

Sand Springs Public Schools  
9<sup>th</sup> Grade English Local Objectives

1<sup>st</sup> Six Weeks

Local Objective	Lab/Activity/Test/Other	CCS
<p><b>I. Reading/Literature</b></p> <p>Vocabulary – The student will expand vocabulary through word study, literature, and class discussion. I.1.1-5</p> <p>Comprehension – The student will interact with the words to construct an appropriate meaning. I.2.1-3</p> <p>Literature – The student will read, construct meaning, and respond to a wide variety of literary forms. I.3.1-4</p>	<p>Weekly study of Greek/Latin stems; vocabulary pertinent to current readings</p> <p>Selection of short stories, possibly including “The Cask of Amontillado,” “The Most Dangerous Game,” and “A Roll of Thunder.” Emphases may include plot elements, conflict, setting, mood, foreshadowing, suspense, and imagery.</p>	<p>L 0-10.6</p> <p>SL9-10.3</p> <p>RL 9-10.10</p>
<p><b>II. Writing/Grammar/Usage &amp; Mechanics</b></p> <p>Writing Process – The student will use the writing process to write coherently. II.1.1-6</p> <p>Modes and Forms of Writing – The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. II.2.1,6,7</p> <p>Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing and participate independently and in groups to create oral presentations.</p>	<p>Narrative Essay: “This I Believe” (using NPR’s “This I Believe” as a model)</p> <p>Journal</p> <p>Grammar/Usage/Mechanics instruction is ongoing and pervasive. Emphases during the first six weeks may include homophones, a review of capitalization guidelines, and correction of run-on sentences and sentence fragments.</p>	<p>W9-10.4</p> <p>W9-10.3e</p> <p>L9-10.3a</p>
<p><b>III. Oral Language/Listening &amp; Speaking</b></p> <p>Listening – The student will listen for information and for pleasure. III.1.1-5</p> <p>Speaking – The student will express ideas and opinions in group or individual situations. III.2.1-3</p>	<p>Group tasks/discussions/assignments</p>	<p>SL 9-10.1-3</p> <p>SL 9-10.4-6</p>

Sand Springs Public Schools  
9<sup>th</sup> Grade English Local Objectives

2nd Six Weeks

Local Objective	Lab/Activity/Test	CCS
<p><b>I. Reading/Literature</b></p> <p>Vocabulary – The student will expand vocabulary through word study, literature, and class discussion. I.1.1-5</p> <p>Comprehension – The student will interact with the words to construct an appropriate meaning. I.2.1-3</p> <p>Literature – The student will read, construct meaning, and respond to a wide variety of literary forms. I.3.1-4</p>	<p>Weekly study of Greek/Latin stems; vocabulary pertinent to current readings</p> <p>Activities may include an analogy mini-unit</p> <p>Selection of short stories, possibly including “The Scarlet Ibis,” “Marigolds,” “The Necklace,” and “The Birds.” Emphases may include the coming of age story, symbolism, flashback, irony, theme, static and dynamic characters, connotation and denotation.</p>	<p>L 9-10.4</p> <p>L 9-10.5</p> <p>RL9-10.1-9</p>
<p><b>II. Writing/Grammar/Usage &amp; Mechanics</b></p> <p>Writing Process – The student will use the writing process to write coherently. II.1.1-6</p> <p>Modes &amp; Forms of Writing – The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. II.2.6-7, 9</p> <p>Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing and participate independently and in groups to create oral presentations. II.3.1-3</p>	<p>Compare/Contrast Essay. Possible topics include a comparison of the print and film versions of one of the short stories read in class (“The Birds,” “The Most Dangerous Game,” or “A Sound of Thunder”) or comparison of themes, characters, settings, symbolism, etc. of two of the short stories.</p> <p>Journal</p> <p>Grammar/Usage/Mechanics instruction is ongoing and pervasive. Emphases during the second six weeks may include correction of run-on sentences/comma splices, compound sentences, use of transitions, and correct use of punctuation marks.</p>	<p>W9-10.1</p> <p>W9-10.2-3</p>
<p><b>III. Oral Language/Listening &amp; Speaking</b></p> <p>Listening – The student will listen for information and for pleasure. III.1.1-5</p> <p>Speaking – The student will express ideas and opinions in group or individual situations. III.2.1-3</p>	<p>Group tasks/discussions/assignments</p>	<p>SL9-10.4-6</p>
<p><b>IV. Visual Literacy</b></p> <p>Interpret Meaning – the student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning. IV.1.1-2</p> <p>Evaluate Media – The student will evaluate visual and electronic media, such as film, as compared with print messages. IV.2.1</p>	<p>Comparison/Contrast essay comparing print version of a short story with film version.</p>	<p>RL 9-10.7</p> <p>RL 9-10.9</p>

