

**CURRICULUM**

**GUIDE**

English Language Arts  
Grade 9

Providence  
Schools

## QUARTER I

### Content students have to learn

### Processes students will learn and use

#### Unit I.1 - Nonfiction

(10 days)

- Examine characterization, motivation, and interactions among characters.
  - Analyze and interpret elements of literary texts, particularly the memoir.
  - Explain author's purpose, message, or theme.
  - Respond to literary texts.
- » Cite thoughts, words, or actions that reveal character traits, underlying values, or changes over time.
  - » Identify the elements of memoir by selecting appropriate passages relating to a life-changing event, a reflection on it, and a lesson learned from the experience.
  - » Recognize and understand the significance of the event reflected on in the memoir and its effect on the author's life.
  - » Select and summarize key ideas and connect what has been read to prior knowledge or to a broader world of ideas.
  - » Explain themes using specific details and references to text to support interpretations or conclusions.

#### Essential questions students should be able to answer by end of unit

- How do Elizabeth Wong's desire to fit in to American culture and her mother's determination that she learn the language and customs of her Chinese heritage reflect the common experience of those who immigrate from another country?
- How does Sandra Cisneros's father boasting about having seven sons rather than seven children reveal Sandra's role within the family?
- How does dialogue with others help us see how to pursue our dreams?
- What do the incredible challenges Farah and her mother face reveal about their characters?
- What can we learn from the readings about assimilation, perseverance, or overcoming adversity?

## QUARTER I

### Content students have to learn

### Processes students will learn and use

#### Unit 1.2 - Introduction to the Memoir

(20 days)

- Analyze the interaction between character and plot.
  - Demonstrate an understanding of the characteristics of a genre.
  - Demonstrate an understanding of literary devices, particularly symbolism.
  - Identify the context related to a particular work.
  - Distinguish major events in a literary selection.
  - Respond to the reading with analytical judgments.
- » Examine events that reveal character traits that change over time.
  - » Make inferences about cause and effect.
  - » Observe the structure and content of the selected text.
  - » Recognize an idea that is represented by an object or by another, more narrowly defined idea.
  - » Research the historical background of a work.
  - » Summarize key ideas.
  - » Assert an interpretive claim in the form of a thesis and organize ideas for drawing a conclusion.

#### Essential questions students should be able to answer by end of unit

- How does conflict drive a person's decisions?
- In the readings, how does a sense of hopelessness affect people's actions?
- Based on the readings, what positive qualities can develop as a result of stressful experiences?
- What are the people in the readings willing to sacrifice in order to survive?

## QUARTER I

### Content students have to learn

### Processes students will learn and use

#### **Unit 1.3 - Writing a Personal Memoir: Writing Process (10 days)**

- Generate a personal narrative.
  - Demonstrate command of English writing and grammar conventions.
  - Show understanding of narrative strategies.
- » Convey proper tone, voice, point of view, and necessary details to capture the writer's perspective.
  - » Apply appropriate conventions of grammar and writing to correct errors.
  - » Create imagery and descriptive details in advancing a coherent storyline.

#### **Essential questions students should be able to answer by end of unit**

- How can you use the elements of a memoir to create a vivid mental picture for the reader?
- How does a person select a significant event about which to write?
- What kind of language is used in building descriptions for the mind to imagine seeing, hearing, tasting, smelling, touching, and feeling?

## QUARTER 2

### Content students have to learn

### Processes students will learn and use

#### Unit 2.1 - Short Story

(12 days)

- Demonstrate an understanding of the plot of a story.
  - Summarize the plot of a short story.
  - Understand the characteristics of a short story.
  - Analyze character development.
  - Generate a textual response to the reading.
- » Identify the sequence of events making up a story.
  - » Recognize key ideas and events of a story.
  - » Examine a model short story and analyze its structure.
  - » Examine the thoughts, words, or actions that reveal the traits and motivations of the protagonist and antagonist.
  - » Develop personal and analytical responses to the reading.

#### Essential questions students should be able to answer by end of unit

- What criteria do characters use to safeguard against making poor choices, and why do they choose those criteria?
- How do characters effectively deal with danger once they realize they are in difficult situations?
- Is making a sacrifice in life rewarding?
- How well do the characters' dreams mesh with reality?
- How can a person navigate life's journey successfully if the journey allows one to make mistakes?

## QUARTER 2

### Content students have to learn

### Processes students will learn and use

#### Unit 2.2 - Historical Fiction

(17 days)

- Analyze and interpret the similarities and differences between fiction in general and historical fiction.
  - Interpret symbolism in a novel.
  - Analyze character development in a novel.
  - Analyze and interpret author's craft and narrative style.
  - Identify theme similarities between two works of historical fiction.
- » Identify the special features of historical fiction that do not necessarily appear in regular fiction.
  - » Find concrete objects in a story that take on a representation of a wider meaning.
  - » Recognize the traits and actions of characters and the underlying values the traits and actions represent.
  - » Cite evidence of imagery, memory, flashback, emotions, and facts.
  - » Compare the recurrence of main messages in two works.

#### Essential questions students should be able to answer by end of unit

- Why is historical fiction a good vehicle for sharing war stories?
- How is truth or accuracy included in historical fiction?
- Why do people choose symbols to represent their attitudes in times of duress?
- How do people's beliefs influence their understanding of events?
- Why do the things a person carries reveal the person's character?

## QUARTER 2

### Content students have to learn

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#### **Unit 2.3 - Literary Elements in *Autobiography of My Dead Brother* (18 days)**

- Demonstrate knowledge of author's style.
  - Demonstrate an understanding of the literary elements of story, character, point of view, setting, and theme.
  - Draw conclusions about how one character's actions affect other characters' behavior.
  - Analyze how events change the lives of the characters.
  - Generate a personal response to what is read.
- » Analyze author's use of imagery.
  - » Identify examples of literary elements through an analysis of the text.
  - » Make inferences about cause and effect.
  - » Examine the thoughts, words, or actions that reveal character traits, motivations, or changes over time.
  - » Create written responses to literary prompts.

#### **Essential questions students should be able to answer by end of unit**

- How do outside forces help or hinder the choices people make?
- How does the environment influence the choices Rise makes?
- How does the environment influence the choices Jesse makes?
- How does one deal with the uncertainty of accomplishing distant dreams?
- Why are family relationships hard to navigate?
- How do Jesse's relationships with his family shape his development?

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