



BEDFORD COUNTY PUBLIC SCHOOLS

Ninth Grade Curriculum Guide

[Link to 9-12 Curriculum Framework](#)

CONTENT

FIRST NINE WEEKS

SECOND NINE WEEKS

THIRD NINE WEEKS

FOURTH NINE WEEKS

<p>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</p> <p>8.1 The student will use interviewing techniques to gain information.</p> <ul style="list-style-type: none"> a. Prepare and ask relevant questions for the interview. b. Make notes of responses. c. Compile, accurately report, and publish responses. d. Evaluation the effectiveness of the interview. <p>8.2 The student will develop and deliver oral presentations in groups and individually.</p> <ul style="list-style-type: none"> a. Choose topic and purpose appropriate to the audience. b. Choose vocabulary and tone appropriate to the 	<p>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</p> <p>9.1 The student will make planned oral presentations independently and in small groups.</p> <ul style="list-style-type: none"> 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. e. Use verbal and nonverbal techniques for presentation. f. Evaluate impact and purpose of presentation. 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. <p>9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages.</p> <ul style="list-style-type: none"> a. Analyze and interpret special effects used in media messages including television, film, and 	<p>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</p> <p>10.1 The student will participate in collaborate in and report on small-group learning activities.</p> <ul style="list-style-type: none"> a. Assume responsibility for specific group task. b. Collaborate in the preparation or summary of the group activity. c. Include all group members in oral presentation. d. Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose. e. Demonstrate the ability to work effectively with diverse teams to accomplish a common goal. f. Collaborate with others to exchange ideas, develop new understanding, make decisions, and solve problems. g. Access, critically evaluate, and use information accurately to solve problems. h. Evaluate one’s own role in preparation and delivery of oral reports. i. Use a variety of strategies to listen actively. j. Analyze and interpret other’s presentations. k. Evaluate effectiveness of group process in preparation and delivery of oral reports. <p>10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.</p> <ul style="list-style-type: none"> a. Use media visual literacy, and technology skills to create products.
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BEDFORD COUNTY PUBLIC SCHOOLS

Ninth Grade Curriculum Guide

[Link to 9-12 Curriculum Framework](#)

CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
	<p>audience, topic, and purpose.</p> <p>c. Use appropriate verbal and nonverbal presentation skills.</p> <p>d. Respond to audience questions and comments.</p> <p>e. Differentiate between standard English and informal language.</p> <p>f. Critique oral presentations.</p> <p>g. Assume shared responsibility for collaborative work.</p> <p>h. Use a variety of strategies to listen actively.</p>	<p>Internet.</p> <p>b. Determine the purpose of the media message and its effect on the audience.</p> <p>c. Describe possible cause and effect relationships between mass media coverage and public opinion trends.</p> <p>d. Evaluate sources including advertisement, editorial, and feature stories for relationships between intent and factual content.</p> <p>e. Monitor, analyze, and use multiple streams of simultaneous information.</p>		<p>b. Evaluation sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual, content, and opinion.</p> <p>c. Determine the author’s purpose and intended effect on the audience for media messages.</p> <p>d. Identify the tools and techniques used to achieve the intended focus.</p>
	<p>READING</p> <p>8.3 The student will analyze, develop, and produce creative or informational media messages.</p> <p>a. Evaluate the persuasive/informational technique being used in non-print media including television, radio, video, and Internet.</p> <p>b. Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.</p> <p>c. Use media and visual literacy skills to create products that express new understandings.</p> <p>d. Evaluate sources for relationships between intent and factual content.</p>	<p>READING</p> <p>9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>a. Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <p>b. Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>c. Discriminate between connotative and denotative meanings and interpret the connotations.</p> <p>d. Identify the meaning of common idioms.</p> <p>e. Identify literary and classical allusions and figurative language in text.</p> <p>f. Extend general and specialized vocabulary through speaking, reading, and writing.</p> <p>g. Use knowledge of the evolution, diversity and effects of language to comprehend and elaborate the meaning of texts.</p>		<p>READING</p> <p>10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>a. Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <p>b. Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>c. Discriminate between connotative and denotative meanings and interpret the connotation.</p> <p>d. Identify the meaning of common idioms.</p> <p>e. Identify literary and classical allusions and figurative language in text.</p> <p>f. Extend general and specialized vocabulary through speaking, reading, and writing.</p> <p>g. Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p>



