

Ohio's Learning Standards are the defacto curriculum for ELNGLISH 9 with the goal of student mastery of those Standards using multiple and varied literary/informational texts, tools, and strategies. The sequence of this older curriculum unit is NOT meant to be prescriptive. These older resources can provide multiple ideas for teaching the Standards for student mastery, but are aligned to Ohio's Learning Standards before the 2017 revisions and Ohio's State Tests. Please DO NOT adhere to the protocols of the past reflected in these older resources where each nine-week unit culminated in a writing. Instead, reading and writing should be integrated throughout ELA instruction, and not treated as isolated activities. Students should be reading and writing routinely (daily/weekly), not just reading one novel and producing one writing per quarter. Thus, feel free to pull ideas from these older resources to help students master Standards without being caught up in having to "cover" items you find in those resources. CCS strongly encourages the implementation of a Writers/Readers Workshop model for routine reading and writing instruction which you can find out more about [HERE](#) (pages 3-4) and [HERE](#).

Contents: Grade 9 Knowledge vs Understanding Unit

Big Questions: Is Knowledge the Same as Understanding?

Fiction (1)

“Talk”

Nonfiction (6)

Introducing The Big Question

Introduction: Nonfiction

“Before Hip-Hop was Hip-Hop”

“A Celebration of Grandfathers” **OR** “On Summer”

“Single Room, Earth View” **OR** “The News”

“The Talk”

Poetry (5)

Introduction: Poetry

“Slam, Dunk, & Hook”

“There is NO Word for Goodbye” **OR** “Summer”

“Three Haiku” **OR** “Twister Hits Houston”

“Macavity: The Mystery Cat”

Novel/Nonfiction (1 selection)

Teacher choice (Appendix B of Ohio’s Learning Standards has an Exemplar list.)

Optional Informational/Explanatory Writing Prompt: The writing assignment in the curriculum resources is the former capstone writing assignment for grade 9. You may still use this valid assignment, or replace it with informational/explanatory writing pieces of your choice.

**COLUMBUS CITY SCHOOLS
ENGLISH GRADE 9**

Knowledge vs Understanding Unit

Unit/Topics	Periods	Common Core State Standards	Textbook/Supplemental Materials	Assessments/Assignments
<p>1. Writing; Speaking and Listening; Language</p> <p>This informational/explanatory writing assignment is the continuation of the writing/senior capstone assignment.</p> <ul style="list-style-type: none"> Drafting Creating citations Summarization Paraphrasing Quotations Note-taking Student assessment of sample essay • Multimedia presentation (Public Service Announcement) • Brainstorming • Revision • Publishing • Phrases and clauses • Punctuation, capitalization, and • 	<p>Weeks 1-3</p> <p>Periods: 11</p>	<p>W.9-10.2</p> <p>W.9-10.5</p> <p>W.9-10.6</p> <p>W.9-10.7</p> <p>W.9-10.8</p> <p>W.9-10.9</p> <p>SL.9-10.1</p> <p>SL.9-10.4</p> <p>SL.9-10.5</p> <p>SL.9-10.6</p> <ul style="list-style-type: none"> • L.9-10.1 • L.9-10.2 • L.9-10.3 • • • • • • • • • 	<p>Textbook (hard copy or eBook)</p> <p><i>Writing and Grammar</i></p> <p>Chapter 12</p> <p>Chapter 8</p> <p>On-line resources</p> <ul style="list-style-type: none"> • The Purdue Online Writing Lab • PSA scripting template • www.prezi.com • PSA scoring rubrics • <p>Curriculum Guide Website</p> <ul style="list-style-type: none"> • A complete lesson plan for this portfolio writing assignment is located on the curriculum guide website. • • 	<p>Writing</p> <ul style="list-style-type: none"> • Writing Portfolio Third Quarter: Informational/Explanatory Text • Student-created source pages, quotation pages, and summary pages • Writer’s Seminar: student assessment of sample essay <p>Speaking and Listening</p> <p>Small group discussion</p> <p>Whole class discussion</p> <p>Peer revision</p> <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Show the Writers in Action video from the <i>Writing and Grammar</i> online text Chapter 12 of <i>Writing and Grammar</i> “Spotting Websites You Just Can’t Trust” (guidelines for evaluating internet sources): http://files.solution-tree.com/pdfs/Reproducibles_TTiG/spotti_ngwebsites.pdf

