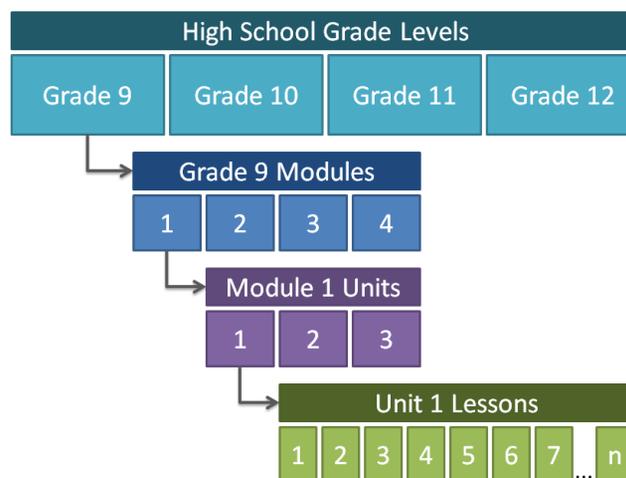


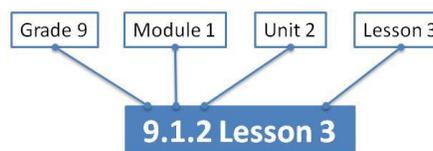
# GRADE 9 Curriculum Map

## Introduction

The New York State Common Core ELA & Literacy curriculum is divided into four grade levels (9–12). Each grade level includes four primary modules. Each module consists of up to three units, and each unit consists of a set of lesson plans.



The following nomenclature is used to refer to a particular grade-module-unit-lesson combination.



Each module grounds students' application and mastery of the standards within the analysis of complex text. The standards assessed and addressed in each module specifically support the study of the module text(s), and include standards in all four domains: Reading, Writing, Speaking and Listening, and Language.

Modules are arranged in units comprised of one or more texts. The texts in each module share common elements in relation to genre, authors' craft, text structure, or central ideas. Each unit in a module builds upon the skills and knowledge students develop in the preceding unit(s). The number of lessons in a unit varies based on the length of the text(s). Each lesson is designed to span one class period but may extend beyond that time frame depending on student needs.

## Grade 9 Overview

The New York State grade 9 curriculum modules offer a wide range of quality texts that span the canonical to the contemporary. The grade 9 curriculum balances classic works by William Shakespeare, Sophocles, and Emily Dickinson with contemporary writing by authors such as Temple Grandin, Karen Russell, and Marc Aronson. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within each of the modules are linked explicitly to the Common Core Learning Standards, and provide a rigorous and pedagogically-sound approach for how to bring the standards to life through thoughtful planning, adaption, and instruction. Module 9.1 establishes key routines and practices for close reading and collaborative discussion, which students will use and refine throughout the year. Module 9.2 provides continued opportunity for students to develop skills in text analysis, evidence-based discussion, and informative writing before they are introduced to the research process in Module 9.3 and argument writing in Module 9.4.

In Module 9.1, students dive into complex text with a contemporary short story by acclaimed author Karen Russell. Through collaborative discussion and multiple encounters with the text, students access the richness of Russell's language, description, and meaning, particularly around the ideas of identity and beauty, which students consider over the course of the module in relation to excerpts from Rainer Maria Rilke's *Letters to a Young Poet*, David Mitchell's *Black Swan Green*, and William Shakespeare's *Romeo and Juliet*. In their study of *Romeo and Juliet*, students have the opportunity to consider representations of the text across artistic mediums, including contemporary film excerpts and fine art.

Students produce writing appropriate to task and support their claims with evidence from the text. By the module’s conclusion, students have begun to build critical reading, writing, thinking, and speaking habits which lay the foundation for college and career readiness.

Module 9.2 continues to explore identity through texts that examine human motivations, actions, and consequences. Students build on work from Module 9.1 as they track character development in Edgar Allan Poe’s “The Tell-Tale Heart” and the tragedy of *Oedipus the King*. In these texts as well as in a poem by Emily Dickinson, students analyze the effects of an author’s structural choices on the development of central ideas. Students also engage with informational texts about guilt and human fascination with crime, as they continue to develop their ability to identify and make claims. Students strengthen their writing by revising and editing, and refine their speaking and listening skills through discussion-based assessments.