BEDFORD COUNTY PUBLIC SCHOOLS

Ninth Grade Curriculum Guide

[Link to 9-12 Curriculum Framework](#)

CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
	<p>8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.</p> <p>a. Identify and analyze an author’s use of figurative language.</p> <p>b. Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.</p> <p>c. Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.</p> <p>d. Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.</p> <p>e. Discriminate between connotative and denotative meanings and interpret the connotation.</p> <p>f. Extend general and specialized vocabulary through speaking, listening, reading, and writing.</p>	<p>9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.</p> <p>a. Identify author’s main idea and purpose.</p> <p>b. Summarize text relating supporting details.</p> <p>c. Identify the characteristics that distinguish literary forms.</p> <p>d. Use literary terms in describing and analyzing selections.</p> <p>e. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.</p> <p>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.</p> <p>g. Analyze the cultural or social function of a literary text.</p> <p>h. Explain the relationship between the author’s styles and literary effect.</p> <p>i. Explain the influence of historical context on the form, style, and point of view of a written work.</p> <p>j. Compare and contrast author’s use of literary elements within a variety of genres.</p> <p>k. Analyze how an author’s specific word choices and syntax achieve special effects and support the author’s purpose.</p> <p>l. Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.</p> <p>m. Use reading strategies to monitor comprehension throughout the reading process.</p>	<p>10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.</p> <p>a. Identify main and supporting ideas.</p> <p>b. Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.</p> <p>c. Explain similarities and differences of techniques and literary forms represented in literature of different cultures and eras.</p> <p>d. Analyze the cultural or social functions of literature.</p> <p>e. Identify universal themes prevalent in the literature of different cultures.</p> <p>f. Examine a literary selection from several critical perspectives.</p> <p>g. Explain the influences of historical context on the form, styles, and point of view of a literary text.</p> <p>h. Evaluate how an author’s specific work choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author’s purpose.</p> <p>i. Compare and contrast literature from different cultures and eras.</p> <p>j. Distinguish between a critique and a summary.</p> <p>k. Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices conveys a message and elicit a reader’s emotions.</p> <p>l. Compare and contrast character development in a play to characterization in other literary forms.</p> <p>m. Use reading strategies to monitor</p>	



BEDFORD COUNTY PUBLIC SCHOOLS

Ninth Grade Curriculum Guide

[Link to 9-12 Curriculum Framework](#)

CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
<p>8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.</p> <p>a. Explain the use of symbols and figurative language.</p> <p>b. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.</p> <p>c. Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.</p> <p>d. Understand the author’s use of conventional elements and characteristics within a variety of genres.</p> <p>e. Compare and contrast the author’s use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.</p> <p>f. Compare and contrast authors’ styles.</p> <p>g. Identify and ask questions that clarify various viewpoints.</p> <p>h. Identify the main idea.</p> <p>i. Summarize text relating supporting details.</p> <p>j. Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.</p> <p>k. Identify cause and effect relationships.</p> <p>l. Use prior and background knowledge as a context for new learning.</p> <p>m. Use reading strategies to monitor comprehension throughout the reading process.</p> <p>8.6 The student will read, comprehend, and</p>	<p>9.5 The student will read and analyze a variety of nonfiction texts.</p> <p>a. Recognize an author’s intended purpose for writing and identify the main idea.</p> <p>b. Summarize text relating supporting details.</p> <p>c. Understand the purpose of text structures and use those features to locate information and gain meaning from texts.</p> <p>d. Identify characteristics of expository, technical, and persuasive texts.</p> <p>e. Identify a position/argument to be confirmed, disproved, or modified.</p> <p>f. Evaluate clarity and accuracy of information.</p> <p>g. Analyze and synthesize information in order to solve problems, answer questions, or complete a task.</p> <p>h. Draw conclusions and make inferences on explicit and implied information using textual support as evidence.</p> <p>i. Differentiate between fact and opinion.</p> <p>j. Organize and synthesize information from sources for use in written and oral presentations.</p> <p>k. Use the reading strategies to monitor comprehension throughout the reading process.</p> <p>WRITING</p> <p>9.6 The student will develop narrative,</p>	<p>comprehension throughout the reading process.</p> <p>10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.</p> <p>a. Identify text organization and structure.</p> <p>b. Recognize an author’s intended audience and purpose for writing.</p> <p>c. Skim manuals or informational sources to locate information.</p> <p>d. Compare and contrast informational texts.</p> <p>e. Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.</p> <p>f. Draw conclusions, and make inferences on explicit and implied information using textual support as evidence.</p> <p>g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.</p> <p>h. Use reading strategies throughout the reading process to monitor comprehension.</p> <p>WRITING</p> <p>10.6 The student will develop a variety of writing</p>		



