

Curriculum Map

1st 9 Weeks Formal Assessments

1. Unit Assessment - Mid-Unit I - (September 1, 2023)

- A. **Student Goal:** Students can cite strong and thorough textual evidence from an informational text to support what the text says explicitly as well as inferences drawn from the text. (RI9.1)
- B. **Student Goal:** Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL9.1)
- C. **Student Goal:** Students can determine the meanings of words and phrases as they are used in the text including figurative, connotative, and technical meanings. (RL9.4)
- D. **Student Goal:** Students can analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop a theme. (RL9.3)
- E. **Student Goal:** Students can demonstrate commands of conventions of Standard English grammar and usage when writing or speaking and use various types of phrases and clauses to convey meaning and add variety (L9.1 -9.1b)
- F. **Student Goal:** Students can determine meanings of words and phrases as they are used in the text including figurative, connotative, and technical meanings and analyze the impact of word choices on meaning and tone. (RL9.4)
- G. **Student Goal:** Students can draw evidence from literary or informational text to support analysis, reflection, and research. (W9) H.
Student Goal: Students can determine the theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; Students can provide an objective summary of the text.

Reading Literary	Reading Informational	Writing	Language
ELAGSE RL 9.1 ELAGSE RL 9.2 ELAGSE RL9.3 ELAGSE RL 9.4	ELAGSE RI 9.1 ELAGSE RI 9.4	ELAGSE W9	ELAGSE L9.1

Charlie A. Gray Junior High School 2023–2024 School Year ELA 9 2. Unit Assessment - End-of-Unit I Exam - (September 22, 2023)

- A. **Student Goal:** Students can analyze how complex characters develop over the course of a text, interact with other characters and advance the plot

or develop a theme. (RL9.3)

- B. **Student Goal:** Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL9.1)
- C. **Student Goal:** Students can demonstrate command of conventions of Standard English grammar and usage when writing or speaking and use various types of phrases and clauses to convey meaning and add variety (L9.1 -9.1b)
- D. **Student Goal:** Students can determine meanings of words and phrases as they are used in the text including figurative, connotative, and technical meanings and analyze the impact of word choices on meaning and tone. (RL9.4)
- E. **Student Goal:** Students can draw evidence from literary or informational text to support analysis, reflection, and research. (W9) F. **Student Goal:** Students can analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as tension, mystery or surprise. (RL9.5)
- G. **Student Goal:** Students can cite strong and thorough textual evidence from a literary work to support what the text says explicitly as well as inferences drawn from the text. (RI9.1)
- H. **Student Goal:** Students can determine a theme or central idea of a text and closely analyze its development over the course of the text including how it emerges and is shaped and refined by specific details. Students can provide an objective summary of the text. (RL9.2) I. **Student Goal:** Students can initiate and participate effectively in a range of collaborative discussions with diverse partners concerning grade 9 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively. (SL9.1)
- J. **Student Goal:** Students will acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. (L9.6)

Reading Literary Writing Language

ELAGSE RL9.2 ELAGSE RL9.3
ELAGSE RL 9.4 ELAGSE RL9.5

ELAGSE L9.1b
ELAGSE L9.6

ELAGSE W9.1

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2nd 9 Weeks Formal Assessments

3. Culminating Writing- Narrative Essay - (September 29, 2023)

- A. **Student Goal:** Students can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. (W9.3)
- B. **Student Goal:** Students can use precise words and phrases telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters (W9.3d)

C. **Student Goal:** Students can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on addressing what is most significant for specific purpose and audience(W9.5)

Writing
ELAGSE W9.3 ELAGSE W9.3d ELAGSE W9.5

4. Unit Assessment - Unit II- Poetry Exam (October 25, 2023)

- A. **Student Goal:** Students can determine meanings of words and phrases as they are used in the text including figurative, connotative, and technical meanings and analyze the impact of word choices on meaning and tone. (RL9.4)
- B. **Student Goal:** Students can draw evidence from literary or informational text to support analysis, reflection, and research. (W9.9) C. **Student Goal:** Students can demonstrate understanding of figurative language, word relationships, and nuances in word meanings (L9.5) D. **Student Goal:** Students can analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (RI9.5)
- E. **Student Goal:** Students can analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (RL9.5)
- F. **Student Goal:** Students can determine a theme or central idea of a text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; students can provide an objective summary of the text. (RL2) G. **Student Goal:** Students can verify the preliminary determination of the meaning of a word or a phrase (e.g., by checking the inferred meaning in context or in a dictionary) (9.4d)
- H. **Student Goal:** Students can interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in a text.(L9.5a)

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Reading Literary	Writing	Language
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ELAGSE RL9.2
 ELAGSE RL9.4
ELAGSE RL9.5