In a digital world, students have access to an unprecedented amount of information; in Module 9.3, students cultivate an ability to sort through information to determine its validity and relevance. This module engages students in an inquiry-based research process using a rich extended text, Temple Grandin’s *Animals in Translation: Using the Mysteries of Autism to Decode Animal Behavior*, to surface potential topics that lead to a process of individually driven inquiry, research, and writing. This process begins collaboratively and guides students through forming effective questions for inquiry, gathering research about a topic of interest, assessing the validity of that information, generating an evidence-based perspective, and writing an informative/explanatory research paper that synthesizes and articulates their findings.

Module 9.4 shows where an inquiry process can lead, with *Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science*, a nonfiction text derived from inquiry and the collaboration of its authors. This one-unit module provides students with the opportunity to learn new information about the past that informs the choices they make today. This module also invites students to consider the ethics and consequences of their decisions. Students move through *Sugar Changed the World* with a critical eye, building an understanding of how history helps shape the people, culture, and belief systems of our modern day world. Students apply this lens as they read additional contemporary argument texts related to *Sugar Changed the World*, considering the structure, development, and efficacy of these authors’ arguments. The module concludes with a culminating argument paper in which students synthesize their understanding of content and the components that interact to create an effective argument.

## Curriculum Map

<b>MODULE 9.1</b> “So you want a double life”: Reading Closely and Writing to Analyze				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<b>Unit 1: “I’m Home.”</b>				
“St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell	17	<ul style="list-style-type: none"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension and analysis</li> <li>Engage in productive evidence-based discussions about texts</li> <li>Collect and organize evidence from texts to support analysis in writing</li> <li>Make claims about texts using specific textual evidence</li> <li>Use vocabulary strategies to define unknown words</li> </ul>	<b>RL.9-10.1</b> <b>RL.9-10.2</b> <b>RL.9-10.3</b> <b>RL.9-10.4</b> <b>RL.9-10.5</b> <b>W.9-10.2.a, f</b> <b>SL.9-10.1.b, c</b> SL.9-10.4 L.9-10.4.a, b L.9-10.5.a	<b>Mid-Unit:</b> Students write a multi-paragraph response to the following prompt: Choose and explain one epigraph. Analyze the relationship between that epigraph and the girls’ development in that stage. <b>End-of-Unit:</b> Students write a formal, multi-paragraph response to the following prompt: Analyze Claudette’s development in relation to the five stages of Lycanthropic Culture Shock.
<b>Unit 2: “[T]he jewel beyond all price”</b>				
<i>Letters to a Young Poet</i> by Rainer Maria Rilke	11	<ul style="list-style-type: none"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension and analysis</li> </ul>	<b>CCRA.R.9</b> <b>RL.9-10.2</b> <b>RL.9-10.3</b> <b>RL.9-10.4</b>	<b>Mid-Unit:</b> Students write a formal, multi-paragraph response to the following prompt: What is the impact of Rilke’s specific word

<b>MODULE 9.1</b> “So you want a double life”: Reading Closely and Writing to Analyze				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<i>Black Swan Green</i> by David Mitchell		<ul style="list-style-type: none"> <li>Engage in productive evidence-based conversations about texts</li> <li>Determine meanings of unknown vocabulary</li> <li>Independently preview text in preparation for supported analysis</li> <li>Paraphrase and quote relevant evidence from a text</li> </ul>	<b>RI.9-10.2</b> <b>RI.9-10.3</b> <b>RI.9-10.4</b> <b>W.9-10.2.a, f</b> SL.9-10.1.b, c L.9-10.4.a, b <b>L.9-10.5.a</b>	choices on the meaning and tone of his letter? <b>End-of-Unit:</b> Students write a formal, multi-paragraph response to the following prompt: Identify similar central ideas in <i>Letters to a Young Poet</i> and <i>Black Swan Green</i> . How do Rilke and Mitchell develop these similar ideas?
<b>Unit 3: “A pair of star-crossed lovers”</b>				
<i>Romeo and Juliet</i> by William Shakespeare	20	<ul style="list-style-type: none"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension and analysis</li> <li>Engage in productive evidence-based discussions about text</li> <li>Collect and organize content from the text to support analysis in writing</li> <li>Analyze an author’s craft</li> </ul>	<b>RL.9-10.2</b> <b>RL.9-10.3</b> <b>RL.9-10.4</b> <b>RL.9-10.5</b> <b>RL.9-10.7</b> <b>W.9-10.2.a, c, f</b> <b>SL.9-10.1.b, c</b> L.9-10.4.a-c <b>L.9-10.5.a</b>	<b>Mid-Unit:</b> Students write a formal, multi-paragraph response to the following prompt: How does Shakespeare’s development of the characters of Romeo and Juliet refine a central idea in the play? <b>End-of-Unit:</b> Students write a formal, multi-paragraph response to the following prompt: Select either Romeo or Juliet. How does

