

Grade Nine

The ninth-grade student will ~~plan~~ make planned oral presentations independently and in small groups present, and critique dramatic readings of literary selections. Knowledge of the impact that informative/persuasive techniques in media messages make on public opinion will be introduced. The student will continue development of vocabulary, with attention to connotations, idioms, and allusions. Knowledge of literary terms and ~~forms~~ genres will be applied in the student's own writing and in the analysis of literature. The student will be introduced to significant literary ~~works~~ texts. Increased requirements for research and reporting in all subjects will be supported by the use of print, electronic databases, online resources, and ~~a standard style sheet method to cite reference sources~~ other media. Students will cite sources of information using a standard method of documentation. The student will distinguish between reliable and questionable ~~Internet~~ sources of information. Writing will encompass narrative, ~~literary~~, expository, and ~~informational~~ persuasive forms, ~~with particular attention to analysis for a variety of purposes and audiences.~~ The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

Oral Language Communication: Speaking, Listening, Media Literacy

- 9.1 ~~The student will plan, present, and critique dramatic readings of literary selections.~~
- a) ~~Choose a literary form for presentation, such as a poem, monologue, scene from a play, or story.~~
 - b) ~~Adapt presentation techniques to fit literary form.~~
 - e) ~~Use verbal and nonverbal techniques for presentation.~~
 - d) ~~Evaluate impact of presentation.~~ [Moved to SOL 9.1f]
- 9.2 9.1 The student will make planned oral presentations independently and in small groups.
- a) Include definitions to increase clarity.
 - b) Use relevant details to support main ideas.
 - c) Illustrate main ideas through anecdotes and examples.
 - d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. Cite information sources. [Moved to SOL 9.1g]
 - e) Use verbal and nonverbal techniques for presentation. Make impromptu responses to questions about presentation. [Moved to SOL 9.1h]
 - f) Evaluate impact and purpose of presentation. Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. [Moved to SOL 9.1d]
 - g) Credit information sources.
 - h) Give impromptu responses to questions about presentation.
 - i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.
 - j) Use a variety of strategies to listen actively.
 - k) Summarize and evaluate information presented orally by others.
 - l) Assume shared responsibility for collaborative work.

- 9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages.
- a) Analyze and interpret special effects used in media messages including television, film, and Internet.
 - b) Determine the purpose of the media message and its effect on the audience.
 - c) Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.
 - d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content.
 - e) Monitor, analyze, and use multiple streams of simultaneous information.

Reading Analysis

- 9.3 The student will read and analyze a variety of literature.
- a) Identify format, text structure, and main idea. [Moved to SOL 9.4a]
 - b) Identify the characteristics that distinguish literary forms. [Moved to SOL 9.4c]
 - e) Use literary terms in describing and analyzing selections. [Moved to SOL 9.4d]
 - d) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. [Moved to SOL 9.4e]
 - e) Explain the relationship between the author's style and literary effect. [Moved to SOL 9.4h]
 - f) Describe the use of images and sounds to elicit the reader's emotions.
 - g) Explain the influence of historical context on the form, style, and point of view of a written work. [Moved to SOL 9.4i]
- 9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
 - b) Use context, structure, and connotations to determine meanings of words and phrases.
 - c) Discriminate between connotative and denotative meanings and interpret the ~~connotative power of words~~ connotation.
 - d) Identify the meaning of common idioms.
 - e) Identify literary and classical allusions and figurative language in text.
 - f) Extend general and specialized vocabulary through speaking, reading, and writing.
 - g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
- 9.4 The student will read and analyze a variety of informational materials (manuals, textbooks, business letters, newspapers, brochures, reports, catalogs) and nonfiction materials, including journals, essays, speeches, biographies, and autobiographies. [Moved to SOL 9.5]
- a) Identify a position/argument to be confirmed, disproved, or modified. [Moved to SOL 9.5e]
 - b) Evaluate clarity and accuracy of information. [Moved to SOL 9.5f]
 - e) Synthesize information from sources and apply it in written and oral presentations. [Moved to SOL 9.5j]
 - d) Identify questions not answered by a selected text.
 - e) Extend general and specialized vocabulary through speaking, reading, and writing.
 - f) Read and follow instructions to complete an assigned project or task. [Moved to SOL 9.5g]