BEDFORD COUNTY PUBLIC SCHOOLS

Ninth Grade Curriculum Guide

[Link to 9-12 Curriculum Framework](#)

CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
<p>analyze a variety of nonfiction texts.</p> <p>a. Draw on background knowledge and knowledge of text structure to understand selections.</p> <p>b. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.</p> <p>c. Analyze the author’s qualifications, viewpoint, and impact.</p> <p>d. Analyze the author’s use of text structure and word choice.</p> <p>e. Analyze details for relevance and accuracy.</p> <p>f. Differentiate between fact and opinion.</p> <p>g. Identify the main idea.</p> <p>h. Summarize the text identifying supporting details.</p> <p>i. Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.</p> <p>j. Identify cause and effect relationships.</p> <p>k. Evaluate, organize, and synthesize information for use in written and oral formats.</p> <p>l. Use reading strategies to monitor comprehension throughout the reading process.</p> <p>WRITING</p> <p>8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.</p> <p>a. Identify intended audience.</p> <p>b. Use prewriting strategies to generate and organize ideas.</p> <p>c. Distinguish between a thesis statement and a topic sentence.</p>	<p>expository, and persuasive writings for a variety of audiences and purposes.</p> <p>a. Generate, gather, and organize ideas for writing.</p> <p>b. Plan and organize writing to address a specific audience and purpose.</p> <p>c. Communicate clearly the purpose of the writing using a thesis statement where appropriate.</p> <p>d. Write clear, varied sentences using specific vocabulary and information.</p> <p>e. Elaborate ideas clearly through word choice and vivid description.</p> <p>f. Arrange paragraphs into a logical progression.</p> <p>g. Use transitions between paragraphs and ideas.</p> <p>h. Revise writing for clarity of content, accuracy and depth of information.</p> <p>i. Use computer technology to plan, draft, revise, edit, and publish writing.</p>	<p>10.7 The student will self-and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <p>a. Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.</p> <p>b. Use parallel structures across sentences and</p>	<p>to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.</p> <p>a. Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.</p> <p>b. Synthesize information to support the thesis.</p> <p>c. Elaborate ideas clearly through word choice and vivid description.</p> <p>d. Write clear and varied sentences, clarifying ideas with precise and relevant evidence.</p> <p>e. Organize ideas into a logical sequence using transitions.</p> <p>f. Revise writing for clarity of content, accuracy, and depth of information.</p> <p>g. Use computer technology to plan, draft, revise, edit, and publish writing.</p>	<p>10.7 The student will self-and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <p>a. Distinguish between active and passive voice.</p> <p>b. Apply rules governing use of the colon.</p> <p>c. Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.</p>



BEDFORD COUNTY PUBLIC SCHOOLS

Ninth Grade Curriculum Guide

[Link to 9-12 Curriculum Framework](#)

CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
<p>d. Organize details to elaborate the central idea and provide unity.</p> <p>e. Select specific vocabulary and information for audience and purpose.</p> <p>f. Use interview quotations as evidence.</p> <p>g. Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.</p> <p>h. Use computer technology to plan, draft, revise, edit, and publish writing.</p> <p>8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing.</p> <p>a. Use a variety of graphic organizers, including sentence diagrams to analyze and improve sentence formation and paragraph structure.</p> <p>b. Use and punctuate correctly varied sentence structures to include conjunctions and transition words.</p> <p>c. Choose the correct case and number for pronouns in prepositional phrases with compound objects.</p> <p>d. Maintain consistent verb tense across paragraphs.</p> <p>e. Use comparative and superlative degrees in adverbs and adjectives.</p> <p>f. Use quotation marks with dialogue and direct quotations.</p> <p>g. Use correct spelling for frequently used words.</p> <p>RESEARCH</p>		<p>paragraphs.</p> <p>c. Use appositives, main clauses, and subordinate clauses.</p> <p>d. Use commas and semicolons to distinguish and divide main and subordinate clauses.</p> <p>e. Distinguish between active and passive voice.</p> <p>f. Proofread and edit writing for intended audience and purpose.</p> <p>RESEARCH</p>		<p>d. Differentiate between in-text citations and works cited on the bibliography page.</p> <p>e. Analyze the writing of others.</p> <p>f. Describe how the author accomplishes the intended purpose of a piece of writing.</p> <p>g. Suggest how writing might be improved.</p> <p>h. Proofread and edit final product for intended audience and purpose.</p> <p>RESEARCH</p>



BEDFORD COUNTY PUBLIC SCHOOLS

Ninth Grade Curriculum Guide

[Link to 9-12 Curriculum Framework](#)

CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
	<p>8.9 The student will apply knowledge of appropriate reference materials to produce a research project.</p> <p>a. Collect and synthesize information from multiple sources including online, print and media.</p> <p>b. Evaluate the validity and authenticity of texts.</p> <p>c. Use technology as a tool to research, organize, evaluate, and communicate information.</p> <p>d. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas conflicting information, point of view or bias.</p> <p>e. Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.</p> <p>f. Publish findings and respond to feedback.</p> <p>g. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>	<p>9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product.</p> <p>a. Use technology as a tool for research to organize, evaluate, and communicate information.</p> <p>b. Narrow the focus of a search.</p> <p>c. Find, evaluate, and select appropriate sources to access information and answer questions.</p> <p>d. Verify the validity and accuracy of all information.</p> <p>e. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.</p> <p>f. Credit the sources of quoted, paraphrased, and summarized ideas.</p> <p>g. 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).</p> <p>h. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>		<p>10.8 The student will collect, evaluate, organize, and present information to create a research product.</p> <p>a. Use technology as a tool to research, organize, evaluation, synthesize, and communicate information.</p> <p>b. Develop the central idea or focus.</p> <p>c. Verify the accuracy, validity, and usefulness of information.</p> <p>d. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.</p> <p>e. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).</p> <p>f. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>



General Instructional Resources and Expectations for Teaching Language Arts in Ninth Grade

Communication: Speaking, Listening, Media Literacy

At the ninth-grade level, students will develop interpersonal communication skills as well as those skills required for more formal public speaking opportunities. They will continue to develop proficiency in making planned oral presentations independently and in small groups. They will continue to develop media literacy by producing, analyzing, and evaluating auditory, visual, and written media messages.

Reading

At the ninth-grade level, students will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. They will be introduced to literary works from a variety of cultures and eras, and they will apply knowledge of literary terms and forms to their reading and writing and to analyses of literature and other printed materials. Students will continue to develop their reading comprehension skills through utilizing strategies to identify formats, text structures, and main ideas. They will apply these skills across the content areas, including history and social science, science, and mathematics. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.

Writing

At the ninth-grade level, students will write narrative, expository, and persuasive forms with an emphasis on analysis. As in every grade, daily writing experiences are essential for all ninth-grade students, and they will demonstrate their understanding through written products. They will develop as writers by participating in a process for writing, including prewriting, organizing, composing, revising, editing, and publishing. Students will edit writings for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Research

At the ninth-grade level, students will develop skills in using print, electronic databases, online resources, and other media to access information and create a research product. Students will verify the validity of all information and follow ethical and legal guidelines for using and gathering information. They will use a standard style method to credit sources of ideas used and will demonstrate clear understanding of grammatical conventions through the application of rules for correct use of language, spelling, and mechanics.