spelling <ul style="list-style-type: none"> • Language choice • Style 				
<p>The Big Question: Is knowledge the same as understanding?</p> <p>2. Reading Informational Text; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Close reading • Informal writing • Discussion • Nonfiction • Voice • Style • Tone • Perspective • Purpose • Vocabulary in context • Extended metaphor • Comparing/contrasting voice • Summarizing through an original metaphor • Prewriting (Venn diagram comparing students' own knowledge and feelings about Hip-Hop as compared with Walker's knowledge and feelings about Hip-Hop) • Creating an outline • Creating a claim statement • Writing supporting sentences • Description • Presentation of personal essays • Figurative language: onomatopoeia, metaphors, similes, imagery • Sound devices: rhythm, rhyme, alliteration, assonance, consonance, repetition 	Weeks 3-4 Periods: 5	<ul style="list-style-type: none"> • RI.9-10.1 • RI.9-10.2 • RI.9-10.3 • RI.9-10.4 • RI.9-10.5 • RI.9-10.6 • RI.9-10.10 • W.9-10.3 • W.9-10.9 • W.9-10.10 • SL.9-10.1 • SL.9-10.4 • L.9-10.1 • L.9-10.2 • L.9-10.3 • L.9-10.4 • L.9-10.5 	<p>Textbook (hard copy or eBook)</p> <p><i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • The Big Question pp. 424-425 • Introduction: Nonfiction pp. 426-428 • Model Selection: "Before Hip-Hop was Hip-Hop" pp. 431-438 • Introduction: Poetry pp. 606-609 • "Slam, Dunk, & Hook" pp. 660-661 <p><i>Unit 3 Resources</i></p> <ul style="list-style-type: none"> • pp. 7-22 <p><i>Writing and Grammar</i></p> <ul style="list-style-type: none"> • Chapter 1, The Writer in You: "What Are the Qualities of Good Writing?" • Chapter 2, Section 2.2, "What Is Drafting?" • Chapter 3, Section 3.1, "Writing Supporting Sentences" • Chapter 6, Section 6.3, "Providing Elaboration" • Chapter 30, Section 30.1 "Speaking and Listening Skills" <p>Technology</p> <p>Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Introducing the Big</u> 	<p>Reading</p> <ul style="list-style-type: none"> • The Big Question (nonfiction) • Introduction: Nonfiction • "Before Hip-Hop was Hip-Hop" (nonfiction) • "Slam, Dunk, & Hook" (poetry) <p>Writing</p> <ul style="list-style-type: none"> • Students write an informal response to The Big Question ("Write What You Know" and "Explain What You Know.") • Students create an original metaphor that summarizes "Before Hip-Hop was Hip-Hop." • Students use a Venn diagram to examine their ideas about Hip-Hop. • Students create an outline and claim statement for an extended metaphor essay. • Students write a personal response to Walker's essay in the form of an extended metaphor. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Small group discussion • Whole group discussion • Presentation of personal essay <p>Language</p> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • "Types of Nonfiction Review" chart (p. 439) • Selection tests • Open-book test

			<p><u>Question</u> [Big Question Video (0:56), Introduction, Vocabulary Central]</p> <ul style="list-style-type: none"> • <u>Introduction:</u> <u>Nonfiction</u> [Introduction, Meet the Author Video (2:40)] • <u>Learning About the Genre</u> [Learning About Nonfiction, Nonfiction Video (3:36)] • <u>Model Selection</u> (Model Selection: Nonfiction, “Before Hip-Hop was Hip-Hop”) • <u>After You Read</u> (Critical Thinking, Nonfiction Review, Research the Author) • <u>Learning About the Genre</u> [Learning About Poetry, Poetry Video (3:16)] <p>Curriculum Guide Website</p> <ul style="list-style-type: none"> • A complete lesson plan for “Before Hip-Hop was Hip-Hop” is located on the curriculum guide website. 	<p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Students select slang words and new vocabulary from the selection and compose a “found” poem that reflects the overall tone of the essay. • Students research slang words used by teenagers of the different decades (i.e. the „80“s or the „70“s). Using these terms, students will create a short slang dictionary that includes a definition of the term, the part of the speech, and a contemporary slang synonym. • Students complete the “Listening and Speaking” assignment on p. 667 for “Slam, Dunk, & Hook.” • Students compose an original poem that utilizes sound devices to describe an event or time when they gained understanding.
<p>3. Reading Informational Text; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Close reading • Nonfiction • Poetry • Informal writing • Formal writing 	<p>Weeks 4-5 Periods: 5</p>	<ul style="list-style-type: none"> • RI.9-10.1 • RI.9-10.2 • RI.9-10.3 • RI.9-10.4 • W.9-10.2 • W.9-10.4 • W.9-10.9 • W.9-10.10 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • “A Celebration of Grandfathers” (980L) pp. 444-452 OR “On Summer” (1180L) pp. 456-460 	<p>Reading</p> <ul style="list-style-type: none"> • “A Celebration of Grandfathers” (nonfiction) OR “On Summer” (nonfiction) • “There is NO word for Goodbye” (Poetry) OR “Summer” (Poetry) <p>Writing</p> <ul style="list-style-type: none"> • Students complete the sentence starters in

