

## **NINTH GRADE**

### **COURSE DESCRIPTION**

#### **Grade 9; one year course**

The curriculum for Grade 9 describes in general terms what students are expected to know and do throughout the year to become more adept language users. Ninth Grade Language Arts is designed to incorporate grammar, reading, writing, listening, speaking, and viewing into the study of literature and language usage. Areas to be emphasized are cooperative learning, basic research, and skills in critical thinking, oral and written communication, grammar and mechanics through various writing experiences and reading various literary forms and styles. Students' responses should show progression from concrete to abstract thinking. This curriculum is designed to promote an appreciation of language and literature.

The competencies are the part of the document that is required to be taught. They combine the strands of reading, writing, speaking, listening, and viewing to emphasize these interrelationships in language. They may be taught throughout the year in any order and combined with other competencies. They are not ranked in order of importance. Rather, the sequence of competencies relates to the broader seven K-12 language arts goals and to the language arts philosophy on pages 11-15. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. They indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Districts may adopt the objectives, modify them, or write their own.

Suggested teaching and assessment strategies are also optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. Strategy examples are suggestions of the many dimensions of choice which foster the development of growing sophistication in the use of language. Good teacher-selected strategies include modeling of problem-solving techniques and reading/writing processes. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Particular works of literature mentioned are also for illustration only. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy. Appendices to this document contain a glossary and more detailed descriptions of suggested assessment methods.

**Competencies and Suggested Objectives:****Strands:** (R-Reading) (W-Writing) (S-Speaking) (L-Listening) (V-Viewing)**Teaching Strategies:** (A-Auditory) (V-Visual) (K-Kinesthetic)**Assessment Methods:** (F-Fixed Response) (O-Open-ended Response) (R-Rubric)

- 1. Produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose. (R, W, S, L, V)**
  - a. Produce individual or group writings or projects in a variety of forms such as poems, stories, journals, paragraphs, etc., to inform, describe, persuade, predict, etc.
  - b. Edit writing to reflect correct grammar, usage, and mechanics.
  - c. Write a response, reaction, interpretation, analysis, summary, etc. of literature, other reading matter, or orally presented material.
  - d. Revise to ensure effective introductions, details, wording, topic sentences, and conclusions.
  - e. Write business and social correspondence.

***Suggested Teaching Strategies:***

- *After reading a sonnet by Elizabeth Barrett Browning, or another love poem, students will in pairs or small groups write love poems using rhyme, rhythm, and other poetic devices. (A, V, K) (Assessment - teacher-made rubric which focuses on poetic devices, group participation)*
- *Students will listen to an audio tape of “Casey at the Bat” or another poem and then discuss the style and poetic devices of the poem. (A, V) (Assessment using F, O, R instruments)*
- *In preparation for writing, students will generate ideas from what they have read, listened to, or viewed.*
- *After reading “Gift of the Magi,” students will write business letters to try to persuade the watch shop to return Jim’s watch. (A, V, K) (Assessment using F, O, R instruments.)*
- *The students will write paragraphs to describe characters or places in stories read. (A, V, K)*
- *Before reading Romeo and Juliet, students will plan and write paragraphs about their ideal Juliet or their ideal Romeo and share the paragraphs with a peer group. (A, V, K) (Assessment using F, O, R instruments)*

***Suggested Assessment Methods:***

- *Teacher will create a rubric for assessment.*
- *Students will keep a work-in-progress portfolio for self-evaluation and/or teacher assessment.*

**2. Communicate ideas for a variety of school and other life situations through listening, speaking, and reading aloud. (L, S, R)**

- a. Listen to determine the main idea and supporting details, to distinguish fact from opinion, and to determine a speaker's purpose or bias.
- b. Speak with appropriate intonation, articulation, gestures, and facial expression.
- c. Speak effectively to explain and justify ideas to peers, to inform, to summarize, to persuade, to entertain, to describe, etc.

***Suggested Teaching Strategies:***

- *By reading and listening to “The Most Dangerous Game” or another short story, students will apply situations and reactions to real life (such as, what are modern day ship-trap islands?). (A, V, K)*
- *After reading Antigone, students will discuss the guilt or innocence of Creon and examine how he would fare in our justice system today. (A, V)*

***Suggested Assessment Method:***

- *Teacher will create a rubric to assess the oral or written responses.*

**3. Read, evaluate, and use print, non-print, and technological sources to research issues and problems, to present information, and to complete projects. (R, W, S, L, V)**

- a. Read, view, and listen to distinguish fact from opinion.
- b. Access print, non-print, and technological sources to produce oral or written research projects.
- c. Use reference sources, indices, electronic card catalog, and appropriate information gathering procedures to gather and synthesize information.

