

# Curriculum on a Page Grade 9 - Third 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 the following genres: **Drama:** *Romeo and Juliet*, by W. Shakespeare. **Poetry:** Selected poems from literature book. **Mythology:** Selections from *Mythology* by E. Hamilton.



## Discussion Themes:

Students will discuss poetic conventions including diction; mythic allusions found in *Romeo and Juliet*; figurative language in poetry; dramatic literary devices of dialogue, soliloquies, monologues, asides, character foils, scene design and their function; historical significance of Shakespeare's play; cause and effect of tragedy in the play; characteristics of lyric poetry.



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

Graphic organizer for analyzing poetry

Paragraph response to poets' use of figurative language

✓ Poetic autobiography (original poems)

✓ Summary of action in play of selected Acts

✓ Develop a thesis statement and write essay on character development for play

Review and revise personal plan for growth based upon individual data

**Writing Conventions:** Specifically taught this quarter and integrated with previously taught skills are summarizing, response to literature, writing original poetry, thesis writing, use of appropriate style and tone, self-editing, subject-verb agreement, verb conjugation and tense, pronoun usage, consistent voice, vivid word choice; use of puns; sentence combining through revision. **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.