

**Tri-District
Language Arts Curriculum
English
2009
Grade Nine**



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BY THE END OF NINTH GRADE PERSPECTIVES

STATE STANDARD

http://www.state.nj.us/education/cccs/2004/s2_la/

BIG IDEAS/COMMON THREADS

The ability to read, write, speak and listen enables students to think critically and engage actively with the world. By teaching these skills the district honors both the spirit and the intent of the NJ Clarification Project.

ENDURING UNDERSTANDINGS

Effective readers employ strategies to bring personal and universal meaning to text. Through the use of the six reading strategies, (visualizing, predicting, inferencing, connecting, synthesizing and questioning) the students will investigate the ways in which language reveals perspective. Additionally the students will identify dominant character traits and the dynamic nature of characters in texts. The reader will recognize that close attention to characters leads to deeper understanding of a text.

Effective writers develop and refine their writing through the writing process. Students will communicate effectively in their expository writing. Students also will understand the organizational logic and flow of expository writing.

ESSENTIAL QUESTIONS

- How does language reveal perspective?
- How do our perspectives color a conflict or situation?
- What are different styles of narration?
- How does a writer use literary devices to enhance meaning?
- How does a writer develop characters?

MODULE ASSESSMENT

Students will read and discuss at least two full length fiction or non-fiction works. They will publish a character analysis essay. Through creative projects students also will demonstrate an understanding of the complexities of a character.

LESSON OBJECTIVES

Students will be able to...

- read and discuss a novel through a variety of lenses.
- discuss text in small groups exploring character.
- read and respond to text independently.
- write notebook entries experimenting with different perspectives.

- read and discuss a text and analyze how various perspectives influence character development.
- through a variety of texts, utilize the six strategies of effective readers.
- write literary responses.
- use Inspiration for prewriting.
- write five paragraph essay.

MODULE SKILLS

Students will be able to...

- identify clues in a text to make generalizations about character.
- identify how perspective is revealed in text.
- use text to support ideas.
- use Inspiration for prewriting.
- read a variety of texts effectively.
- compose a character analysis essay using the writing process.
- read a variety of texts using the reading strategies including: visualize, connections, inferencing, questioning, predicting and synthesizing.

RESOURCES

Supplies: Laptops

Texts: Teachers will choose from the following novels:

Curious Incident of the Dog in the Night-time, Chew On This, Fahrenheit 451, Jekyll & Hyde, Invisible Man, Illustrated Man, Revolution is Not a Dinner Party, Lord of the Flies, Deadline, Whirligig

Classroom library texts

Fiction and Non-fiction works as selected by the students.

Video/Audio as applicable.

Technology:

Inferring reasons for character changes lesson/character trading cards lesson:

http://www.readwritethink.org/lessons/lesson_view.asp?id=932

Internet, Inspiration, Word

Professional Resources:

Discovering Voice

Daybook

BY THE END OF NINTH GRADE CONFLICTS OF INTEREST

STATE STANDARD

http://www.state.nj.us/education/cccs/2004/s2_la/

BIG IDEAS/COMMON THREADS

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ENDURING UNDERSTANDINGS

Effective readers recognize the persuasive power of language. In order to differentiate between fact and opinion, between persuasion and propaganda, students will employ their reading strategies. Additionally they will identify the rhetorical strategies that authors use to convey ideas and persuade their audiences.

Effective writers develop and refine their ideas, and they are able to communicate effectively in their persuasive writing.

ESSENTIAL QUESTIONS

- How does language persuade?
- How does a reader synthesize conflicting information?
- How do advertisements persuade?
- What is propaganda?
- How can I use language to persuade?
- What are effective ways to deal with conflict?
- How do a reader determine what is true?
- How does the media manipulate?

MODULE ASSESSMENT

Students will read and discuss at least two full length fiction or non-fiction works. They will publish a persuasive essay as well as an analytical/exploratory essay that examines a conflict.

LESSON OBJECTIVES

Students will be able to...

- read and discuss fiction and non-fiction texts.
- identify and utilize persuasive techniques..
- through a variety of texts, utilize the six strategies of effective readers.
- write notebook entries that demonstrate their use of the six strategies of effective readers.
- write a persuasive essay.

