

**Portales Municipal Schools
CURRICULUM MAP**

Subject:	Language Arts	2009	Grade Level:	9
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Essential Questions: How can authors use a variety of different writing styles to convey their message and influence an audience? What are the elements of effective public speaking? Why is proper use of grammar, spelling, and sentence structure important in all areas of communication? What is the importance of structure and logical development of ideas in writing? What impact does the media (radio, television, newspapers, etc.) have on audience viewpoints?

Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
1 st	Benchmark I-A: Listen to, read, react to, and analyze information	<p>Performance Standard 1. Narrate experiences</p> <p>PS 3. Form and refine a question for investigation</p>	<p>Narrative experiences</p> <ul style="list-style-type: none"> • Listen to and read narratives • Terms <ul style="list-style-type: none"> ○ Setting ○ Connection ○ Significance ○ Personal voice • Types of narrative literature <ul style="list-style-type: none"> ○ Biographical ○ Auto-biographical ○ Anecdotal • Decide upon and use appropriate methods • Prioritize and organize information • Incorporate effective media and technology 	<p>Students will explore the key ideas of consequences, survival, sacrifice, convictions, what makes a winner, the unknown, analyze suspense, conflict and its complications, foreshadowing, irony, read a short story and a magazine article, analyze sequence of events, visualize setting, characters, and events, make predictions about events and ideas, read an excerpt from an autobiography, identify cause and effect, read a biography, identify author's purpose, identify narrative elements in poetry, read poetry</p> <p>ASSESSMENT:</p> <p>Summary, p. 25-26; Foreshadowing, p. 27-28; Question Support, p. 35; Analyze Sequence, p. 29-30; Reading Check, p. 34; Reading Fluency, p. 37; Conflict, p. 53-54; Visualize, p. 55-56; Irony, p. 105-106; Predict, p. 107-108; Autobiography, p. 141-142; Identify Cause and Effect, p. 143-144; Suspense in Biography, p. 167-168; Identify Author's Purpose, p. 169-170; Narrative Poetry, p. 211-212; Reading Poetry, p. 213-214</p> <p>Students will explore the key idea investigate, use text features to locate and comprehend information, read a magazine article and process description, take notes on text</p> <p>ASSESSMENT:</p> <p>Summary, p. 73-74; Text Features, p. 75-76; Question Support, p. 85; Take Notes, p. 77-78; Reading Check, p. 83</p>	<p>Narrative Structure <i>A Sound of Thunder</i> <i>The Most Dangerous Game</i> <i>The Gift of the Magi</i> <i>The Rights to the Streets of Memphis</i> <i>Seabiscuit: An American Legend</i> <i>The Raven</i> <i>Incident in a Rose Garden</i></p> <p><u>McDougall Littell Literature</u> <u>New Mexico: Resource Manager</u></p> <p>Electronic Resources :</p> <p>Class Zone.com</p> <p>Author's Purpose <i>Who Killed the Iceman?</i> <i>Skeletal Sculptures</i></p> <p><u>McDougall Littell Literature</u> <u>New Mexico: Resource Manager</u></p> <p>Electronic Resources :</p> <p>Class Zone.com</p>

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	<p>Benchmark I-C: Demonstrate critical thinking skills to evaluate information and solve problems</p>	<p>PS 1. Examine texts for arguments and develop informed opinions</p> <p>PS 2. Support informed opinions</p> <p>PS 3. Use criteria to evaluate the effectiveness of communication</p>	<p>Persuasive Literature</p> <ul style="list-style-type: none"> • Terms <ul style="list-style-type: none"> ○ Reason and evidence ○ Progression of ideas ○ Substantiating the proposal ○ Style, tone and language usage for effect ○ Cultural influence/bias ○ Rhetorical strategies • Types <ul style="list-style-type: none"> ○ Persuasive Essay ○ Advertising ○ Propaganda ○ Media (radio, television, Internet, movies, print) ○ Political ○ Cartoons ○ Political Speeches 	<p>Student will explore the key ideas of responsibility, adventure and talent, analyze author’s perspective, details of setting, and mood, analyze effects of setting on, read a travel narrative, analyze descriptive details, identify author’s perspective, analyze implied main idea, read an essay, analyze sequence of events, monitor comprehension.</p> <p>Students will explore the key ideas of memories, creativity, being a competitor, imagination, alarm, journey, recognize characteristics of lyric poetry, an elegy, concrete poetry, odes, dramatic monologue, analyze imagery, analyze diction and its effects, analyze forms, analyze figurative language, analyze sound devices, recognize characteristics of a ballad, analyze rhythm</p> <p>ASSESSMENT:</p> <p>Summary, p. 113-114; Setting and Mood, p. 115-116; Question Support, p. 123; Identify Author’s Perspective, p. 117-118; Reading Check, p. 122; Reading Fluency, p. 125; Implied Main Idea, p. 99-100; Analyze Sequence of Events, p. 101-102; Author’s Perspective, p. 125-126; Monitor, p. 127-128</p>	<p>Setting, Mood, and Imagery Progression of Ideas Style, Tone, and Language Reasons and Evidence Biases Rhetorical Strategies Progression of Ideas</p> <p><i>From: A Walk in the Woods</i> <i>Math and After Math</i> <i>The Future in My Arms</i> <i>Island Morning</i> <i>The Lost Boys</i> <i>The House on Mango Street</i> <i>I Have a Dream</i> <i>Testimony Before the Senate</i> <i>How Private is Your Private Life?</i> <i>Privacy Debate</i> <i>Where Have you Gone Charming Billy?</i> <i>A narrow Fellow in the Grass</i> <i>Hope is the thing with feathers</i> <i>Luxury</i> <i>Kidnap Poem</i> <i>The Seven Ages of Man</i> <i>The Road Not Taken</i></p> <p><u>McDougall Littell Literature</u> <u>New Mexico: Resource Manager</u></p> <p>Electronic Resources :</p> <p>Class Zone.com</p>
	<p>Benchmark II.A: Communicate information in a coherent and persuasive manner using verbal and non-verbal language.</p>	<p>PS 1. Evaluate personal effectiveness in group discussions</p> <p>PS 2. Use questions to broaden and enrich discussions.</p> <p>PS 3. Express informed opinions.</p> <p>PS 4. Support an informed opinion.</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> • Personal view • Logic & Coherence • Connect to audience • Selection of audience and purpose • Organizational structure. • Appropriate language. 	<p>Students will analyze a student model that reflects the key traits of a persuasive speech, use the Schaffer method to produce a persuasive speech, revise and edit using a rubric for persuasive speech writing, plan and present a persuasive speech</p> <p>ASSESSMENT:</p> <p>Prewriting/Editing, p. 131-135; Writing Rubric, p. 136; Speaking and Listening, p. 137; Writing Support, p. 138; Writing Lessons, p. 15-17, 30</p>	<p>Writing Workshop: Argument and Persuasion</p> <p><u>McDougall Littell Literature</u> <u>New Mexico: Resource Manager</u></p> <p>Electronic Resources :</p> <p>Class Zone.com</p>