Excerpts taken from the 2010 VDOE Curriculum Framework



General Instructional Resources

VDOE Resources

[Curriculum Framework and Test Blueprints \(Reading and Writing\)](#)
[Enhanced Scope and Sequence Lesson Plans](#)
[VADOE Spring 2013 SOL Student Performance Analysis](#)
[SOL Online Writing Resources - VADOE](#)
[Understand Scoring](#)
[VADOE Text-dependent Questions Using Paired Passages](#)
[Virginia English SOL/Common Core Crosswalk](#)

Instructional Resources

[Laying the Foundation](#)
[ReadWriteThink.org](#)
[Thinkfinity.org](#)
[NBC Learn](#)
[Expert Space](#)

- *If you have not created your own Expert Space account, use this [link](#).*



LIBRARY OF CONGRESS

- Primary and Secondary resources [lesson plans](#)

Project-Based Learning (PBL): The Better Way to Learn

- What is [Project-Based Learning](#)?
- How can [Project-Based Learning](#) be used to personalize learning?
- [PBL Lessons Link 1](#)
- [PBL Lessons Link 2](#)

Additional Text Resources

[Project Gutenberg](#)
[Eyewitness to History](#)
[Famous Speeches and Speech Topics](#)
[Lesson plans for literature, social studies, history, art, and culture](#)
[Read Works](#)
[Short passages: fiction/nonfiction/paired passages/poetry/writing](#)
[Twelve poems every student should know](#) (including notes on interpretation)
[A variety of text types: stories, articles, etc.](#)

BCPS Resources

[Book Request Form](#)
[Novel Opt Out Form](#)
[Thinking Map Samples](#) (requires BCPS server access)
[TEI Samples and Templates](#) (requires BCPS server access)
[Unpacking the Standards](#)



BEDFORD COUNTY PUBLIC SCHOOLS

Ninth Grade Curriculum Guide

[Link to 9-12 Curriculum Framework](#)

CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
<p>READING</p> <p>↑ Above Grade Level ↔ At Grade Level ↓ Below Grade Level</p> <p>NEW</p> <p>Fiction Performance Assessments:</p> <ul style="list-style-type: none"> • Romeo and Juliet • The Cask of Amontillado <p>NEW</p> <p>Nonfiction Performance Assessments:</p> <ul style="list-style-type: none"> • The Long Night of the Little Boats • Unbroken and Farewell to Manzanar 	<p>Fiction/Nonfiction</p> <p>-Short Stories Holt Elements of Literature Novel* Poetry*</p> <p>-Nonfiction</p> <p>Testing: -STAR Testing -Common Assessment</p> <p>Focus on Differentiation Elements of the Story</p> <p>Fiction: "A Christmas Memory" Page 50 "Gift of the Magi" Page 286 "Lady or the Tiger" Page 297 "The Cask of Amontillado" Page 172 "The Most Dangerous Game" Page 5 "The Necklace" Page 159 "The Scarlet Ibis" Page 342 "The Sniper" Page 211 "Cranes" Page 220 "The Most Dangerous Game" Page 5 "Thank You M'am" Page 86</p> <p>Nonfiction Four Readings about Poe's Death</p>	<p>Poetry/Nonfiction</p> <p>-Poetry Holt Elements of Literature Novel*</p> <p>-Nonfiction</p> <p>Testing: -Common Assessment</p> <p>Focus on Differentiation Elements of Poetry and the Epic Poem</p> <p>Poetry: "Ozymandias" (LTF) "I Wandered Lonely as a Cloud" Page 457 "The Seven Ages of Man" Page 444 "The Gift" Page 468 "in Just" Page 413 "Once by the Pacific" Page 422 "Country Scene" Page 424 "Hope is the thing with feathers" Page 435 "Women" Page 447 "Boy at the Window" Page 450 "Legal Alien" Page 472 "The Base Stealer" Page 475</p>	<p>Research/Novel</p> <p>-Research Holt Elements of Literature -Novel Poetry*</p> <p>Testing: -Common Assessment</p> <p>Focus on Differentiation Analysis of Non-fiction</p> <p>Nonfiction Refer to 1st nine weeks for suggested nonfiction selections.</p> <p>Recommend researching the following magazines: Scope (Scholastic) World (National Geographic) Science World (Scholastic) Cobblestone (American History) Calliope (World History) Odyssey (Science)</p> <p>Poetry Refer to the 2nd nine weeks for suggested poetry selections.</p>	<p>Drama/Nonfiction</p> <p>-Drama Holt Elements of Literature Novel* Poetry*</p> <p>Testing: -STAR Testing -Common Assessment</p> <p>Focus on Differentiation Elements of Drama</p> <p>Fiction <i>Romeo and Juliet</i></p> <p>Novels <i>1984</i> <i>Secret Life of Bees</i> <i>Sleeping Freshmen Never Lie</i></p> <p>Standards Addressed: Include standards 9.3, 9.4, and 9.5 from 1st nine weeks. Romeo and Juliet Character Facebook Lesson Romeo & Juliet Facebook Template Understanding Shakespeare Sonnet 73</p>