<b>MODULE 9.1</b> “So you want a double life”: Reading Closely and Writing to Analyze				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
				Shakespeare develop this character as a tragic hero(ine)?
Module Performance Assessment				
<i>Letters to a Young Poet</i> “Letter Seven,” by Rainer Maria Rilke  “St. Lucy’s Home for Girls Raised by Wolves” by Karen Russell  <i>Romeo and Juliet</i> by William Shakespeare	4		<b>CCRA.R.9</b> <b>RL.9-10.2</b> <b>RL.9-10.3</b> RL.9-10.11 <b>RI.9-10.2</b> <b>RI.9-10.4</b> <b>W.9-10.2.a, c, f</b> W.9-10.6 SL.9-10.1.b, c L.9-10.4.a-c L.9-10.5.a	Students gather evidence to support their response to the following assessment prompt: Identify a specific phrase or central idea in paragraphs 4–9 of Rilke’s “Letter Seven.” Analyze how that phrase or central idea relates to one or more characters or central ideas in “St. Lucy’s Home for Girls Raised by Wolves” or <i>Romeo and Juliet</i> .

**Note:** Bold text indicates targeted standards that will be assessed in the module.

<b>MODULE 9.2</b> Working with Evidence and Making Claims: How do Authors Structure Texts and Develop Ideas?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<b>Unit 1: “And then a Plank in Reason, broke, And I dropped down, and down –”</b>				
“The Tell-Tale Heart” by Edgar Allan Poe  “I felt a Funeral, in my Brain” by Emily Dickinson	13	<ul style="list-style-type: none"> <li>• Read closely for textual details</li> <li>• Annotate texts to support comprehension and analysis</li> <li>• Engage in productive evidence-based discussions about text</li> <li>• Collect and organize evidence from texts to support analysis in writing</li> <li>• Make claims about and across texts using specific textual evidence</li> <li>• Use vocabulary strategies to define unknown words</li> <li>• Paraphrase and quote relevant evidence from texts</li> <li>• Independently preview texts in preparation for supported analysis</li> <li>• Write informative texts to convey complex ideas</li> </ul>	CCRA.R.6  CCRA.R.9  RL.9-10.2  RL.9-10.4  RL.9-10.5  W.9-10.2.a, b, c, d, f  W.9-10.9.a  SL.9-10.1.a, b, c  L.9-10.1  L.9-10.2  L.9-10.4.a, b  L.9-10.5.a, b	<b>Mid-Unit:</b> Students write a multi-paragraph response to the following prompt: Identify a central idea in “The Tell-Tale Heart” and discuss how point of view and structural choices contribute to the development of that central idea over the course of the text.  <b>End-of-Unit:</b> Students write a multi-paragraph response to the following prompt: Identify a central idea common to “I felt a Funeral, in my Brain,” and “The Tell-Tale Heart” and make a claim about how Dickinson and Poe develop and refine this idea.