***Suggested Teaching Strategies:***

- *The teacher will invite a guest speaker to present ideas on a current issue or problem. (A, V)*
- *Students will complete a guest speaker evaluation form.*
- *Students will complete research on the life and time of William Shakespeare before reading Romeo and Juliet. (A, V, K)*
- *Students will read newspaper advertisements and determine what is fact and what is opinion. (A, V)*
- *Students will use television and print commercials to detect propaganda and persuasive devices. (V, A)*

***Suggested Assessment Methods: (F, O, R)*****4. Work individually and as a member of a team to analyze and interpret information, to make decisions, to solve problems, and to reflect, using increasingly complex and abstract thinking. (R, W, S, L, V)**

- a. Interact with peers to examine real world and literary issues and ideas.
- b. Develop leadership skills and build self-esteem through cooperation and compromise in groups by assuming a role, self-monitoring participation, and contributing to the completion of a task.

***Suggested Teaching Strategies:***

- *Students will work in groups to create a short story after identifying the elements of the short story. (K)*
- *Students will work in groups of three or four to identify the elements of a short story. Team members will work together to plan the plot, characters, setting, etc., and write a story. (A, V, K)*

***Suggested Assessment Method:***

- *Teacher and students will create a rubric to assess the short story.*

**5. Complete oral and written presentations which exhibit interaction and consensus within a group. (R, W, S, L, V)**

- a. Share, critique, and evaluate works in progress and completed works through a process approach.
- b. Communicate effectively in a group to present completed projects and/or compositions.
- c. Edit oral and written presentations to reflect correct grammar, usage, and mechanics.

***Suggested Teaching Strategies:***

- *The students will meet in peer response groups to give oral feedback on the contents of first drafts. The teacher will monitor the entire process: prewriting, writing, responding to content, revision, rewriting, and editing. (A, V)*
- *Students will publish completed works: bulletin board displays, competitions (such as MCTE Celebration of Young Writers), books, pamphlets, and oral presentations to other classes, civic groups, nursing homes, etc. (K, V)*
- *After reading Romeo and Juliet, students will select class members to be judge (Prince Escalus) and witnesses (other characters still alive) to try Friar Laurence for his participation in the death of Romeo and Juliet. (A, V, K) (Assessment using F, O, R instruments.)*

**6. Explore cultural contributions to the history of the English language and its literature. (R, W, S, L, V)**

- a. Examine the influence of culture and history on language and literature.
- b. Recognize that language is shaped by cultural, social, and geographical differences.
- c. Identify instances of dialectal differences which create stereotypes, perceptions, and identities.
- d. Recognize root words, prefixes, suffixes, and cognates.
- e. Relate how vocabulary and spelling have changed over time.

***Suggested Teaching Strategies:***

- *The teacher will show videos and/or pictures to introduce England of Shakespeare’s time before reading Romeo and Juliet. (A, V)*
- *Before reading Romeo and Juliet, the teacher will give students lists of Shakespearean terminology, and students will describe each other in Shakespearean English. (A, V)*
- *Before reading the Odyssey, students will examine some examples of Greek characters and mythology. (A, V)*

***Suggested Assessment Methods: (F, O, R)*****7. Discover the power and effect of language by reading and listening to selections from various literary genres. (R, W, S, L, V)**

- a. Read aloud with fluency and expression.
- b. Listen to selected works to recognize and respond to the beauty and power of the language.
- c. Analyze the stylistic devices, such as alliteration, assonance, word order, rhyme, onomatopoeia, etc., that make a passage achieve a certain effect.
- d. Demonstrate how the use of language can confuse or inform, repel or persuade, or inspire or enrage.
- e. Analyze how grammatical structure or style helps to create a certain effect.