BEDFORD COUNTY PUBLIC SCHOOLS

Ninth Grade Curriculum Guide

[Link to 9-12 Curriculum Framework](#)

CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
	<p>Page 183 Weapons of the Spirit Page 374 Letter to President Roosevelt Page 376 On the Abolition of the Threat of War Page 378 The Arms Race Page 379 Can Animals Think” Page 26 “Teaching Chess, and Life” Page 96 A Country Divided Page 231 Lives in the Crossfire Page 236 Peace isn’t Possible Page 240</p> <p>Novels <i>Anthem-Ayn Rand</i> <i>House on Mango Street-</i> <i>Secret Life of Bees</i> <i>The Outsiders-S. E. Hinton</i></p> <p>Poetry Refer to the 2nd nine weeks for suggested poetry selections.</p> <p><u>Standards addressed:</u> 9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p>	<p>“American Hero” Page 475 “ A Blessing” Page 404 “Daily” Page 410 “Haiku” Page 418 “Tiburon” Page 430 “Folding Won Tons In” Page 432 “Internment” Page 436 “The Courage That My Mother Had” Page 461 “The Ballad of Birmingham” Page 463 “Woman Work” Page 408 “Fire and Ice” Page 441</p> <p>Novels <i>Animal Farm</i> <i>To Kill a Mockingbird</i> <i>When Zachary Beaver Comes to Town</i></p> <p>Nonfiction Refer to the 1st nine weeks for suggested non-fiction selections.</p> <p><u>Standards Addressed:</u> Includes standards 9.3, 9.4 9.5 from the first nine weeks. Analyzing a poem-“Root Cellar” (LTF) “Digging” Poetry Analysis (LTF)</p>	<p>Novels <i>I Know Why the Caged Bird Sings</i> <i>Night</i> <i>The Diary of Anne Frank</i></p> <p><u>Standards Addressed:</u> Include standards 9.3, 9.4, and 9.5 from the 1st nine weeks. 9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product. 9.8a Use technology as a tool for research to organize, evaluate, and communicate information. 9.8b Narrow the focus of a search. 9.8c Find, evaluate, and select appropriate sources to access information and answer questions. 9.8d Verify the validity and accuracy of all information. 9.8e Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting</p>	



BEDFORD COUNTY PUBLIC SCHOOLS

Ninth Grade Curriculum Guide

[Link to 9-12 Curriculum Framework](#)

CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
	<p>9.3a Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <p>9.3b Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>9.3c Discriminate between connotative and denotative meanings and interpret the connotation.</p> <p>Connotation and Denotation Lesson /The Best Word for the Job (LTF)</p> <p>9.3d Identify the meaning of common idioms.</p> <p>9.3e Identify literary and classical allusions and figurative language in text.</p> <p>personification simile metaphors- direct/implied/ extended</p> <p>9.3f Extend general and specialized vocabulary through speaking, reading, and writing.</p> <p>9.3g Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p> <p>9.4 The student will read,</p>	<p>Poetry of Phrases (LTF)</p>	<p>information, point of view or bias.</p> <p>9.8f Credit the sources of quoted, paraphrased, and summarized ideas.</p> <p>Parenthetical Citation Formatting Works Cited Page Formatting Works Cited Internet Sources. Works Cited Page Example</p> <p>9.8g 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).</p> <p>MLA Format</p> <p>9.8h Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>	



BEDFORD COUNTY PUBLIC SCHOOLS

Ninth Grade Curriculum Guide

[Link to 9-12 Curriculum Framework](#)

CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
	<p>comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.</p> <p>9.4a Identify author’s main idea and purpose.</p> <p>9.4b Summarize text relating supporting details.</p> <p>9.4c Identify the characteristics that distinguish literary forms.</p> <p>Narrative – short story, anecdote, character sketch, fable, legend, myth, tall tale, allegory, novel</p> <p>9.4d Use literary terms in describing and analyzing selections.</p> <p>Protagonist/antagonist Plot elements setting conflict tone point of view theme speaker narrator symbolism allusion imagery</p>			



BEDFORD COUNTY PUBLIC SCHOOLS

Ninth Grade Curriculum Guide

[Link to 9-12 Curriculum Framework](#)

CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
	<p>paradox apostrophe oxymoron simile metaphor personification hyperbole dialogue foreshadowing flashback soliloquy character types: dynamic/static, round/flat, stereotype, caricature irony: dramatic, verbal, situational dialect pun</p> <p>9.4e Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. Point of View Foundation Lesson (LTF) Annotation Foundation Lesson (LTF)</p> <p>9.4f Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.</p> <p>9.4g Analyze the cultural or social</p>			



BEDFORD COUNTY PUBLIC SCHOOLS

Ninth Grade Curriculum Guide

[Link to 9-12 Curriculum Framework](#)

CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
	<p>function of a literary text.</p> <p>9.4h Explain the relationship between the author’s style and literary effect.</p> <p>9.4i Explain the influence of historical content on the form, style, and point of view of a written work.</p> <p>9.4j Compare and contrast author’s use of literary elements within a variety of genres.</p> <ul style="list-style-type: none"> ● Narrative – short story, anecdote, character sketch, fable, legend, myth, tall tale, allegory, novel <p>9.4k Analyze how an author’s specific word choices and syntax achieve special effects and support the author’s purpose.</p> <ul style="list-style-type: none"> ● Author’s purpose foundation lesson (LTF) <p>9.4l Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.</p> <p>9.4m Use reading strategies to monitor comprehension throughout the reading process</p>			



BEDFORD COUNTY PUBLIC SCHOOLS

Ninth Grade Curriculum Guide

[Link to 9-12 Curriculum Framework](#)

CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
	<p>9.5 The student will read and analyze a variety of nonfiction texts.</p> <ul style="list-style-type: none"> 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 textual support as evidence. i. Differentiate between fact and opinion. j. Organize and synthesize information from sources for use in 			



BEDFORD COUNTY PUBLIC SCHOOLS

Ninth Grade Curriculum Guide

[Link to 9-12 Curriculum Framework](#)

CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
	<p>written and oral presentations. k. Use the reading strategies to monitor comprehension throughout the reading process.</p>			
<p>Communication</p>	<p>Over the course of the school year, students should :</p> <ul style="list-style-type: none"> understand that technical and specialized language helps the audience comprehend the content of oral presentations. understand that verbal techniques are important for effective communication. understand that crediting sources is important to prevent plagiarism and establish credibility. demonstrate the ability to work effectively with diverse groups, including: <ul style="list-style-type: none"> ◦ exercising flexibility in making necessary compromises to accomplish a common goal. ◦ defining a team goal and working toward its mastery. ◦ maintaining collaboration by ensuring that all ideas are treated respectfully and acknowledged. ◦ demonstrating respect for others’ ideas by acknowledging differing points of view. ◦ coming to agreement by seeking consensus. <p>Standards Addressed:</p> <p>9.1 The student will make planned oral presentations independently and in small groups.</p> <ul style="list-style-type: none"> 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. 			



BEDFORD COUNTY PUBLIC SCHOOLS

Ninth Grade Curriculum Guide

[Link to 9-12 Curriculum Framework](#)

CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
	e. Use verbal and nonverbal techniques for presentation. f. Evaluate impact and purpose of presentation. 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.			