<p style="text-align: center;"><b>MODULE 9.2</b></p> <p style="text-align: center;"><b>Working with Evidence and Making Claims:</b></p> <p style="text-align: center;"><b>How do Authors Structure Texts and Develop Ideas?</b></p>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<b>Unit 2: “a husband from a husband, children from a child”</b>				
<i>Oedipus the King</i> by Sophocles	20	<ul style="list-style-type: none"> <li>• Read closely for textual details</li> <li>• Annotate texts to support comprehension and analysis</li> <li>• Engage in productive evidence-based conversations about text</li> <li>• Provide an objective summary of a text</li> <li>• Make claims about texts using specific textual evidence</li> <li>• Collect and organize evidence from texts to support analysis in writing</li> <li>• Organize evidence to plan around writing</li> <li>• Paraphrase and quote relevant evidence from texts</li> <li>• Create connections between key details to form a claim</li> </ul>	<p><b>RL.9-10.2</b></p> <p><b>RL.9-10.3</b></p> <p><b>RL.9-10.5</b></p> <p><b>W.9-10.2.a, b, c, d, f</b></p> <p><b>W.9-10.5</b></p> <p>W.9-10.9.a</p> <p>SL.9-10.1.a-d</p> <p><b>L.9-10.1</b></p> <p><b>L.9-10.2</b></p> <p>L.9-10.4.a, b</p> <p>L.9-10.5.a</p>	<p><b>Mid-Unit:</b></p> <p>Students write a multi-paragraph response to the following prompt: What relationship does Sophocles establish between prophecy and Oedipus’s actions? How does this relationship develop a central idea?</p> <p><b>End-of-Unit:</b></p> <p>Students write a multi-paragraph response to the following prompt: How does Sophocles develop the tension between Oedipus’s guilt and his innocence? Use evidence from the text to support your response.</p>

<b>MODULE 9.2</b> Working with Evidence and Making Claims: How do Authors Structure Texts and Develop Ideas?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<ul style="list-style-type: none"> <li>• Use vocabulary strategies to define unknown words</li> <li>• Write informative texts to examine and convey complex ideas</li> <li>• Critique one’s own writing</li> <li>• Revise writing</li> </ul>		
<b>Unit 3: “Everybody is guilty of Something”</b>				
“True Crime: The roots of an American obsession” by Walter Mosley  “How Bernard Madoff Did It” by Liaquat Ahamed  <i>The Wizard of Lies: Bernie Madoff and the Death of Trust</i> , pages 361–364 by	13	<ul style="list-style-type: none"> <li>• Read closely for textual details</li> <li>• Annotate texts to support comprehension and analysis</li> <li>• Engage in productive evidence-based conversations about text</li> <li>• Provide an objective summary of a text</li> <li>• Paraphrase and quote relevant evidence from a text</li> <li>• Make claims about texts using specific textual evidence</li> <li>• Collect and organize evidence from</li> </ul>	<b>CCRA.R.9</b>  <b>RI.9-10.2</b>  <b>RI.9-10.5</b>  RI.9-10.7  <b>W.9-10.2.a, b, c, d, f</b>  <b>W.9-10.5</b>  W.9-10.9.b  <b>SL.9-10.1.a, b, c, d</b>	<b>Mid-Unit:</b>  Students write a multi-paragraph response to the following prompt: How does Mosley shape and develop his claim that “We are fascinated with stories of crime, real or imagined” (par. 16)? Students then use the 9.2.3 Mid-Unit Peer Review Tool (Criterion 1 and Criterion 2) to review their own and a peer’s responses before revising their own response based on both reviews.  <b>End-of-Unit:</b>  Students use textual evidence to engage in a

<b>MODULE 9.2</b> Working with Evidence and Making Claims: How do Authors Structure Texts and Develop Ideas?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Diana Henriques		texts to support analysis in writing <ul style="list-style-type: none"> <li>Organize evidence to plan around writing</li> <li>Make evidence-based claims</li> <li>Create connections between key details to form a claim</li> <li>Use vocabulary strategies to define unknown words</li> <li>Write informative texts to examine and convey complex ideas</li> <li>Critique one’s own writing and peers’ writing</li> <li>Revise writing</li> <li>Generate and respond to questions in scholarly discourse</li> </ul>	SL.9-10.4 SL.9-10.6 <b>L.9-10.1</b> <b>L.9-10.2</b> L.9-10.4.a, b L.9-10.5.a	fishbowl discussion of one of the following prompts: To what extent does Ahamed’s article support or challenge claims that Mosley made in “True Crime: The Roots of an American Obsession”? OR To what extent is Mosley’s claim that “Everybody is guilty of something” (par. 1) supported or challenged by Henriques?
Module Performance Assessment				
“The Tell-Tale Heart” by Edgar	4		<b>CCRA.R.9</b> <b>RL.9-10.2</b>	Students draw upon their analysis of the 9.2 Module texts in order to respond to the