- 9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.
- a) Identify author's main idea and purpose.
 - b) Summarize text relating supporting details.
 - c) Identify the characteristics that distinguish literary forms.
 - d) Use literary terms in describing and analyzing selections.
 - e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
 - f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
 - g) Analyze the cultural or social function of a literary text.
 - h) Explain the relationship between the author's style and literary effect.
 - i) Explain the influence of historical context on the form, style, and point of view of a written work.
 - j) Compare and contrast author's use of literacy elements within a variety of genres.
 - k) Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.
 - l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.
 - m) Use reading strategies to monitor comprehension throughout the reading process.
- 9.5 ~~The student will read dramatic selections. [Moved to SOL 9.4]~~
- a) ~~Identify the two basic parts of drama: staging and scripting.~~
 - b) ~~Compare and contrast the elements of character, setting, and plot in one-act plays and full-length plays.~~
 - e) ~~Describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.~~
- 9.5 The student will read and analyze a variety of nonfictional texts.
- a) Recognize an author's intended purpose for writing and identify the main idea.
 - b) Summarize text relating supporting details.
 - c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts.
 - d) Identify characteristics of expository, technical, and persuasive texts.
 - e) Identify a position/argument to be confirmed, disproved, or modified.
 - f) Evaluate clarity and accuracy of information.
 - g) Analyze and synthesize information in order to solve problems, answer questions or complete a task.
 - h) Draw conclusions and make inferences on explicit and implied information using ~~textural~~ textual support as evidence.
 - i) Differentiate between fact and opinion.
 - j) Organize and synthesize information from sources for use in written and oral presentations.
 - k) Use the reading strategies to monitor comprehension throughout the reading process.

Writing

- 9.6 The student will develop narrative, expository, ~~informational, and persuasive~~ writings to ~~inform, explain, analyze, or entertain~~ for a variety of audiences and purposes.
- Generate, gather, and organize ideas for writing.
 - Plan and organize writing to address a specific audience and purpose.
 - Communicate clearly the purpose of the writing using a thesis statement where appropriate.
 - Write clear, varied sentences using specific vocabulary and information.
 - Elaborate ideas clearly through word choice and vivid description. ~~Use specific vocabulary and information.~~ [Moved to SOL 9.6d]
 - Arrange paragraphs into a logical progression.
 - Use transitions between paragraphs and ideas. ~~Revise writing for clarity.~~ [Moved to SOL 9.6h]
 - Revise writing for clarity of content, accuracy and depth of information. ~~Proofread and prepare final product for intended audience and purpose~~ [Moved to SOL 9.6i]
 - Use computer technology to plan, draft, revise, edit, and publish writing.
- 9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.
 - Use parallel structures across sentences and paragraphs.
 - Use appositives, main clauses, and subordinate clauses.
 - Use commas and semicolons to distinguish and divide main and subordinate clauses.
 - Distinguish between active and passive voice.
 - Proofread and edit writing for intended audience and purpose.

Research

- 9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product ~~credit the sources of both quoted and paraphrased ideas.~~ [Moved to SOL 9.8f]
- Use technology as a tool for research to organize, evaluate, and communicate information. ~~Define the meaning and consequences of plagiarism.~~ [Moved to SOL 9.8h]
 - Narrow the focus of a search. ~~Distinguish one's own ideas from information created or discovered by others.~~ [Moved to SOL 9.8h]
 - Find, evaluate, and select appropriate sources to access information and answer questions. ~~Use a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for citing sources.~~ [Moved to SOL 9.8g]
 - Verify the validity and accuracy of all information.
 - Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
 - Credit the sources of quoted, paraphrased, and summarized ideas.
 - Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
 - Define the meaning and consequences of plagiarism and following ~~ing~~ ethical and legal guidelines for gathering and using information.

9.9

~~The student will use print, electronic databases, and online resources to access information.~~
[Move to SOL 9.8]

- a) ~~Identify key terms specific to research tools and processes.~~
- b) ~~Narrow the focus of a search.~~ [Moved to SOL 9.8b]
- e) ~~Scan and select resources.~~ [Moved to SOL 9.8c]
- d) ~~Distinguish between reliable and questionable Internet sources and apply responsible use of technology.~~ [Moved to SOL 9.8d]