# Sand Springs Public Schools

## 9<sup>th</sup> Grade English Local Objectives

**3rd Six Weeks - Benchmark test is given at the end of the 3<sup>rd</sup> six weeks grading period.**

Local Objective	Lab/Activity/Test	CCS
<p><b>I. Reading/Literature</b></p> <p>Vocabulary – The student will expand vocabulary through word study, literature, and class discussion. I.1.1-5</p> <p>Comprehension – The student will interact with the words to construct an appropriate meaning. I.2.1-3</p> <p>Literature – The student will read, construct meaning, and respond to a wide variety of literary forms. I.3.1-4</p>	<p>Weekly study of Greek/Latin stems; vocabulary pertinent to current readings</p> <p>Possible activities: Students will create their own analogies using elements/characters from literature read in class.</p> <p>Epic Poetry – <i>The Odyssey</i> (Emphases may include epic poetry, epic hero, epic simile, archetypes, allusion, and epithets.)</p> <p>Short story – “The Gift of the Magi” (irony, tone, theme)</p> <p>Nonfiction novel unit: <i>A Child Called “It,” Red Scarf Girl</i>, or a novel of the student’s choice</p>	<p>RL 9-10.4,6</p> <p>RL 9-10.4,6</p> <p>RL 9-10.5</p>
<p><b>II. Writing/Grammar/Usage &amp; Mechanics</b></p> <p>Writing Process – The student will use the writing process to write coherently. II.1.1-6</p> <p>Modes &amp; Forms of Writing – The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. II.2.4-9</p> <p>Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing and participate independently and in groups to create oral presentations. II.3.1-3</p>	<p>Possible activities:</p> <p>Students will create an <i>Odyssey</i> multimedia presentation and present it to the class.</p> <p>Students will evaluate films/books which contain archetypal elements (<i>Star Wars</i>, e.g.) and compare these modern archetypal stories to <i>The Odyssey</i>.</p> <p>Students will use proper letter format to compose a thank-you note from one <i>Odyssey</i> character to another.</p> <p>Journal</p> <p>Grammar/Usage/Mechanics instruction is ongoing and pervasive. Emphases during the third six weeks may include conventional format for documents related to career development (letters, email, memoranda) and clear pronoun reference.</p>	<p>W 9-10.1-10</p> <p>W 9-10.4,9-10</p> <p>W9-10.1-2</p>
<p><b>III. Oral Language/Listening &amp; Speaking</b></p> <p>Listening – The student will listen for information and for pleasure. III.1.1-5</p> <p>Speaking – The student will express ideas and opinions in group or individual situations. III.2.1-2</p>	<p>Possible activities include:</p> <p>Students will present multimedia presentations and respond appropriately to classmates’ presentations.</p> <p>Group tasks/discussions/assignments</p>	<p>SL 9-10.4,6</p> <p>SL9-10.3,5,10</p>