ELAGSE L9.4d ELAGSE L9.5 ELAGSE L9.5a

5. Application Project- Unit II- Poetry Project (October 27, 2023)

ELAGSE W9.9

- A. **Student Goal:** Students can determine meanings of words and phrases as they are used in the text including figurative, connotative, and technical meanings and analyze the impact of word choices on meaning and tone. (RL9.4)
- B. **Student Goal:** Students can analyze the representation of a subject or a key scene in two different artistic mediums including what is emphasized or absent in each treatment. (RL9.7)
- C. **Student Goal:** Students can demonstrate understanding of figurative language, word relationships, and nuances in word meanings (L9.5)
- D. **Student Goal:** Students can introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension(W9.2a)
- E. **Student Goal:** Students can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W9.4)
- F. **Student Goal:** Students can develop and strengthen writing as needed by planning, revising, editing, rewriting, and trying a new approach, focusing on addressing what is most significant for a specific purpose, and audience. (W9.5)

Reading Literary	Writing	Language
ELAGSE RL9.4 ELAGSE RL9.7	ELAGSE W9.2a ELAGSE W9.4 ELAGSE W9.5	ELAGSE L9.5

6. Unit Assessment - Unit II - Shakespeare/Drama (December 14, 2023) MIDTERM

- A. **Student Goal:** Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL9.1)
- B. **Student Goal:** Students can determine a theme or central idea of a text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; students can provide an objective summary of the text. (RL9.2)
- C. **Student Goal:** Students can analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop a theme. (RL9.3)

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- D. **Student Goal:** Students can determine the meanings of words and phrases as they are used in the text including figurative, connotative, and technical meanings. (RL9.4)
- E. **Student Goal:** Students can use context (e.g., the overall meaning of a sentence, paragraph or text; a words position or function within the sentence) as a clue to the meaning of a word or phrase. (L9.4a)
- F. **Student Goal:** Students can interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (L9.5a)
- G. **Student Goal:** Students can acquire and accurately use general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and

listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L9.6)

Reading Literary Language	
ELAGSE RL9.1	ELAGSE L4a
ELAGSE RL9.2	ELAGSE L5a
ELAGSE RL9.3	ELAGSEL6
ELAGSE RL 9.4	

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7. Unit Assessment - Argument (February 21, 2024)

- A. **Student Goal:** Students can write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W9.1)
- B. **Student Goal:** Students can develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns (W9.1b)
- C. **Student Goal:** Students can introduce precise claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence. (W9.1a)
- D. **Student Goal:** Students can apply grades 9-10 reading standards to literary non-fiction (W9.9b)
- E. **Student Goal:** Students can develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W9.5)
- F. **Student Goal:** Students can determine an author’s point of view in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (W9.6)
- G. **Student Goal:** Students can conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W9.7)
- H. **Student Goal:** Students can draw evidence from literary or informational text to support analysis, reflection, and research. (W9.9)
- I. **Student Goal:** Students can cite strong and thorough textual evidence from an informational text to support what the text says explicitly as well as inferences drawn from the text. (RI9.1)
- J. **Student Goal:** Students can determine a central idea of a text and analyze its development over the course of the text, including how it emerges

and is shaped and refined by specific details; Students can provide an objective summary of the text. (RI9.2)

K. **Student Goal:** Students can analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (RI9.3)

L. **Student Goal:** Students can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; Students can analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI9.4)

M. **Student Goal:** Students can analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (RI9.5)

N. **Student Goal:** Students can determine an author’s point of view or purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose. (RI9.6)

O. **Student Goal:** Students can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI9.8)

P. **Student Goal:** Students can use parallel structure (L9.1a)

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Q. **Student Goal:** Students can apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening, and to write and to edit so that it conforms to the guidelines in MLA format. (L9.3)

R. **Student Goal:** Students can come to a discussion prepared having read and researched the material under study; explicitly draw on that preparation by referring to evidence from other texts and other research on the topic or issue to simulate a thoughtful, well-reasoned exchange of ideas. (SL9.1a)

S. **Student Goal:** Students can integrate multiple sources of information presented in diverse media or format evaluating the credibility and accuracy of each source. (SL9.2)

Writing	Reading Informational Language	Speaking/Listening
ELAGSE W9.1 ELAGSE W9.1b ELAGSE W9.1a ELAGSE W9.1b ELAGSE W9.9b ELAGSE W9.5 ELAGSE W9.6 ELAGSE W9.7 ELAGSE W9.8	ELAGSE RI9.1 ELAGSE RI9.2 ELAGSE RI9.3 ELAGSE RI9.4 ELAGSE RI9.5 ELAGSE RI9.6 ELAGSE RI9.8	ELAGSE SL9.1a ELAGSE SL9.2 ELAGSE L9.1a ELAGSE L9.3

8. Culminating Writing- Argument (February 27, 2024)

- A. **Student Goal:** Student Goal: Students can write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W9.1)
- B. **Student Goal:** Students can develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns (W9.1b)
- C. **Student Goal:** Students can introduce precise claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence. (W9.1a)
- D. **Student Goal:** Students can apply grades 9-10 reading standards to literary non-fiction (W9.9b)
- E. **Student Goal:** Students can develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W9.5)

