

English Language Arts Curriculum

Strand: Meaning and Communication

Grade: 9

Standard 1: All students will read and comprehend general and technical material.

Benchmarks:

1. Use reading for multiple purposes, such as enjoyment, learning complex procedures, completing technical tasks, making workplace decisions, evaluating and analyzing information, and pursuing in-depth studies.
2. Read with developing fluency a variety of texts, such as novels, poetry, drama, essays, research texts, technical manuals, and documents.
3. Selectively employ the most effective strategies to construct meaning, such as generating questions, scanning, analyzing and evaluating for specific information, and deciding how to represent content through summarizing, clustering, and mapping.
5. Respond personally, analytically, and critically to a variety of oral, visual, written and electronic texts, providing examples of how the texts influence their lives and their role in society.

Sample Activity/Assessment Tasks:

- Read three non-fiction informational articles that have cross-curricular references.
- Map the main ideas and details.
- Make a compare /contrast chart of the three articles,
- Choose one article and write a summary of the article, using the main points and compare/contrast chart to analyze and respond to the author's statements.
- Reflect on the ways these articles relate to the Social Justice Teaching of Solidarity.

Resources:

"The Road Ahead" by Bill Gates

"I Have a Dream" by Martin Luther King

"There is a Longing" by Chief Dan George

"New Directions" by Maya Angelou

Various magazine articles

www.sparknotes.com

www://marcopolo.worldcom.com

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Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs and compositions.

Benchmarks:

1. Write fluently for multiple purposes to produce compositions.
3. Plan, draft, revise and edit their texts, and analyze and critique the texts of others in such areas of purpose, effectiveness, cohesion, and creativity.
4. Demonstrate precision in selecting appropriate language conventions when editing text.

Sample Activity/Assessment Tasks:

- Review the components of a personal narrative essay.
- Draft and peer edit personal narrative essays in class, especially checking for cohesion.
- Identify correct usage of parallelism and pronoun usage.

Resources:

www.google.com

Prentice Hall Literature

Grammar for Writing by Sadlier-Oxford

Merriam Webster's Guide to Punctuation and Style

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Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

Benchmarks:

1. Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts.
2. Consistently use strategies to regulate the effects of variables on the communication process.
3. Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively.
4. Consistently use effective listening strategies and elements of effective speaking.

Sample Activity/Assessment Tasks:

- Discuss verbal and nonverbal messages and pantomime non-verbal ones.
- Pantomime non-verbal actions.
- Complete a quick-write identifying the important aspects of a job interview.
- Model a typical job interview for classmates, alternating participants.
- Take the role of an employer and evaluate interviews.
- Evaluate the job interview on the communication of the Social Justice Issue, The Dignity and the Rights of Workers.

Resources:

Videos on effective communication skills and job interviews

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Strand: Language

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Standard 4: All students will use the English language effectively.

Benchmarks:

1. Demonstrate how language usage is related to successful communication in their different spoken, written, and visual communication contexts.
2. Use an understanding of how language patterns and vocabularies transmit culture and affect meaning in formal and informal situations.
3. Explore and explain how the same words can have different usages and meanings in different contexts, cultures, and communities.
4. Demonstrate ways in which communication can be influenced through word usage.

Sample Activity/Assessment Tasks:

- Discuss the difference between formal and informal language in *Freaky Friday*.
- Make a chart identifying the appropriateness of the usage in given situations.
- Work in groups to identify and explain three words that have multiple meanings.
- Work with a partner to create communication scenarios which cause miscommunication due to propaganda, satire, etc.
- Compare/Contrast the way language is used in the poetry of Alicia Keys and Maya Angelou.

Resources:

Freaky Friday video

“Caged Bird” by Alicia Keys

“I Know Why the Caged Bird Sings” by Maya Angelou

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Strand: Literature

Grade: 9

Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, common heritage and common humanity, and rich diversity in our society.

Benchmarks:

1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
2. Describe and discuss archetypal human experiences that appear in literature and other texts from around the world.
3. Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect the substance of the human experience.

Sample Activity/Assessment Tasks:

- Discuss the universal themes of stereotyping and peer pressure in relation to Catholic Social Teachings.
- Read and discuss the quality of a variety of classic or contemporary literature.
- Make a compare/contrast chart or a Venn diagram plotting students' actions to the actions of the characters in the text.
- Use the Venn diagram to write an essay that depicts similarities between the archetypal experiences in the text and their personal experiences.
- Identify strong conflicts in literature and connect them to real life. Read newspaper articles representing real life conflicts and note the differences and similarities between the newspaper articles and literature.
- Write a fictional newspaper article that might appear in today's paper that has conflicts similar to those in literature.

Resources:

Romeo and Juliet by Shakespeare

The Outsiders by H. S. Hinton

The Most Dangerous Game by Richard Connell

"The Cask of Amontillado" by Edgar Allan Poe

SCOPE Magazine by Scholastic

"The Road not Taken" by Robert Frost

"New Directions" by Maya Angelou

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Strand: Voice

Class: 9

Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

Benchmarks:

1. Assess their use of elements of effective communication in personal, social, and occupational, and civic texts.
2. Evaluate the power of using multiple voices in their oral and written communication to persuade, inform, entertain, and inspire their audiences.
3. Analyze the style and characteristics of authors, actors, and artists of classics and masterpieces to determine why these voices endure.

Sample Activity/Assessment Tasks:

- Read and listen to a variety of poems.
- Discuss the voice changes needed to project the intended emotion.
- Practice using different voices to convey meaning.
- Create and present poem using voice changes, pacing, and emotion.

