

CCS COURSE MAP

SUBJECT: INTRO TO LITERATURE

GRADE LEVEL 9TH
COURSE LENGTH Year

REVIEWED 2018-2019

Student Goals:					
		I	To think critically while evaluating and developing arguments.		
		II	To communicate thinking effectively in writing and speaking.		
		III	To analyze and evaluate authors' purpose and worldview.		
Student Outcomes:					
		I	The students will be able to use traditional grammar, standard usage, and mechanics.		
		II	The students will be able to use the writing process to write effectively in several academic genres.		
		III	The students will be able to apply literary terms as they analyze literature from a Christian worldview.		
UNIT/ WEEKS	STANDARD	OBJECTIVES	ACTIVITIES/ASSESSMENT	RESOURCES	BIBLICAL INTEGRATION
Unit 1: Short Stories (9 weeks)	RL9.4.1.1 RL9.4.2.2 RL9.4.3.3 RL9.4.4.4 RL9.4.5.5 RL9.4.6.6 RL9.4.7.7 RL9.4.9.9 RL9.4.10.10 W9.7.1.1 W9.7.2.2 W9.7.3.3 W9.7.4.4 W9.7.5.5 W9.7.6.6 W9.7.9.9 W9.7.10.10 SL9.9.1.1 L9.11.1.1	1. Demonstrate understanding of characterization, static and dynamic characters, and theme in the character sketch. 2. Compare and contrast characters and explain how characterization contributes to theme. 3. Analyze examples of the three kinds of irony. 4. Trace the development of theme in a narrative text. 5. Expand academic vocabulary through	1. Write a memoir about experiences with reading and writing. 2. Write a character sketch about one of the characters in "Everyday Use." 3. Compare and contrast the protagonist and antagonist in "Dangerous Game." 4. Explain the effects of irony in "A Good Man Is Hard to Find." 5. Examine characterization, plot and sequence, and foreshadowing in <i>Outsiders</i> . 6. Write a literary analysis essay tracing the development of a theme in <i>Outsiders</i> . 7. Write an argument essay about a current events topic using <i>Upfront</i> magazine as a source. 8. Study 7-8 works a week for a weekly vocabulary assessment. 9. Complete vocabulary activities	Wordly Wise 9 Shmoop ELA 9 curriculum "Everyday Use" by Alice Walker "Dangerous Game" by Richard Connell "A Good Man Is Hard to Find" by Flannery O'Connor "A&P" by John Updike "Araby" by James Joyce <i>The Outsiders</i> by S.E. Hinton <i>Upfront</i> magazine	1. What does the Bible say about our heritage in Christ and the source of our identity? 2. How does "A Dangerous Game" portray the effects of denying God as Creator? 3. How does "A Good Man" compare with Biblical views of human nature and redemption? 4. What do these texts reveal about what it takes to be a hero, and

CCS COURSE MAP

SUBJECT: INTRO TO LITERATURE

GRADE LEVEL 9TH
COURSE LENGTH Year

REVIEWED 2018-2019

	<p>L9.11.2.2 L9.11.3.3 L9.11.4.4 L9.11.5.5 L9.11.6.6</p>	<p>explicit instruction. 6. Write an argument essay using at least two reasons to support their position and answering a counterargument. 7. Compare how texts from different time periods use similar motifs and symbols to communicate a theme. 8. Identify nouns, verbs, adjectives, adverbs, prepositions, and conjunctions and how they function in a sentence. 9. Identify prepositional phrases, participial phrases, gerund phrases, and infinitive phrases, punctuate them correctly, and explain how they function in a sentence.</p>	<p>analyzing synonyms and antonyms, word parts and etymology, morphology, and analogies 10. Compare how “A&P” and “Araby” use similar motifs and symbols to address a theme. 11. Explain how Ponyboy avoids the disillusionment of the narrators of “A&P” and “Araby.” 12. Compare what each of these texts has to say about what it means to “come of age.”</p>		<p>how do their ideas of heroism measure up against a Biblical view of it?</p>
--	------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------