Link to VDOE: <http://www.doe.virginia.gov/instruction/english/index.shtml>

WRITING	Narrative Writing* <u>Standards Addressed</u> Generate, gather, and organize ideas for writing.	Descriptive Writing* <u>Standards Addressed</u> Includes standards from the first nine weeks. Writing Lesson Plan Complaint Box Lesson	Research/Expository Writing* <u>Standards Addressed</u> Includes standards from the first nine weeks. Research Paper Rubric Research Paper Check list	Persuasive Writing* <u>Standards Addressed</u> Includes standards from the first nine weeks. Persuasive Writing Lesson Plan, rubric, and writing scoring guide
	9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes. a. Generate, gather, and organize ideas for writing. b. Plan and organize writing to address a specific audience and purpose. c. Communicate clearly the purpose of the writing using a thesis statement where			



BEDFORD COUNTY PUBLIC SCHOOLS

Ninth Grade Curriculum Guide

[Link to 9-12 Curriculum Framework](#)

CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
	<p>appropriate.</p> <p>d. Write clear, varied sentences using specific vocabulary and information.</p> <p>e. Elaborate ideas clearly through word choice and vivid description.</p> <p>f. Arrange paragraphs into a logical progression.</p> <p>g. Use transitions between paragraphs and ideas.</p> <p>h. Revise writing for clarity of content, accuracy and depth of information.</p> <p>i. Use computer technology to plan, draft, revise, edit, and publish writing.</p>			
TECHNOLOGY	<p>Fable Online Library</p> <p>Internet Safety Lesson One</p>	<p>Odyssey Google Lit Trip Lesson Plan</p> <p>Odyssey Google Lit Trip Page</p> <p>Internet Safety Lesson Two</p>	<p>Internet Lesson Four</p>	<p>Internet Lesson Three</p>
TECHNOLOGY	<p>Incorporate one new technology tool each nine weeks. (Not all technology available at each school). See ITRTs for lesson ideas and assistance. Click here for other ideas for technology and web tools.</p> <p>Internet Safety:</p> <p>1st Nine Weeks</p> <p>2nd Nine Weeks</p> <p>3rd Nine Weeks</p> <p>4th Nine Weeks</p> <p>iPod Touch/iPads</p> <p>Vocabulary and grammar activities</p> <p>Drama – Act by act study guides of select works</p> <p>Collage activities</p> <p>Voice Memo: Collaborative Story building</p>			



BEDFORD COUNTY PUBLIC SCHOOLS

Ninth Grade Curriculum Guide

[Link to 9-12 Curriculum Framework](#)

CONTENT

FIRST NINE WEEKS

SECOND NINE WEEKS

THIRD NINE WEEKS

FOURTH NINE WEEKS

	<p>Audiobooks News articles and current events Analysis of tone, mood, and theme through music Podcasts Apps for Educators</p> <p>SmartBoard Interactive lessons Review games Proofreading and editing Pre-made SmartBoard Lessons</p> <p>Senteo/CPS Response Clickers Multiple choice quizzes, tests, practice Class polling Class assessments Review games Newer models – open response (short answer) questions</p> <p>Flip Cameras/Digital Cameras Class commercials Video projects Digital photography lessons Digital storytelling</p> <p>Laptop Cart (PCs and Macs Available) In class writing and research Windows Movie Maker and iMovie – video projects Student created Podcasts Photostory and iPhoto – student created photo books</p>
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BEDFORD COUNTY PUBLIC SCHOOLS

Ninth Grade Curriculum Guide

[Link to 9-12 Curriculum Framework](#)

CONTENT

FIRST NINE WEEKS

SECOND NINE WEEKS

THIRD NINE WEEKS

FOURTH NINE WEEKS

	<p>Mobi Slate/Airliner Tablet Proofreading and editing Scanning meter in poetry</p> <p>GPS Units Interactive lessons for kinesthetic learners Geocaching lessons</p> <p>Web 2.0 Tools Glogster – Student Created Digital Posters Wall Wisher – Collaborative digital bulletin board Type with Me – Students can type on the same document from different computers in real time Bubbl - Digital brainstorming Livebinders – Organization of online resources (a digital three ring binder) Wordle and Tagxedo – Student created “word clouds” 60 Second Recap – anticipatory and review activities for literature – lead into student created recaps Make Beliefs Comix – Student created comic strips StoryBird – Art Inspired Digital Storytelling Prezi – Student created presentations Voki – Online avatar and movie creator XtraNormal – Online movie creator Wikis Blogs</p>
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