ● Analyze the techniques used by an author to convey information about a character. ● Analyze character types, including: dynamic/round character; static/flat character; and stereotype and caricature. ● Analyze how authors create multilayered characters through the use of literary devices: indirect and direct methods of characterization, character’s actions, interactions with other characters, dialogue, physical appearance, and thoughts. ● Analyze how characters with multiple or conflicting motivations develop over the course of a text, interact with other characters, and advance the plot or develop theme. ● Analyze how the plot structures (conflict, resolution, climax, and subplots) advance the action in literature, ● Determine a theme of a text and analyze its development over the course of the text. <p>Essential Understandings:</p> <ul style="list-style-type: none"> ● Understand the relationship between an author’s style and literary effect. ● Understand an author’s use of figurative language to create images, sounds, and effects. ● Understand an author’s use of structuring techniques to present literary content. ● Understand how authors are often influenced either consciously or unconsciously by the ideas, values, and location in which they live. ● Understand that an author draws on and transforms source material in a specific work (e.g. how a later author draws on a play by Shakespeare). ● Understand how authors are often influenced either consciously or unconsciously by the ideas, values, and location in which they live. ● Understand that an author draws on and transforms source material in a specific work (e.g. how a later author draws on a play by Shakespeare).

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<p>Essential Questions</p>	<p>Reading Essential Questions How are short stories and novels similar and different? How does a writer engage and sustain the interest of the reader for the length of a novel? How does the format of a novel lend itself to the extended use of literary elements? How can knowing the historical and contemporary context of a novel enhance understanding? What makes a theme universal? What strategies can I employ when reading a longer piece of literature that will help me comprehend better and become a more effective reader? How does a novel become a classic? How do novels shape or reflect society and culture?</p> <p>Writing Essential Questions Why do we have to write in present tense when writing about literature? How do we develop and support a thesis in our writing?</p> <p>Communication: Speaking, Listening, Media Literacy Why do directors of films often change the original text? Why do directors make other changes when they adapt a novel to film?</p>
<p>Primary Resources</p>	<p><i>Night</i> Holocaust Unit Guide http://www.holocausteducationctr.org/clientuploads/curriculum/HHREC_Holocaust_Curriculum_Intro.pdf Participation in final class discussion Journal entries Quiz(zes) Formal test- objective or essay Composition Creative projects Essential questions Utilization of current media</p>
<p>Essential Vocabulary</p>	<p>narratives, narrative nonfiction, poetry, drama, essay, editorial, genre, author’s style, syntax, predictions, inferences, form, point of view, characters, plot, setting, tone, and theme</p>