***Suggested Teaching Strategy:***

- *Students will read selected passages aloud as oral interpretations. (A, V)*

***Suggested Assessment Methods:***

- *The teacher will create a rubric to assess oral presentations.*
- *Students will listen to the poem “The Bells” and identify the words and phrases that sound like the four kinds of bells. (A, V)*

**8. Read, discuss, analyze, and evaluate literature from various genres and other written material. (R, W, S, L, V)**

- a. Read a variety of literature such as poetry, drama, novels, short stories, and nonfiction and understand literary elements such as theme, tone, characters, point of view, etc.
- b. Identify literature that has produced a lasting impact on society.
- c. Read for enjoyment, appreciation, information, and completion of a task.
- d. Read to increase vocabulary and enhance learning.
- e. Read analytically to distinguish fact from opinion, to determine cause and effect, and to infer information.

***Suggested Teaching Strategy:***

- *After reading Animal Farm, students will discuss the character traits of the animals that are universal in humans. (A, V) (Assessment using F, O, R instruments)*

**9. Sustain progress toward fluent control of grammar, mechanics, and usage of standard English in the context of writing and speaking. (R, W, S, L, V)**

- a. Employ editing skills to identify and correct problems of specific grammar conventions in various kinds or writings.
- b. Demonstrate, in the context of their own writing, proficient use of the conventions of standard English, including but not limited to, the following, complete sentences, subject-verb agreement, plurals, spelling, possessives, verb forms, punctuation, capitalization, pronouns, pronoun-antecedent agreement, and parallel structure.
- c. Give oral presentations to reinforce the use of standard spoken English.
- d. Manipulate basic sentence patterns through sentence expansion and combining.
- e. Recognize and use various grammatical structures, such as a variety of clauses, phrases, etc., to convey and clarify thought.

***Suggested Teaching Strategies:***

- *After reading Romeo and Juliet and Animal Farm, students will write essays comparing the characters of the two pieces. Grammar focus will be on complete sentences, punctuation, and capitalization. (A, V, K)*
- *In seen editing groups, the students will, give suggestions for sentence combining and verb agreement in a piece of work selected by each student. (A, V)*
- *The students will analyze their own grammar/usage/mechanical mistakes as a reflective piece of writing. (A, V)*

***Suggested Assessment Methods: (F, O, R)*****10. Use language and critical thinking strategies to serve as tools for learning. (R, W, S, L, V)**

- a. Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language.
- b. Interpret visual material orally and in writing.

***Suggested Teaching Strategies:***

- *Students will keep a reading log while reading The Free Man or other novel to record observations as they read. (A, V, K)*
- *Students will create and explain pie charts that depict students' after-school hobbies and interests.*

***Integrated Suggested Teaching Strategies as Integrated Lesson from Great Expectations:***

*Competencies 3 and 4 -*

- *Students will divide into groups to research aspects of Dicken's England. Topics may include social, judicial, educational, political, or other aspects.*

*Competencies 2, 4, 5, and 9 -*

- *Students will give presentations of their findings.*

Competency 6 -

- Students will listen to a teacher-led discussion on Charles Dickens and his contributions to English literature, emphasizing important facts from students' research.

Competency 6 -

- Students will design a mural on the life and times of Dickens.

Competencies 2 and 7 -

- Students will begin the study of Great Expectations by listening to an excerpt read aloud. As the study progresses, students will select and read passages aloud.

Competencies 1 and 8 -

- Students will keep reading logs which include comments on passages read, lists of unfamiliar vocabulary words, insights on characters, etc.

Competencies 1, 8, 9, and 10 -

- Students will create various pieces of writing such as descriptive paragraphs of character, comparisons of characters to people they know, or analyses of certain passages.

Competencies 1, 8, and 9 -

- Students will rewrite a scene from a character's viewpoint.

Competencies 1, 4, and 9 -

- Students will, individually or as a team, write various types of letters. For example, students may invite characters to Christmas dinner; Joe and Biddy's wedding; petition Newgate Prison to free Abel Magwitch; or design birth announcements for young Pip.

Competencies 1, 2, 4, and 10 -

- Students will, in small groups, choose an object or animal to represent a particular character and develop a presentation for class which may include drawings, skits, puppetry, etc. (e.g., Mrs. Joe - a massive armchair; Mr. Joe - an ottoman).

Competency 3 -

- Students will view the film Great Expectations.

**Suggested Assessment Method:**

- The teacher will design rubrics to evaluate oral presentations, writings, projects, and reading logs, etc. The teacher may also use teacher-designed tests.