<b>MODULE 9.2</b> Working with Evidence and Making Claims: How do Authors Structure Texts and Develop Ideas?				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Allan Poe “I felt a Funeral, in my Brain,” by Emily Dickinson <i>Oedipus the King</i> by Sophocles “True Crime: The roots of an American obsession” by Walter Mosley “How Bernard Madoff Did It” by Liaquat Ahamed <i>The Wizard of Lies: Bernie Madoff and the Death of Trust</i> by Diana Henriques			<b>RL.9-10.5</b> RL.9-10.11 <b>RI.9-10.2</b> <b>RI.9-10.5</b> <b>W.9-10.2.a, b, c, d, f</b> <b>W.9-10.5</b> <b>W.9-10.9.a, b</b> <b>L.9-10.1</b> <b>L.9-10.2</b>	following prompt:  Identify a central idea shared by one literary text and one informational text. Use specific details to explain how this central idea develops over the course of each text, and compare how the authors’ choices about text structure contribute to the development of this idea.

**Note:** Bold text indicates targeted standards that will be assessed in the module.

<h2 style="text-align: center;">MODULE 9.3</h2> <h3 style="text-align: center;">Building and Communicating Knowledge through Research: The Inquiry and Writing Processes</h3>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<b>Unit 1: Using Seed Texts as Springboards to Research</b>				
<p><i>Animals in Translation: Using the Mysteries of Autism to Decode Animal Behavior</i>, Chapter 1 by Temple Grandin and Catherine Johnson</p>	10	<ul style="list-style-type: none"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension and analysis</li> <li>Engage in productive evidence-based discussions about text</li> <li>Collect and organize evidence from texts to support analysis in writing</li> <li>Collect and organize evidence from texts to support claims made in writing</li> <li>Analyze the treatment of a text through multimedia (film)</li> <li>Craft claims about the development and refinement of central ideas in a text</li> </ul>	<p><b>RI.9-10.1.a</b> <b>RI.9-10.2</b> <b>RI.9-10.3</b> <b>RI.9-10.5</b> <b>RI.9-10.7</b> <b>W.9-10.2</b> <b>W.9-10.4</b> W.9-10.7 <b>W.9-10.9</b> SL.9-10.1 L.9-10.4.a-d</p>	<p><b>End-of-Unit:</b> Students complete a two-part writing assessment.</p> <p><b>Part 1:</b> How does Grandin develop and refine a central idea in the text? In a multi-paragraph response, identify a central idea from Chapter 1 of <i>Animals in Translation</i> and trace its development and refinement in the text.</p> <p><b>Part 2:</b> Articulate 2–3 distinct areas of investigation and where they emerge from the text.</p>

<b>MODULE 9.3</b> Building and Communicating Knowledge through Research: The Inquiry and Writing Processes				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<ul style="list-style-type: none"> <li>Use vocabulary strategies to define unknown words</li> <li>Identify potential topics for research within a text</li> <li>Use questioning to guide research</li> <li>Conduct pre-searches to validate sufficiency of information to explore potential topics</li> </ul>		
<b>Unit 2: Engaging in an Inquiry-Based, Iterative Research Process</b>				
Student research sources will vary.  Students choose texts for research based on their individual research question or problem.  Model research sources:	12	<ul style="list-style-type: none"> <li>Assess sources for credibility, relevance, and accessibility</li> <li>Conduct independent searches using research processes including planning for searches, assessing sources, annotating sources, and recording notes</li> <li>Develop, refine, and select inquiry questions for research</li> <li>Develop and continually assess a</li> </ul>	<b>RI.9-10.1.a</b> W.9-10.2 W.9-10.4 <b>W.9-10.7</b> <b>W.9-10.8</b> <b>W.9-10.9</b> SL.9-10.1 L.9-10.4.a, c, d	<b>End-of-Unit:</b> <ul style="list-style-type: none"> <li>Students submit a completed Research Portfolio with the four sections organized, including 1. Defining an Area of Investigation, 2. Gathering and Analyzing Information, 3. Drawing Conclusions, 4. Discarded Material.</li> <li>Evidence-Based Perspective: Students write a one-page synthesis of their perspective derived from their research.</li> </ul>