<ul style="list-style-type: none"> • Theme across different genres • Main idea • Comparing/contrastin g Tone • Determining word meaning through roots • Vocabulary acquisition through textual notes • Determining word meaning through context • Figurative language • Imagery • Word choice as it relates to author’s purpose, tone and mood 		<ul style="list-style-type: none"> • SL.9-10.1 • L.9-10.1 • L.9-10.2 • L.9-10.3 • L.9-10.4 • L.9-10.5 	<ul style="list-style-type: none"> • After You Read p. 453 or p. 461 • “There is NO word for Goodbye” p. 678 OR “Summer” p. 646 <p><i>Unit 3 Resources</i></p> <ul style="list-style-type: none"> • pp. 23-26/41-44 <p><i>Writing and Grammar</i></p> <ul style="list-style-type: none"> • Chapter 6 Description: Introduction, pp. 100-101 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> [Get Connected Video (0:51/0:49), The Big Question, Meet the Author, Background Video (0:40/0:22), Vocabulary Central, Reading Skill, Literary Analysis] • <u>While You Read</u> (Warm –ups, Reading Selection, Critical Thinking) • <u>After You Read</u> (Skill Questions, Grammar Tutorial, Grammar Practice, Writing, Listening and Speaking) 	<p>response to the Big Question.</p> <ul style="list-style-type: none"> • After reading “A Celebration of Grandfathers” or “On Summer,” students write in informal response to the Critical Viewing (p. 444/p. 459). • After reading “A Celebration of Grandfathers” and “There is No word for Goodbye” OR “On Summer” and “Summer,” students write a formal paragraph in which they discuss the images used by both authors to describe the elders who are the subjects of their works, and explain how these images contribute to the tone of the respective pieces of literature. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion <p>Language <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • Selection tests • Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • After reading “A Celebration of Grandfathers” and “There is NO word for Goodbye,” students will draw sketches or prepare a photo collage showing grandparents or other older relatives they admire and respect. Under each sketch or photo, students write captions that include the name of and relationship of the person, as well as something about him or her that the student admires. Encourage students to display their sketches or collages in class.
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				<ul style="list-style-type: none"> • After reading “On Summer” and “Summer,” students create poster collages of that represent their favorite season. Posters may be displayed in the classroom. • After reading “On Summer” and “Summer,” students compose a poem using imagery to describe their favorite season or time of year. • For an additional re-teaching and standardized test-taking practice opportunity, students will complete the Test Practice: Reading pp. 490-491.
<p>4. Reading Literature; Reading Informational Text; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Close reading • Nonfiction • Poetry • Informal writing • Formal writing • Note-taking • Theme across different genres • Analyze graphics in text • Comparing/contrasting • Main idea • Setting • Tone • Determining word meaning through roots • Figurative language • Imagery • Word choice as it relates to author’s purpose, tone and mood • Characterization • Conflict • Foreshadowing/flashback 	<p>Weeks 5-6 Periods: 5</p>	<ul style="list-style-type: none"> • RL.9-10.3 • RL.9-10.4 • RL.9-10.5 • RI.9-10.1 • RI.9-10.2 • RI.9-10.4 • W.9-10.2 • W.9-10.4 • W.9-10.9 • W.9-10.10 • SL.9-10.1 • L.9-10.1 • L.9-10.2 • L.9-10.3 • L.9-10.4 • L.9-10.5 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • Before you Read pp. 464-465 • “Single Room, Earth View” (1320L) pp. 467-474 OR “The News” (1170L) pp. 477-486 • After You Read p. 475/p. 487 • “3 Haiku” p. 751; [see glossary definition of the poetic form in the Literary Terms glossary (p. R19)] OR “Twister Hits Houston” p. 701 <p><i>Unit 3 Resources</i></p> <ul style="list-style-type: none"> • pp. 62-65/80-83 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> [Get Connected Video (0:53/0:51), The Big Question, Meet the Author, Background Video 	<p>Reading</p> <ul style="list-style-type: none"> • “Single Room, Earth View” (nonfiction) OR “The News” (nonfiction) • “3 Haiku” (poetry) OR “Twister Hits Houston” (poetry) <p>Writing</p> <ul style="list-style-type: none"> • Students complete the sentence starters in response to the Big Question. • Before reading “Single Room, Earth View,” give students a copy of a KWL Chart (see Professional Development Guidebook p. 75). As a whole group, students brainstorm to complete the first two columns. Students will re-visit this chart and complete the “Learned” column at the conclusion of reading. • Students discuss in an informal paragraph the setting of “Single Room, Earth View” and “3 Haiku” and the effect it has on the author’s tone and word choice in each piece of literature. • Before reading “The News,” students will write a formal comparison and contrast paragraph about the television news coverage of an event and the newspaper coverage of the same event. Students may be encouraged to share and discuss their findings in class. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion