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	<p>Benchmark II.B: Apply grammatical and language conventions.</p>	<p>PS 1. Identify and use clauses, phrases, and mechanics of punctuation.</p> <p>PS 2. Demonstrate understanding of sentence structure verb tense and voice.</p> <p>PS 3. Demonstrate control of grammar, paragraph structure, diction, and syntax.</p>	<p>Grammar & Sentence Structure</p> <ul style="list-style-type: none"> • Main and Subordinate clauses • Infinitive and participle phrases • End marks, commas, semi-colons, apostrophes, quotations, colons. • Placement of modifiers • Parts of Speech and function. 	<p>Present, discuss, and practice exercises related to correct grammatical function and usage through the use of board work, worksheets, commercially developed materials, and written papers</p> <p>ASSESSMENT: Commercially developed materials and writing rubrics</p>	<p>Currently adopted Grammar textbooks and workbooks</p>
	<p>Benchmark II C: Demonstrate competence in the skills and strategies of the writing process.</p>	<p>PS. 1 Vocabulary for specific purpose.</p> <p>PS. 2 Use descriptive Language</p> <p>PS. 3 Compose written arguments that develop and support informed opinions</p> <p>PS 4 Analyze the origin and meanings of words</p>	<p>Written Composition</p> <ul style="list-style-type: none"> • Schaffer vocabulary <ul style="list-style-type: none"> ○ Pre-writing ○ Rough Draft ○ Topic Sentence ○ Concrete Detail ○ Commentary ○ Conclusion • Jargon & Lingo • Sensory details • Idea progression • Style, tone, and language usage • Etymology • Rhetoric 	<p>Student will analyze a student model that reflects the key traits for personal narratives, use the Schaffer method to produce a personal narrative, revise and edit using a rubric for personal narratives, create and present an informal speech considering audience and purpose</p> <p>ASSESSMENT:</p> <p>Prewriting/Editing, p. 247-251; Writing Rubric, p. 252; Speaking and Listening, p. 253; Writing Support, p. 254; Writing Lesson, p. 31; Writing Lesson, p. 44</p>	<p>Writing Workshop: Personal Narrative</p> <p><u>McDougall Littell Literature</u> <u>New Mexico: Resource Manager</u></p> <p>Electronic Resources :</p> <p>Class Zone.com</p>

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	<p>Benchmark II C: Demonstrate competence in the skills and strategies of the writing process.</p>	<p>PS. 1 Vocabulary for specific purpose.</p> <p>PS. 2 Use descriptive Language</p> <p>PS. 3 Compose written arguments that develop and support informed opinions</p> <p>PS 4 Analyze the origin and meanings of words</p>	<p>Written Composition</p> <ul style="list-style-type: none"> • Schaffer vocabulary <ul style="list-style-type: none"> ○ Pre-writing ○ Rough Draft ○ Topic Sentence ○ Concrete Detail ○ Commentary ○ Conclusion • Jargon & Lingo • Sensory details • Idea progression • Style, tone, and language usage • Etymology • Rhetoric 	<p>Students will explore the key idea of connection, analyze influence of author’s background, read a short story, connect, synthesize, summarize information from multiple texts, identify main ideas, read a newspaper article, diary entry, magazine article, and a political cartoon</p> <p>ASSESSMENT:</p> <p>Summary, p. 97-98; Influence of Author’s Background, p. 99-100; Question Support, p. 108; Connect 101-102; Reading Check, p. 107; Synthesize, p. 121-123; Summarize Information from Multiple Sources, p. 122, 124</p>	<p>History, Culture, and the Author</p> <p><i>American History</i> <i>Four Days in November</i></p> <p><u>McDougall Littell Literature</u> <u>New Mexico: Resource Manager</u></p> <p>Electronic Resources :</p> <p>Class Zone.com</p>
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