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- F. **Student Goal:** Students can conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W9.7)
- G. **Student Goal:** Students can cite strong and thorough textual evidence from an informational text to support what the text says explicitly as well as inferences drawn from the text. (RI9.1)
- H. **Student Goal:** Students can analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (RI9.3)
- I. **Student Goal:** Students can analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (RI9.5)
- J. **Student Goal:** Students can determine an author’s point of view or purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose. (RI9.6)
- K. **Student Goal:** Students can delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI9.8)
- L. **Student Goal:** Students can use parallel structure (L9.1a)
- M. **Student Goal:** Students can apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening, and to write and to edit so that it conforms to the guidelines in MLA format. (L9.3)
- N. **Student Goal:** Students can come to a discussion prepared having read and researched the material under study; explicitly draw on that preparation by referring to evidence from other texts and other research on the topic or issue to simulate a thoughtful, well-reasoned exchange of

ideas. (SL9.1a)

O. **Student Goal:** Students can integrate multiple sources of information presented in diverse media or format evaluating the credibility and accuracy of each source. (SL9.2)

Writing	Reading Informational Language	Speaking/Listening
ELAGSE W9.1 ELAGSE W9.1b ELAGSE W9.1a ELAGSE W9.1b ELAGSE W9.9b ELAGSE W9.5 ELAGSE W9.7 ELAGSE W9.8	ELAGSE RI9.1 ELAGSE RI9.3 ELAGSE RI9.5 ELAGSE L9.1a ELAGSE RI9.6 ELAGSE L9.3 ELAGSE RI9.8	ELAGSE SL9.1a ELAGSE SL9.2

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4th 9 Weeks Formal Assessments

9. Application Project - Interviews (March 27- March 29, 2024)

- A. **Student Goal:** Students can come to a discussion prepared having read and researched the material under study; explicitly draw on that preparation by referring to evidence from other texts and other research on the topic or issue to simulate a thoughtful, well-reasoned exchange of ideas. (SL9.1a)
- B. **Student Goal:** Students can evaluate or reflect on a speaker’s point of view, readsoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated/distorted evidence. (SL9.3)
- C. **Student Goal:** Students can present information, findings, and supporting evidence clearly, concisely, logically, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (SL9.4) D. **Student Goal:** Students can adapt speech to a variety of contexts and tasks, demonstrating command of formal english when indicated or appropriate. (SL9.6)
- E. **Student Goal:** Students can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content (W9.2)

Speaking & Listening Writing

ELAGSE SL9.1a

ELAGSE SL9.3
ELAGSE SL9.4
ELAGSE SL9.6

May 17, 2024)
ELAGSE W2

10. Unit Assessment - Unit IV - Final Exam (May 15 -

- A. **Student Goal:** Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL9.1)
- B. **Student Goal:** Students can analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop a theme. (RL9.3)
- C. **Student Goal:** Students can determine meanings of words and phrases as they are used in the text including figurative, connotative, and technical meanings and analyze the impact of word choices on meaning and tone. (RL9.4)
- D. **Student Goal:** Students can analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (RL9.5)
- E. **Student Goal:** Students can identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical, advocate, advocacy) . (L9.4b)
- F. **Student Goal:** Students can acquire and accurately use general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L9.6)

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- G. **Student Goal:** Students can determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; Students can provide an objective summary of the text. (RI9.2)
- H. **Student Goal:** Students can analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (RI9.3)
- I. **Student Goal:** Students can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; Students can analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI9.4)
- J. **Student Goal:** Students can conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W9.7) K. **Student Goal:** Students can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content (W9.2)
- L. **Student Goal:** Students can develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W9.5)

M. **Student Goal:** Students can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W9.4)

N. **Student Goal:** Students can draw evidence from literary or informational text to support analysis, reflection, and research. (W9.9) O. **Student Goal:** Students can analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws a play by Shakespeare). (W9.9a)

P. **Student Goal:** Students can come to a discussion prepared having read and researched the material under study; explicitly draw on that preparation by referring to evidence from other texts and other research on the topic or issue to simulate a thoughtful, well-reasoned exchange of ideas. (SL9.1a)

Q. **Student Goal:** Students can evaluate or reflect on a speaker’s point of view, readsoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated/distorted evidence. (SL9.3)

Writing	Reading Informational	Reading Literary	Language	Speaking/Listening
ELAGSE W9.7 ELAGSE W9.2 ELAGSE W9.4 ELAGSE W9.9 ELAGSE W9.9a ELAGSE W9.5	ELAGSE RI9.2 ELAGSE RI9.3 ELAGSE RI9.4	ELAGSE RL9.1 ELAGSE RL9.3 ELAGSE RL9.4 ELAGSE RL9.5	ELAGSE L9.4b ELAGSE L9.6	ELAGSE SL9.1a ELAGSE SL9.3