CCS COURSE MAP

SUBJECT: INTRO TO LITERATURE

GRADE LEVEL 9TH
COURSE LENGTH Year

REVIEWED 2018-2019

<p>Unit 2: Drama (9 weeks)</p>	<p>RL9.4.1.1 RL9.4.2.2 RL9.4.3.3 RL9.4.4.4 RL9.4.5.5 RL9.4.6.6 RL9.4.7.7 RL9.4.9.9 RL9.4.10.10 W9.7.1.1 W9.7.2.2 W9.7.3.3 W9.7.4.4 W9.7.5.5 W9.7.6.6 W9.7.9.9 W9.7.10.10 SL9.9.1.1 SL9.9.4.4 SL9.9.5.5 SL9.9.6.6 SL9.9.7.7 SL9.9.8.8 L9.11.1.1 L9.11.2.2 L9.11.3.3 L9.11.4.4 L9.11.5.5 L9.11.6.6</p>	<p>1. Analyze structure, theme, irony, figurative language, and other literary devices in poetry and drama. 2. Make and revise predictions based on text evidence. 3. Analyze the impact of setting on a story. 4. Compare and contrast movie versions of a text to the text itself. 5. Write creatively in response to a text. 6. Use text evidence to analyze cause and effect. 7. Explore how texts from different genres develop a common theme. 8. Identify characteristics of classical comedy and classical tragedy. 9. Write to transform text from one genre into another. 10. Cite and explain text evidence in an</p>	<p>1. Analyze the structure, theme, and literary devices used in Shakespearean sonnets. 2. Use text evidence to illustrate the setting of Verona and predict how this setting will influence the plot. 3. Use direct and indirect characterization to compare and contrast <i>Romeo and Juliet</i>. 4. Compare three movie clips from the first meeting to analyze how music and cinematography foreshadow the ending. 5. Create and explain a soundtrack of four different songs that should be played during <i>Romeo and Juliet</i>'s first meeting. 6. Do a close reading of Romeo's use of figurative language in the balcony scene. 7. Use text evidence to explain three ways <i>Romeo and Juliet</i> have changed since meeting each other. 8. Write diary entries from the perspective of the Nurse and Friar Lawrence explaining why they choose to help <i>Romeo and Juliet</i> marry. 9. Explain how <i>Romeo and Juliet</i> possesses characteristics of both classical comedy and classical tragedy. 10. Rewrite the dialogue from a somber scene to turn in into a comedy. 11. Compare Mercutio's death with the plot twist that changes the tone of another movie and predict how the play's ending</p>	<p>Wordly Wise 9 Shmoop ELA 9 curriculum <i>Romeo and Juliet</i> by William Shakespeare "Sonnet 18," "Sonnet 116" and "Sonnet 130" by Shakespeare Movie clips from the 1968, 1996, and 2013 versions of <i>Romeo and Juliet</i> and from <i>West Side Story</i> <i>Upfront</i> magazine</p>	<p>1. What does this play present as "true love," and how does this portrayal compare with a Biblical understanding of love? 2. How does this play present the dangers of being controlled by emotion, and what does the Bible have to say about this topic? 3. Are <i>Romeo and Juliet</i> characters we should admire or pity, and how do we know?</p>
---------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