- write an analytical/exploratory essay.
- use Inspiration for prewriting.
- recognize bias in texts.
- understand the relationship between audience and purpose.

MODULE SKILLS

Students will be able to...

- identify persuasive and propaganda techniques.
- use text to support ideas.
- use Inspiration for prewriting.
- read a variety of texts effectively using their reading strategies.
- compose a persuasive and an analytical/exploratory essay through the writing process.

RESOURCES

Supplies: Laptop

Texts: Teachers will choose from the following novels:

Curious Incident of the Dog in the Night-time, Chew On This, Fahrenheit 451, Jekyll & Hyde, Invisible Man, Illustrated Man, Revolution is Not a Dinner Party, Lord of the Flies, Deadline, Whirligig

Classroom library texts.

Fiction and Non-fiction works as selected by the students.

Video/Audio: As applicable.

Suggested films:

Supersize Me

Food, Inc.

Technology:

Word, Internet, Inspiration

BY THE END OF NINTH GRADE MYSTERIES: WHEN THERE ARE NO ANSWERS

STATE STANDARD

http://www.state.nj.us/education/cccs/2004/s2_la/

BIG IDEAS/COMMON THREADS

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ENDURING UNDERSTANDINGS

While considering complex ethical issues, effective students will appreciate alternative viewpoints and critically examine their own conclusions. They must extract relevant information from fiction and non-fiction texts and use that information to substantiate claims they make in synthesis essays. Students will assess the validity of sources. Effective writers must also consider audience when publishing ideas.

ESSENTIAL QUESTIONS

How do we dialogue about a topic with no definitive answers?
How do we unravel or dissect a mystery?
How do we make a decision when we are unsure of its consequences?
How do we make decisions in the present when we don't know the future?

MODULE ASSESSMENT

Students will read and discuss at least two full-length texts. They will publish a synthesis essay.

LESSON OBJECTIVES

Students will be able to...

- read and discuss fiction and non-fiction texts.
- synthesize information from a variety of sources.
- assess the validity of sources.
- identify various elements of mysteries.
- research a complex ethical issue.
- annotate a text and use their annotations to compose a written piece.

MODULE SKILLS

Students will be able to...

- use text to support ideas.
- use Inspiration for prewriting.

- read a variety of texts effectively.
- compose a synthesis essay through the writing process.
- conduct research.
- use media center resources to evaluate websites.
- extract relevant information from sources.

RESOURCES

Supplies: Laptops

Texts: Teachers will choose from the following novels:
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Classroom library texts

Fiction and Non-fiction works as selected by the students.

Video/Audio: As applicable

Technology:

<http://www.pbs.org/newshour/extra/>

Noodletools, Internet, Word, Inspiration

Professional Resources:

New York Times Learning Network

BY THE END OF NINTH GRADE POWER AND CORRUPTION

STATE STANDARD:

http://www.state.nj.us/education/cccs/2004/s2_la/

BIG IDEAS/COMMON THREADS

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ENDURING UNDERSTANDINGS

Active readers use strategies to understand texts and to make personal connections as they recognize the universality of the human condition. Effective writers are reflective. Students will reflect on their own growth this year as readers and writers. Students will learn to take responsibility for their learning process.

ESSENTIAL QUESTIONS

What is power?
What motivates change?
How does a person motivate change?
Can one person make a difference?
How does power affect people?
What are the characteristics of a leader?

MODULE ASSESSMENT

Students will read and discuss at least two full-length texts. Students will publish a thesis driven expository essay on theme. They will also produce a year end reflection on their growth as a reader and writer.

LESSON OBJECTIVES

Students will be able to...

- identify themes of a full-length text in an expository essay.
- use text to support ideas.
- utilize reading strategies.
- annotate a text and use the annotations to compose an expository essay.

MODULE SKILLS

Students will be able to...

- write an expository essay.

- identify and discuss theme.
- use text to support ideas.
- use Inspiration for prewriting.

RESOURCES

Supplies: Laptops

Texts: Teachers will choose from the following novels:

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Classroom library texts.

Fiction and Non-fiction works as selected by the students.

Video/Audio: As applicable