			<p>(0:44/0:18), Vocabulary Central, Reading Skill, Literary Analysis]</p> <ul style="list-style-type: none"> • <u>Informational Texts</u> • <u>While You Read</u> (Warm –ups, Reading Selection, Critical Thinking) • <u>After You Read</u> (Skill Questions, Grammar Tutorial, Grammar Practice, Writing, Listening and Speaking) 	<p>Language <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • Selection tests • Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • After reading “Single Room, Earth View,” ask students to characterize a single geographic feature of their region (similar to Sally Ride seeing the “boot of Italy” from the space shuttle). First, students will develop a simile or metaphor that describes the feature verbally. Then, ask students to create a painting or sketch that shows how the feature might appear when viewed from an orbiting space shuttle. • After reading “Single Room, Earth View” and “Three Haiku,” students will research and print three different images that depict both the earth as it seen from outer space and as it seen from persons living on the planet. Beneath each image, students will compose an original Haiku in which they express the emotion conveyed by the image. • After reading “The News” and “Twister Hits Houston,” have students research a newspaper article about an event. Students will write a first person point of view narrative poem that relates the details of the event. Students should be mindful to use words that convey both the tone and imagery of the event.
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<p>5. Reading Literature; Reading Informational Text; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Close reading • Nonfiction • Fiction • Poetry • Informal writing • Formal writing • Comparing and contrasting • Main idea • Tone Determining • word meaning through context • Determining word meaning through analogous relationships • Determining word meaning through roots • Determining word meaning through dictionary, glossary usage, etc. • Figurative language • Imagery • Sound devices • Word choice as it relates to author’s purpose, tone and mood • Characterization • Conflict • Theme 	<p>Weeks 6-7 Periods: 4</p>	<ul style="list-style-type: none"> • RL.9-10.3 • RL.9-10.4 • RL.9-10.5 • RI.9-10.1 • RI.9-10.2 • RI.9-10.4 • W.9-10.2 • W.9-10.4 • W.9-10.9 • W.9-10.10 • SL.9-10.1 • L.9-10.1 • L.9-10.2 • L.9-10.3 • L.9-10.4 • L.9-10.5 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • Comparing Literary Works p. 572 • “The Talk” (1170L) pp. 574-576 OR “Talk” (640L) pp. 577-580 • Poetry Analysis: Rhyme and Meter pp. 719-720 • “Macavity: The Mystery Cat” pp. 726-727 <p><i>Unit 3 Resources</i></p> <ul style="list-style-type: none"> • pp. 205-221 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> (Comparing Texts, The Big Question, Meet the Author, Vocabulary Central) • <u>While You Read</u> (Critical Thinking) • <u>After You Read</u> (Skill Questions) • <u>Before You Read</u> [Rhyme and Meter] 	<p>Reading</p> <ul style="list-style-type: none"> • “The Talk” (nonfiction) OR “Talk” (fiction) • “Macavity: The Mystery Cat” (poetry) <p>Writing</p> <ul style="list-style-type: none"> • Students complete the sentence starters in response to the Big Question. • Students evaluate the authors’ use of humor in either nonfiction selection and “Macavity: The Mystery Cat;” students explain which selection was more humorous, and support their claim with specific references to the literature. • In small groups, students will identify the rhyme scheme and meter used in “Macavity: The Mystery Cat” and how both devices are used by the poet to help the reader understand tone. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Small group discussion • Whole group discussion <p>Language <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • “Types of Nonfiction Review” chart (p. 439) • Selection tests • Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • In a brief creative narrative, students compose a dialogue between their current selves and their younger selves (e.g. at 5 years old). The conversation should focus on the knowledge and understanding they