CCS COURSE MAP

SUBJECT: INTRO TO LITERATURE

GRADE LEVEL 9TH
COURSE LENGTH Year

REVIEWED 2018-2019

		<p>expository essay.</p> <p>11. Rewrite a scene in a text from a different point of view.</p> <p>12. Argue to defend a thesis drawn from text evidence.</p> <p>13. Create a multimedia presentation of texts from at least three different genres and present it to the class.</p> <p>14. Expand academic vocabulary through explicit instruction.</p> <p>15. Write an argument essay using at least two reasons to support their position and answering a counterargument.</p> <p>16. Distinguish between independent and dependent clauses.</p> <p>17. Correctly combine simple sentences into compound and complex ones.</p> <p>18. Identify and punctuate correctly the three kinds of dependent clauses.</p>	<p>will be changed because of it.</p> <p>12. Explain the effect of dramatic irony in Act 3.</p> <p>13. Use text evidence to explain how three adult characters either help or hinder Romeo and Juliet.</p> <p>14. Write an expository essay explaining how other characters and fate keep Romeo and Juliet apart and how their story fits the standards of tragedy.</p> <p>15. Create and explain a triptych depicting the Capulets preparing for the wedding, Juliet taking the potion, and their prediction about how this will end.</p> <p>16. Write diary entries from the perspectives of two of the poor characters explaining how they react to events and how other characters react to them.</p> <p>17. Write a news article about the play's ending.</p> <p>18. Compare and contrast two movie versions with the play and evaluate which one is the best.</p> <p>19. Write a persuasive essay arguing whether external forces cause Romeo and Juliet's fate or whether they cause it themselves OR whether Romeo and Juliet are truly in love.</p> <p>20. Keep a journal of text evidence arguing whether Romeo and Juliet are truly in love.</p> <p>21. Create a scrapbook or multimedia</p>		
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

CCS COURSE MAP

SUBJECT: INTRO TO LITERATURE

GRADE LEVEL 9TH
COURSE LENGTH Year

REVIEWED 2018-2019

			<p>presentation proposing their definition of true love with at least five artifacts from three different genres. Present these to the class.</p> <p>22. Write an argument essay about a current events topic using <i>Upfront</i> magazine as a source.</p> <p>23. Study 7-8 works a week for a weekly vocabulary assessment.</p> <p>24. Complete vocabulary activities analyzing synonyms and antonyms, word parts and etymology, morphology, and analogies</p>		
<p>Unit 3: Poetry 9 weeks</p>	<p>RL9.4.1.1 RL9.4.2.2 RL9.4.3.3 RL9.4.4.4 RL9.4.5.5 RL9.4.6.6 RL9.4.7.7 RL9.4.9.9 RL9.4.10.10 W9.7.1.1 W9.7.2.2 W9.7.3.3 W9.7.4.4 W9.7.5.5 W9.7.6.6 W9.7.9.9</p>	<p>1. Compare and contrast prose and poetry and identify the characteristics of each.</p> <p>2. Write poetry in a variety of genres.</p> <p>3. Create videos and multimedia presentations that demonstrate their comprehension of poetry.</p> <p>4. Identify and evaluate the effectiveness of poetic devices; use these</p>	<p>1. After reading several poems that present a definition of poetry, write a poem giving their own definition of what poetry should do and be.</p> <p>2. Compare and contrast prose and poetry.</p> <p>3. Create a “found” poem from three pieces of text that are not poetry.</p> <p>4. Create a video of themselves reading a favorite poem and write reflections on what three of their classmates’ videos showed about their interpretations of their poems.</p> <p>5. Perform close readings of several poems evaluating their sound, structure, and poetic devices.</p>	<p>Wordly Wise 9 Shmoop ELA 9 curriculum, which introduces students to 40 poems from the 1600s to present day <i>The Chosen</i> by Chaim Potok</p>	<p>1. How do poets express their worldview even in a more concise text, and how do the worldviews expressed in these poems compare to a Biblical one?</p> <p>2. How do <i>The Chosen’s</i> themes about forgiveness and the dangers of vengeance match what the Bible says about these</p>

