

# Curriculum on a Page Grade 9 - Second Quarter

LRSD Curriculum is outlined for teachers in detailed curriculum maps. This document is an overview of the curriculum to which all students in the LRSD have access with appropriate modifications, support, enrichment and remediation when needed. As a rule, teachers may add to but not subtract from this curriculum.

The reading and writing, speaking and listening, and research in the secondary curriculum are integrated.



## Reading Selections:

Students will read from many sources: **Novel:** To Kill A Mockingbird, by H. Lee; **Historical Document:** "I Have A Dream Speech" by M.L. King, Jr. Campaign Speech from 2008 Presidential election; **Periodicals:** Newspaper, magazine articles and political cartoons; **Practical Text:** Opinion Polls, individual test data; **Research:** Informational articles.



## Discussion Themes:

Students will discuss the structural elements of plot and its development; conflict in text; the time period (1930's) of the novel; character description aesthetic qualities of literary works; author's use of diction and humor in novel; fact vs. opinion in informational articles; logic and fallacy in speeches; rhetorical structures in speeches; use of text, pictures and illustrations in advertisements; authors' techniques for eliciting response from readers in cartoons and polls; newspaper editors' belief system.



Writing: As they read and discuss, students will write the following pieces:

Thesis statement on how setting affects mood of novel

✓ Expository essay on development of a character

✓ Literary Analysis of novel

Note-taking and graphic organizers chosen by teachers to analyze texts

✓ Formal persuasive letter to governor

Personal plan for growth based upon individual data

Writing Conventions: Specifically taught this quarter and integrated with previously taught skills are summarizing, expository essay; thesis creation, supporting ideas with text, letter writing, pronoun case, clauses used correctly in writing, consistent use of voice, use of figurative language and rhetorical devices, parallel structure, and revision for sophisticated style. All conventions of writing (grammar, usage, mechanics) are best taught in conjunction with student's own work. **All students maintain a writing portfolio, which follows students from 6<sup>th</sup> grade to graduation. These portfolio pieces are indicated with ✓ above.**

Vocabulary Skills: Vocabulary is taught in four ways: Academic vocabulary terms specific to literacy; specified and as needed contextual vocabulary from reading; study of Greek and Latin root words and affixes; and whenever clarity is needed. Students are taught using a variety of strategies that allow them to use the terms, recognize the new words in context, and demonstrate mastery in daily work. Word walls are tools for building vocabulary in each classroom.