<b>MODULE 9.3</b> <b>Building and Communicating Knowledge through Research:</b> <b>The Inquiry and Writing Processes</b>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
1. “The Brains of the Animal Kingdom” by Frans de Waal 2. “Minds of their Own: Animals are smarter than you think” by Virginia Morell 3. “Think You’re Smarter Than Animals? Maybe Not” by Alexandra Horowitz and Ammon Shea 4. “Monkeys Can Perform Mental Addition” by Duke University Medical Center 5. “Animal Intelligence: How		research frame to guide independent searches <ul style="list-style-type: none"> <li>Collect and organize evidence from research to support analysis in writing</li> <li>Craft claims about inquiry questions, inquiry paths, and a problem-based question using specific textual evidence from the research</li> </ul>		Students draw on the research evidence collected to express a perspective on their problem-based question. <ul style="list-style-type: none"> <li>Research Journal: This item is located in the Research Portfolio.</li> </ul>

<b>MODULE 9.3</b> <b>Building and Communicating Knowledge through Research:</b> <b>The Inquiry and Writing Processes</b>				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
We Discover How Smart Animals Really Are” by Edward Wasserman and Leyre Castro				
<b>Unit 3: Synthesizing Research through the Writing Process</b>				
Student texts (research sources) will vary. By 9.3.3, students will have chosen texts for research based on their individual problem-based questions.	8	<ul style="list-style-type: none"> <li>Collect and organize evidence from research to support analysis in writing</li> <li>Analyze, synthesize, and organize evidence-based claims</li> <li>Write effective introduction, body, and conclusion paragraphs for an informative/explanatory research paper</li> <li>Use proper MLA citation methods in writing</li> <li>Edit for a variety of purposes, including using semi-colons, colons, correct spelling, capitalization, and</li> </ul>	<b>W.9-10.2.a-f</b> <b>W.9-10.4</b> <b>W.9-10.5</b> W.9-10.6 W.9-10.7 W.9-10.8 <b>W.9-10.9</b> SL.9-10.1 <b>L.9-10.1</b> <b>L.9-10.2</b> L.9-10.2.a-c	<b>End-of-Unit:</b> Students are assessed on how their final draft aligns to the criteria of the 9.3.3 Rubric. The final draft should present a precise claim that is supported by relevant and sufficient evidence. The draft should be well-organized and develop the research topic clearly and accurately through the effective selection, organization, and analysis of content. The draft should use transitional language that clearly links the major sections of the text and clarifies relationships among the claims and evidence. Finally, the draft should

<b>MODULE 9.3</b> Building and Communicating Knowledge through Research: The Inquiry and Writing Processes				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		punctuation <ul style="list-style-type: none"> <li>• Use formal style and objective tone in writing</li> <li>• Write coherently and cohesively</li> </ul>	<b>L.9-10.3.a</b> <b>L.9-10.6</b>	demonstrate control of the conventions of written language and maintain a formal style and objective tone.
Module Performance Assessment				
Student texts (research sources) will vary.	5		<b>W.9-10.2</b> <b>W.9-10.4</b> <b>W.9-10.5</b> <b>W.9-10.6</b> L.9-10.1 L.9-10.2 L.9-10.6	Students respond to the following prompt: Create a blog post using information from your research paper and various multimedia components to enhance your research findings. Update or enhance the information from your research paper by linking to other supporting information and displaying the information flexibly and dynamically. Make effective use of available multimedia components, including hyperlinks, images, graphics, animation, charts, graphs, video, and audio clips.

**Note:** Bold text indicates targeted standards that will be assessed in the module.

<b>MODULE 9.4</b> Understanding and Evaluating Argument: Analyzing Text to Write Arguments				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<i>Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom and Science</i> by Marc Aronson and Marina Budhos  Supplementary Module Texts: “Globalization” featured in <i>National Geographic</i> “How Your Addiction to Fast Fashion Kills” by Amy Odell “Bangladesh Factory Collapse:	34*	<ul style="list-style-type: none"> <li>• Read closely for textual details</li> <li>• Annotate texts to support comprehension and analysis</li> <li>• Evaluate argument writing</li> <li>• Engage in productive evidence-based conversations about text</li> <li>• Collect and organize evidence from texts to support analysis in writing</li> <li>• Build skills for successful argument writing</li> <li>• Analyze authors’ use of rhetoric</li> <li>• Revise writing</li> <li>• Utilize rubrics for self-assessment and peer review of writing</li> <li>• Develop argument-based writing</li> </ul>	<b>CCRA.R.9</b> <b>RI.9-10.2</b> <b>RI.9-10.3</b> <b>RI.9-10.4</b> <b>RI.9-10.5</b> <b>RI.9-10.6</b> <b>RI.9-10.7</b> <b>RI.9-10.8</b> <b>W.9-10.1.a-e</b> W.9-10.4 <b>W.9-10.5</b> W.9-10.9.b SL.9-10.1.c, d <b>L.9-10.1.a-b</b> <b>L.9-10.2.a-c</b> L.9-10.3.a L.9-10.4.a-c	<b>Mid-Unit:</b> Students draft an argument outline for the following prompt: Who bears the most responsibility for ensuring that clothes are ethically manufactured? Students use the Argument Outline Tool to organize their Mid-Unit Assessment response, collecting evidence and developing claims and counterclaims. <b>End-of-Unit:</b> Students write a multi-paragraph essay in response to the following prompt: Who bears the most responsibility for ensuring that goods are ethically produced?