Resources:

Poems by Edgar Allen Poe
“Annabel Lee”
To Helen”
“The Bells”
“The Raven”

“A Voice” by Pat Mora
“O What is that Sound?” by W. H. Auden
“I hear America Singing” by Walt Whitman

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Strand: Skills and Processes

Class: 9

Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

Benchmarks:

1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning
2. Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning and demonstrate flexible use of strategies across a wide range of situations.

Sample Activity/Assessment Tasks:

- Employ strategies to aid in understanding different texts:

Break down long sentences

Use context clues

Visualize

Formulate questions

Paraphrase

Summarize

Predict

Identify cause and effect

Review

Relate to personal experience

Evaluate

Respond

- Read an article and identify the author's tone and voice. Form groups to discuss the techniques the author uses to convey meaning.
- Discuss ways tone and voice can be used as strategies to convey meaning in their own writings.
- Visualize and design a poster, which shows the ways characters care for God's creation.

Resources:

"The Devil and Daniel Webster" by Stephen Vincent Benet

"To Build a Fire" by Jack London

"The Scarlet Ibis" by James Hurst

"Daughter of Invention" by Julia Alvarez

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Strand: Genre and Craft of Language

Class: 9

Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.

Benchmarks:

2. Describe and use characteristics of informational genre and complex elements of narrative technique to convey ideas and perspectives.
3. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically.

Sample Activity/Assessment Tasks:

- Discuss symbols, irony, imagery, and minor/ major characters in an epic, satire or drama.
- Make a poster using symbols to convey an interpretation of the written text.

Resources:

“The Masque of the Red Death” by Edgar Allan Poe
“The Most Dangerous Game” by Richard Connell
“The Necklace” by Guy Maupassant
The Odyssey by Homer
The Tragedy of Romeo and Juliet by William Shakespeare

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Strand: Depth of Understanding

Grade: 9

Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Benchmarks:

1. Analyze and reflect on universal themes and substantive issues from oral, visual, and written texts.
2. Synthesize from multiple texts representing varied perspectives, and apply the principles and generalizations needed to investigate and confront complex issues and problems.
3. Develop and extend a thesis by analyzing differing perspectives and resolving inconsistencies in logic in order to support a position.

Sample Activity/Assessment Tasks:

- Discuss the universal themes through a time travel assignment. Determine how the characters might react today or vice versa—how we might have reacted to them.
- Take on the role of main characters and determine how that character would fit in the school/community today i.e. Pony boy, Odysseus, Romeo, Juliet, etc.
- Write a letter to the editor from differing perspectives of characters; analyze and resolve inconsistencies in logic to support your position.

Resources:

Romeo and Juliet by William Shakespeare
The Odyssey by Homer
The Outsiders by S. E. Hinton
To Kill a Mockingbird by Harper Lee
West Side Story VHS

“The Cask of Amontillado” by Edgar Allen Poe

“Dream Deferred” by Langston Hughes

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Strand: Ideas in Action

Class: 9

Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Benchmarks:

1. Use themes and central ideas in literature and other texts to generate solutions to problems and formulate perspectives on issues in their own lives.
2. Function as literate individuals in varied contexts within their lives in and beyond the classroom.

Sample Activity/Assessment Tasks:

- Identify a problem from literature that relates to them and use problem solving steps to discover a solution.
- Write a problem and solution essay and send it to the appropriate government official, agency, or group.

Resources

Prentice Hall Writing and Grammar Connection

“Rules of the Game” by Amy Tan

“The Necklace” by Guy de Maupassant

SCOPE Magazine by Scholastic

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Strand: Inquiry and Research

Class: 9

Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Benchmarks:

1. Generate questions about important issues that affect them or society, or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or hypothesis.
2. Determine, evaluate and use resources that are most appropriate and readily available for investigating a particular question or topic.
3. Synthesize and evaluate information to draw conclusions and implications based on their investigation of an issue or problem.
4. Research and select the medium and format to be used to present conclusions based on the investigation of an issue or problem.

Sample Activity/Assessment Tasks:

- Brainstorm topics as a class and formulate questions about significant issues.
- Choose a topic and investigate it by skimming magazines and newspapers, writer's journals, texts, encyclopedias, atlases, internet, and other reference sources. Visit science, art, or history museums.
- Use both primary and secondary sources to gather information on the topic, take notes, and draft a thesis.
- Evaluate, summarize, and synthesize the information in a rough draft.
- Follow the writing process to finalize a written research paper.
- Share your findings through a multimedia presentation to the class.

Resources:

Magazines and newspaper articles, books, and reference materials
Various museums or places of interest relating to topic.
MLA or APA Handbook
Internet
A Pocket Style Manual by Diane Hacker
Merriam Webster's Guide to Punctuation and Style
www.justicelearning.com

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Strand: Critical Standards

Class: 9

Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

Benchmarks:

1. Apply sets of standards for individual use according to the purpose of the communication context.
2. Analyze and apply individual, shared, and academic standards in various contexts.
5. Apply diverse standards (rhetorical and societal) to evaluate whether a communication is truthful, responsible and ethical for a specific content.

Sample Activity/Assessment Tasks:

- Review the term “bias”
- Discuss standards of evaluation.
- Search a variety of sources.
- Select the sources that meet standards of validity, ethics and truthfulness.
- Create a rubric to evaluate the accuracy of written documents, videos, etc. as a potential resource.

Resources:

Several stories, articles, or editorials dealing with the same subject matter.