



## **Greenwich Public Schools Curriculum Overview**

### **Course Name: 9th Grade English**

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

*Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.*

### **Course Description**

Ninth grade English engages students in a rich, challenging year of growth as thinkers, readers, and writers. Instruction develops higher-order thinking through a focus on critical reading, essay writing, language usage and style, the elements of literature, and vocabulary development. Writing instruction encompasses explanatory, argumentative, analytical, and narrative composition. Specific genres for study include Greek mythology, a Shakespearean drama, nonfiction, poetry, short stories, and modern novels.

Ninth grade English is team-taught with Global Studies; the two classes share thematic units and cover common skills of reading, writing, speaking, listening, grammar, and vocabulary. In addition, all students meet with both English and Social Studies teachers to participate in the Seminar Skills program, an interdisciplinary lab that deepens and extends the common learning objectives of both classes. In Seminar Skills, reading, writing, and speaking skills are developed through project-based activities such as analysis of current events and through research projects of increasing complexity. Throughout the year, students practice responsible, effective use of technology. Seminar Skills also includes multiple lessons in study skills.

All ninth grade classes are unweighted. Incoming ninth graders are recommended for English classes based on scores on local and standardized assessments.

In a coordinated K-12 effort, GPS is committed to helping students develop the academic, personal, and interpersonal capacities established in the Vision of the Graduate. The English Department provides opportunities for students to practice and refine these skills within each of its courses.

## **Enduring Understandings**

- Social, political, and historical influences impact the construction of a novel or work of nonfiction.
- Authors employ specific elements of craft that impact meaning and effect.
- An author explores a larger idea about society and the world through writing.

## **Standards**

### **Common Core State Standards**

#### **Reading**

**CCSS.ELA-Literacy.RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-Literacy.RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**CCSS.ELA-Literacy.RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**CCSS.ELA-Literacy.RL.9-10.6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**CC.SS.ELA-Literacy.RL.9-10.10:** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CCSS.ELA-LITERACY.RI.9-10.3:** 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.

**CCSS.ELA-LITERACY.RI.9-10.5:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

#### **Writing**

**CCSS.ELA-LITERACY.W.9-10.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-LITERACY.W.9-10.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCSS.ELA-LITERACY.W.9-10.2:** 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.

**CCSS.ELA-LITERACY.W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.9-10.5:** 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.

### **Speaking/Listening**

**CCSS.ELA-Literacy.SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-Literacy.SL.9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**CCSS.ELA-Literacy.SL.9-10.5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**CCSS.ELA-Literacy.SL.9-10.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Language Conventions**

**CCSS.ELA-Literacy.L.9-10.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-Literacy.L.9-10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

**CCSS.ELA-Literacy.L.9-10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-Literacy.L.9-10.6:** Acquire and use accurately 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.

### **Performance Tasks**

#### **Reading**

Students will...

- Use active reading strategies to enhance engagement and depth of understanding of full class texts and independent reading selections
- Explore a wide range of supplemental texts ( short stories, poems, nonfiction selections, films and artistic media)

## **Writing**

Students will...

- Complete summative writing assignments to reflect the various writing purposes
- Complete frequent formative writing assignments to reflect development of writing strategies
- Use process-based assignments to develop revising and editing skills

## **Speaking/Listening**

Students will...

- Participate in class discussions regularly to demonstrate comprehension
- Frequently collaborate with peers to deepen understanding
- Formally present texts, ideas, and interpretations
- Engage in active note taking and listening during class time and group discussions

## **Language Conventions**

Students will...

- Acquire and strengthen vocabulary usage skills
- Actively participate in grammar instruction and writing workshops
- Engage in ongoing writing exercises to improve clarity and cohesiveness of expression

## **Instructional Resources**

- *Antigone* by Sophocles
- *Of Mice and Men* by John Steinbeck
- Greek mythology
- Shakespeare play (*Much Ado About Nothing, Romeo and Juliet, Julius Caesar, A Midsummer's Night Dream, Othello*)
- Selected poetry by Billy Collins, Nikki Giovanni, current US Poet Laureate, and Shakespearean sonnets
- *The Nickel Boys* by Colson Whitehead
- *A Tale of Two Cities* by Charles Dickens
- *The Catcher in the Rye* by J.D. Salinger
- *Lord of the Flies* by William Golding
- *Animal Farm* by George Orwell
- *Persepolis: The Story of a Childhood* by Marjane Satrapi
- *Things Fall Apart* by Chinua Achebe
- *Inside Out and Back Again* by Thanhha Lai
- *The Sound of Waves* by Yukio Mishima
- *An Ordinary Man: An Autobiography* by Paul Rusesabagina
- *A Long Way Gone* by Ishmael Beah
- *The Power of One* by Bryce Courtenay
- *Whale Rider* by Witi Ihimaera
- *Oedipus Rex* by Sophocles
- Vocabulary: Sadlier, Wordly Wise, or in-context of course text
- Required sequence of grammar for 9th grade

## **Major Units:**

- Poetry as Manipulation of Language
  - Selected poetry by Billy Collins, Nikki Giovanni, current US Poet Laureate, and Shakespearean sonnets
- Interpreting the American Dream: *Of Mice and Men* by John Steinbeck
- Cultural Literacy: A Closer Examination of Greek Mythology
  - *Heroes, Gods and Monsters of Greek Mythology* by Bernard Evslin
  - *Mythology and You* by Donna Rosenberg
  - *Tales from Ovid* by Ted Hughes
- Voices of Civil Disobedience: *Antigone* by Sophocles
- Shakespeare: Beyond the Plot
  - *Much Ado About Nothing*
  - *Julius Caesar*
  - *Othello*
  - *A Midsummer Night's Dream*
  - *Romeo and Juliet*
- Additional unit(s) with text(s) selected from Instructional Resources
- Independent Reading Fiction and Nonfiction