<b>MODULE 9.4</b> Understanding and Evaluating Argument: Analyzing Text to Write Arguments				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Who Really Pays for Our Cheap Clothes?" by Anna McMullen  "Where Sweatshops Are a Dream" by Nicholas Kristof			<b>L.9-10.5</b>  L.9-10.6	
<b>Module Performance Assessment</b>				
"Why Eat Local?" video featuring Michael Pollan, Nourishlife.org  "Why Buy Locally Grown?" featured on dosomething.org  "What Food Says About Class in			<b>RI.9-10.6</b> <b>RI.9-10.8</b> <b>W.9-10.1.a-e</b> <b>L.9-10.1.a, b</b> <b>L.9-10.2.a-c</b>	Students read and draw evidence from five new source texts to write a multi-paragraph argument essay in response to the following prompt:  Is local food production an example of ethical consumption? Provide evidence from at least four sources in your response.

<b>MODULE 9.4</b> Understanding and Evaluating Argument: Analyzing Text to Write Arguments				
Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
America” by Lisa Miller  “Buying Local: Do Food Miles Matter?” by Gary Adamkiewicz  “Immigrant Farm Workers, the Hidden Part of New York’s Local Food Movement” by Aurora Almendral				

**Note:** Bold text indicates targeted standards that will be assessed in the module.

\*This module is composed of one unit.

## Standards Map

The curriculum consists of assessed and addressed standards. Assessed standards are standards that are assessed in unit and module performance assessments. Addressed standards are standards that are incorporated into the curriculum, but are not assessed.

**Key:**

Assessed Standard ●

Addressed Standard ○

<b>College and Career Readiness Anchor Standards for Reading</b>					
<b>Key Ideas and Details</b>		<b>9.1</b>	<b>9.2</b>	<b>9.3</b>	<b>9.4</b>
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.		●		
CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.				
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	●	●		●
<b>Reading for Literature</b>					
<b>Key Ideas and Details</b>		<b>9.1</b>	<b>9.2</b>	<b>9.3</b>	<b>9.4</b>
RL.9-10.1*	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	●			
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	●	●		
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	●	●		
<b>Craft and Structure</b>		<b>9.1</b>	<b>9.2</b>	<b>9.3</b>	<b>9.4</b>
RL.9-10.4*	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	●	●		

RL.9-10.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	●	●		
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.		CCRA.R.6		
<b>Integration of Knowledge and Ideas</b>		<b>9.1</b>	<b>9.2</b>	<b>9.3</b>	<b>9.4</b>
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i> ).	●			
RL.9-10.7.a	Analyze works by authors or artists who represent diverse world cultures.				
RL.9-10.8	(Not applicable to literature)				
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	CCRA.R.9	CCRA.R.9		CCRA.R.9
<b>Range of Reading and Level of Text Complexity</b>		<b>9.1</b>	<b>9.2</b>	<b>9.3</b>	<b>9.4</b>
RL.9-10.10*	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	<i>Yearlong standard</i>			
<b>Reading for Informational Text</b>					
<b>Key Ideas and Details</b>		<b>9.1</b>	<b>9.2</b>	<b>9.3</b>	<b>9.4</b>
RI.9-10.1*	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			●	
RI.9-10.1.a	Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).			●	
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	●	●	●	●
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	●		●	●
<b>Craft and Structure</b>		<b>9.1</b>	<b>9.2</b>	<b>9.3</b>	<b>9.4</b>
RI.9-10.4*	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	●			●
RI.9-10.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences,		●	●	●