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				<p>have gained from life experiences at their respective ages.</p> <ul style="list-style-type: none"> In small groups, students research folktales from different cultures. Once they have found a folktale, students will re-write the folktale in the form of a skit or reader's theater. Groups may present their folktales in class and lead a discussion pertaining to how this folktale addresses The Big Question.
<p>6. Reading Literature; Reading Informational Text; Writing; Speaking and Listening; Language</p> <p>Teach the Common Core State Standards as needed to prepare students for the AIR assessments in Reading and Writing, and to prepare students to be college and career ready.</p>	<p>Weeks 7-9 Periods: 12</p>	<p>Teach the Common Core State Standards as needed to prepare students for the AIR assessments in Reading and Writing, and to prepare students to be college and career ready.</p>	<p>Novels/Fiction/Nonfiction/Drama Suggestions:*</p> <ul style="list-style-type: none"> Achebe, Chinua. <i>Things Fall Apart</i> Alvarez, Julia. <i>In the Time of Butterflies</i> Angelou, Maya. <i>I Know Why the Caged Bird Sings</i> Bradbury, Ray. <i>Fahrenheit 451</i> Henry, O. "The Gift of the Magi" Henry, Patrick. "Speech to the Second Virginia Convention" Homer. <i>The Odyssey</i> Ionesco, Eugene. <i>Rhinoceros</i> King, Jr., Martin L. "Letter from Birmingham Jail" Lee, Harper. <i>To Kill a Mockingbird</i> Lincoln, Abraham. "Gettysburg Address" Ovid. <i>Metamorphoses</i> Quindlen, Anna. "A Quilt of a Country" Shakespeare, William. <i>The Tragedy of Macbeth</i> Steinbeck, John. <i>The Grapes of Wrath</i> Tan, Amy. <i>The Joy Luck</i> 	<p>Reading</p> <ul style="list-style-type: none"> The reading assignment will be either fiction or nonfiction depending upon teacher choice. <p>Writing</p> <ul style="list-style-type: none"> Journal writing In-class essays Creative writing <p>Speaking and Listening</p> <ul style="list-style-type: none"> Whole group discussion Small group discussion Pair work <p>Language</p> <ul style="list-style-type: none"> Integrated vocabulary activities Integrated grammar and usage activities <p>Assessments</p> <ul style="list-style-type: none"> Portfolio projects Multimedia presentations Tests/quizzes <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> Teacher-modeled reading strategies Students write a different ending for the story. Students create and perform a French scene based on a section of the reading.

			<p><i>Club</i></p> <ul style="list-style-type: none"> • Turgenev, Ivan. <i>Fathers and Sons</i> • Washington, George. "Farewell Address" • Williams, Tennessee. <i>The Glass Menagerie</i> • Wright, Richard. <i>Black Boy</i> • Zusak, Marcus. <i>The Book Thief</i> <p>*The above is not meant to be a required reading list. Use your professional judgment of the text and your students to make your selection. In keeping with the guidelines established by the Common Core State Standards, your choice should be similar in complexity and quality to the titles on the list above. For detailed information on text complexity, access Appendix B of the Common Core State Standards using the following link: www.corestandards.org/assets/Appendix_B.pdf</p>	
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* This guide is based on 50 minute periods and should be adjusted to fit alternative schedules.

Standards: **RL = Reading Literature; **RI** = Reading Information; **W** = Writing; **SL** = Speaking and Listening; **L** = Language