CCS COURSE MAP

SUBJECT: INTRO TO LITERATURE

GRADE LEVEL 9TH
COURSE LENGTH Year

REVIEWED 2018-2019

<p>W9.7.10.10 SL9.9.1.1 SL9.9.4.4 SL9.9.5.5 SL9.9.6.6 SL9.9.7.7 SL9.9.8.8 L9.11.1.1 L9.11.2.2 L9.11.3.3 L9.11.4.4 L9.11.5.5 L9.11.6.6</p>	<p>devices in their own poetry. 5. Use text evidence to write creatively in response to a text. 6. Analyze the relationship between speaker and audience in poetry. 7. Write argumentatively using text evidence to support their points on a variety of topics. 8. Write literary analysis of the poetic devices authors use, including imagery, figurative language, and sound devices. 9. Write a literary analysis essay developing a thesis about a poem or poet of their choice. 10. Track motifs and symbols and explain how they contribute to theme. 11. Create a multimedia presentation analyzing</p>	<p>6. Write profiles of the speakers of two poems using details from the texts. 7. Chart and reflect on what we learn about speaker and audience in several poems. 8. Infer an ideal audience for a poem and how that audience would react to it. 9. Write character analyses for each of the characters in a dialogue poem. 10. Write a poem in the style of Sandburg’s “Fog” about the weather in their town. 11. Write an argument paragraph about whether setting or speaker is more important in a poem of their choice. 12. Write poems using alliteration and assonance. 13. Write a poem about a current social problem using parallel structure. 14. Analyze the meaning and purpose of metaphor in several poems. 15. Write a poem using imagery connected with the five senses. 16. Identify sound devices and rhyme scheme in several poems. 17. Write a poem using 5 sound devices and a paragraph reflecting on the effects those devices create. 18. Write an analysis essay on a poem or poet of their choice. 19. Using quotations from <i>The Chosen</i>, make predictions about plot, character,</p>	<p>topics? 3. What are the most important lessons Reuven learns, and how do they compare with Biblical themes?</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------

CCS COURSE MAP

SUBJECT: INTRO TO LITERATURE

GRADE LEVEL 9TH
COURSE LENGTH Year

REVIEWED 2018-2019

		<p>and evaluating the effectiveness of WWII propaganda.</p> <p>12. Expand academic vocabulary through explicit instruction.</p> <p>13. Write an argument essay using at least two reasons to support their position and answering a counterargument.</p> <p>14. Identify and correct fragments, run-ons, comma splices, and misplaced modifiers.</p> <p>15. Make subjects and verbs agree.</p> <p>16. Make pronouns and antecedents agree.</p>	<p>setting, conflict, and dominant motifs.</p> <p>20. Track and analyze one of the motifs as they read.</p> <p>21. Explain connections between songs, poetry, and informative articles and <i>The Chosen</i>.</p> <p>22. Explain the symbolism of eyesight and how it contributes to theme.</p> <p>23. Write a literary analysis essay about a theme of <i>The Chosen</i>.</p> <p>24. Create a multimedia presentation analyzing a piece of WWII propaganda.</p> <p>25. Write an argument essay on a current events topic of their choice.</p> <p>26. Study 7-8 works a week for a weekly vocabulary assessment.</p> <p>27. Complete vocabulary activities analyzing synonyms and antonyms, word parts and etymology, morphology, and analogies</p>		
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