	paragraphs, or larger portions of a text (e.g., a section or chapter).				
RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		CCRA.R.6		●
<b>Integration of Knowledge and Ideas</b>		<b>9.1</b>	<b>9.2</b>	<b>9.3</b>	<b>9.4</b>
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.		○	●	●
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.				●
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.	CCRA.R.9	CCRA.R.9		CCRA.R.9
<b>Range of Reading and Level of Text Complexity</b>		<b>9.1</b>	<b>9.2</b>	<b>9.3</b>	<b>9.4</b>
RI.9-10.10*	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	<i>Yearlong standard</i>			
<b>Writing</b>					
<b>Text Types and Purposes</b>		<b>9.1</b>	<b>9.2</b>	<b>9.3</b>	<b>9.4</b>
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.				●
W.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.				●
W.9-10.1.b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.				●
W.9-10.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.				●
W.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.				●
W.9-10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.				●

W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	●	●	●	
W.9-10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	●	●	●	
W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.		●	●	
W.9-10.2.c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	●	●	●	
W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.		●	●	
W.9-10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			●	
W.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	●	●	●	
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				
W.9-10.3.a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.				
W.9-10.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.				
W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.				
W.9-10.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.				
W.9-10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.				
W.9-10.3.f	Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.				
<b>Production and Distribution of Writing</b>		<b>9.1</b>	<b>9.2</b>	<b>9.3</b>	<b>9.4</b>
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)			●	○
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)		●	●	●

W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.			●	
<b>Research to Build and Present Knowledge</b>		<b>9.1</b>	<b>9.2</b>	<b>9.3</b>	<b>9.4</b>
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			●	
W.9-10.7.a	Explore topics dealing with different cultures and world viewpoints.				
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.			●	
W.9-10.9*	Draw evidence from literary or informational texts to support analysis, reflection, and research.		○	●	○
W.9-10.9.a*	Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).		○		
W.9-10.9.b*	Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).		○		○
<b>Range of Writing</b>		<b>9.1</b>	<b>9.2</b>	<b>9.3</b>	<b>9.4</b>
W.9-10.10*	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<i>Yearlong standard</i>			
<b>Speaking and Listening</b>					
<b>Comprehension and Collaboration</b>		<b>9.1</b>	<b>9.2</b>	<b>9.3</b>	<b>9.4</b>
SL.9-10.1*	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.	●	●	○	○
SL.9-10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.		●		
SL.9-10.1.b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	●	●		

SL.9-10.1.c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	●	●		○
SL.9-10.1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		●		○
SL.9-10.1.e	Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.				
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.				
SL.9-10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.				
<b>Presentation of Knowledge and Ideas</b>		<b>9.1</b>	<b>9.2</b>	<b>9.3</b>	<b>9.4</b>
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	○	○		
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)		○		
<b>Language</b>					
<b>Conventions of Standard English</b>		<b>9.1</b>	<b>9.2</b>	<b>9.3</b>	<b>9.4</b>
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		●	●	●
L.9-10.1.a	Use parallel structure.				●
L.9-10.1.b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.				●
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		●	●	●
L.9-10.2.a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.			○	●
L.9-10.2.b	Use a colon to introduce a list or quotation.			○	●

L.9-10.2.c	Spell correctly.			○	●
<b>Knowledge of Language</b>		<b>9.1</b>	<b>9.2</b>	<b>9.3</b>	<b>9.4</b>
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			●	○
L.9-10.3.a	Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian’s Manual for Writers</i> ) appropriate for the discipline and writing type.			●	○
<b>Vocabulary Acquisition and Use</b>		<b>9.1</b>	<b>9.2</b>	<b>9.3</b>	<b>9.4</b>
L.9-10.4*	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.	○	○	○	○
L.9-10.4.a*	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	○	○	○	○
L.9-10.4.b*	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i> ).	○	○	○	○
L.9-10.4.c*	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	○		○	○
L.9-10.4.d*	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			○	
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	●	○		●
L.9-10.5.a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	●	○		
L.9-10.5.b	Analyze nuances in the meaning of words with similar denotations.		○		
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			●	○

\*Standards marked with an asterisk (\*) are yearlong standards included in each module.