CCS COURSE MAP

SUBJECT: INTRO TO LITERATURE

GRADE LEVEL 9TH
COURSE LENGTH Year

REVIEWED 2018-2019

<p>Unit 4: Nonfiction</p> <p>9 weeks</p>	<p>RI9.5.1.1 RI9.5.2.2 RI9.5.3.3 RI9.5.4.4 RI9.5.5.5 RI9.5.6.6 RI9.5.7.7 RI9.5.9.9 RI9.5.10.10 W9.7.1.1 W9.7.2.2 W9.7.3.3 W9.7.4.4 W9.7.5.5 W9.7.6.6 W9.7.9.9 W9.7.10.10 SL9.9.1.1 SL9.9.4.4 SL9.9.5.5 SL9.9.6.6 SL9.9.7.7 SL9.9.8.8 L9.11.1.1 L9.11.2.2 L9.11.3.3 L9.11.4.4 L9.11.5.5 L9.11.6.6</p>	<p>1. Expand academic vocabulary through explicit instruction. 2. Write an argument essay using at least two reasons to support their position and answering a counterargument. 3. Synthesize information gleaned from research into a new creative product. 4. Identify examples of bias and evaluate whether sources are credible. 5. Write persuasively in a variety of contexts. 6. Identify rhetorical appeals used in speeches and evaluate their effectiveness. 7. Write creative nonfiction incorporating effective narrative strategies. 8. Use and identify rhetorical devices in their own writing. 9. Write a literary analysis essay comparing how texts</p>	<p>1. Research five different newspapers, then create their own using the features of newspapers they've seen. 2. Summarize news articles reporting on the same event and identify the bias present in each. 3. Write a news article, analyze it for evidence of bias, then attempt to rewrite it objectively. 4. Compare two publications to determine which one is more credible. 5. Write an op-ed on a contemporary issue of their choice. 6. Compare three movie reviews and write a paragraph about what makes a good book review. 7. Identify rhetorical devices and appeals in the "Gettysburg Address." 8. Identify parts of the rhetorical triangle and appeals used in Faulkner's Nobel Prize acceptance speech. 9. Read and listen to FDR's Four Freedoms speech and Wiesel's Nobel Prize acceptance speech and evaluate their use of rhetorical appeals. 10. Identify rhetorical devices used in the love letters of F. Scott and Zelda Fitzgerald. 11. Evaluate whether John Krakauer is a credible source to write about another person's life. 12. Read two funny personal essays,</p>	<p>Wordly Wise 9 Shmoop ELA 9 curriculum, which introduces students to famous speeches, memoirs, news articles, and diary entries <i>Unbroken</i> by Laura Hillenbrand</p>	<p>1. Why is being able to recognize biases in what we read and in our own thinking important for us as Christians? 2. How can being able to respond to biases make us more effective in reaching our culture for Christ? 3. What rhetorical strategies can help us communicate more effectively and earn a platform to be heard in our spheres of influence? 4. How did God change Louis Zamperini's life, and what truths does his story offer about the way God uses our stories and orchestrates the events in them? 5. What can we conclude from <i>Unbroken</i> about why</p>
----------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

CCS COURSE MAP

SUBJECT: INTRO TO LITERATURE

GRADE LEVEL 9TH
COURSE LENGTH Year

REVIEWED 2018-2019

		<p>from different genres communicate similar themes.</p> <p>10. Use verbs tenses correctly and avoid unnecessary shifts in tense.</p> <p>11. Use apostrophes, hyphens, and dashes correctly.</p>	<p>annotate them for theme and use of humor, and write one of their own.</p> <p>13. Write a short memoir about connections to their culture.</p> <p>14. Describe an event from their lives in three different nonfiction formats and label the rhetorical devices they use in each one.</p> <p>15. Write an argument essay about a current events topic using <i>Upfront</i> magazine as a source.</p> <p>16. Study 7-8 works a week for a weekly vocabulary assessment.</p> <p>17. Complete vocabulary activities analyzing synonyms and antonyms, word parts and etymology, morphology, and analogies.</p> <p>18. Write a literary analysis essay comparing how <i>Unbroken</i> and <i>The Chosen</i> explore themes of vengeance and forgiveness.</p>		<p>God allows suffering in our lives, and how do these conclusions compare with Biblical truths?</p>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------

CCS COURSE MAP
SUBJECT: INTRO TO LITERATURE

GRADE LEVEL 9TH
COURSE LENGTH Year

REVIEWED 2018-2019

CCS COURSE MAP
SUBJECT: INTRO TO LITERATURE

GRADE LEVEL 9TH
COURSE LENGTH Year

REVIEWED 2018-2019

CCS COURSE MAP
SUBJECT: INTRO TO LITERATURE

GRADE LEVEL 9TH
COURSE LENGTH Year

REVIEWED 2018-2019

CCS COURSE MAP
SUBJECT: INTRO TO LITERATURE

GRADE LEVEL 9TH
COURSE LENGTH Year

REVIEWED 2018-2019

CCS COURSE MAP
SUBJECT: INTRO TO LITERATURE

GRADE LEVEL 9TH
COURSE LENGTH Year

REVIEWED 2018-2019

CCS COURSE MAP
SUBJECT: INTRO TO LITERATURE

GRADE LEVEL 9TH
COURSE LENGTH Year

REVIEWED 2018-2019