Sand Springs Public Schools  
9<sup>th</sup> Grade English Local Objectives

4th Six Weeks

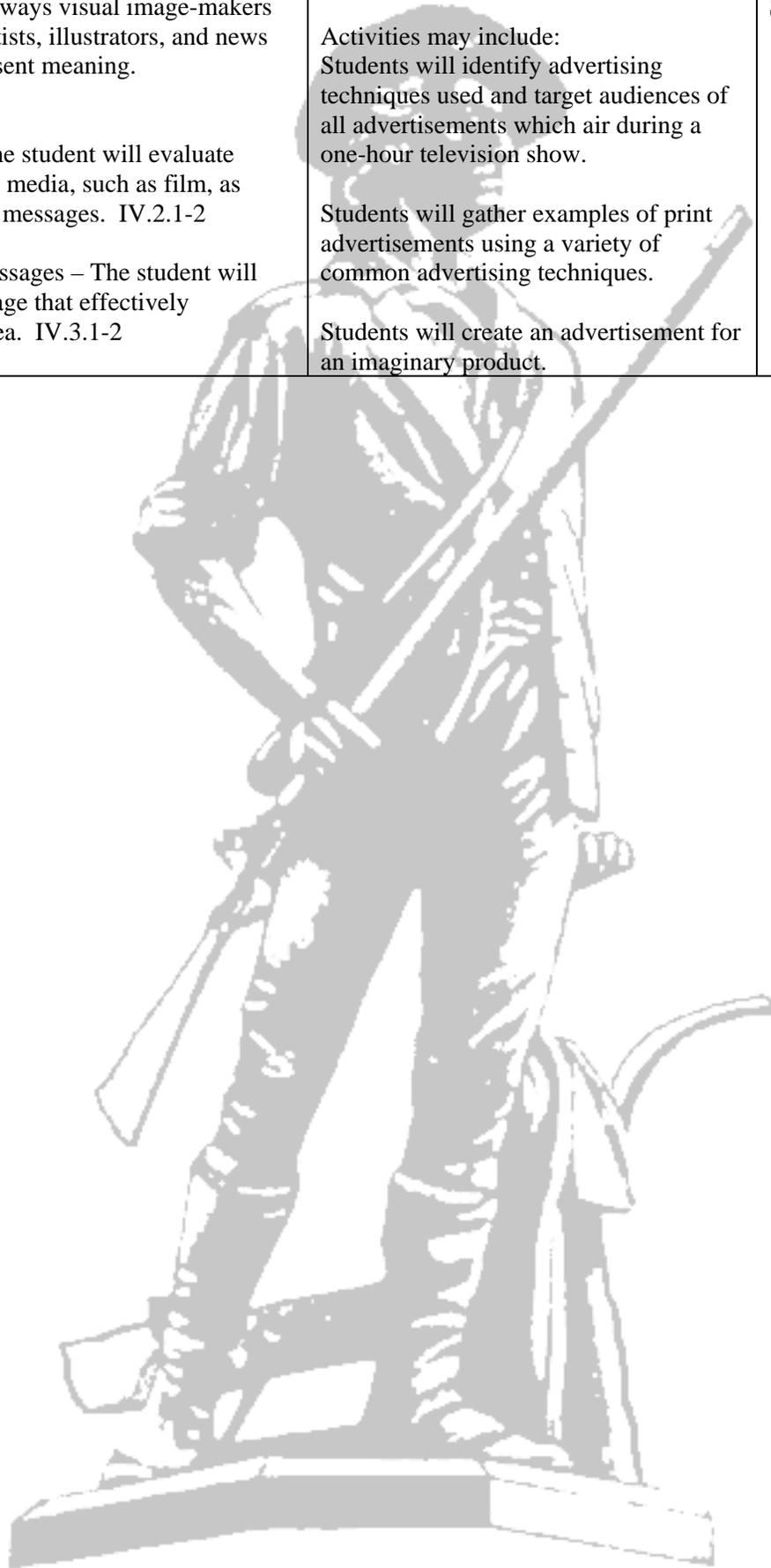
Local Objective	Lab/Activity/Test	CCS
<p><b>I. Reading/Literature</b> Vocabulary – The student will expand vocabulary through word study, literature, and class discussion. I.1.1-5</p> <p>Comprehension – The student will interact with the words to construct an appropriate meaning. I.2.1-3</p> <p>Literature – The student will read, construct meaning, and respond to a wide variety of literary forms. I.3.1-4</p>	<p>Weekly study of Greek/Latin stems; vocabulary pertinent to current readings</p> <p>Possible activities to familiarize students with Elizabethan English: paraphrase passages from the play; compose Shakespearean insults, etc.</p> <p>Memorize the prologue to <i>The Tragedy of Romeo and Juliet</i></p> <p>Read <i>The Tragedy of Romeo and Juliet</i> and view a performance via film. Emphases may include familiarity with literary terms such as monologue, soliloquy, aside, staging, round character, flat character, dramatic foil, sonnet, iambic pentameter, couplet, quatrain, rhyme scheme, allusion, oxymoron, comic relief, and dramatic irony.</p>	<p>L9-10.4a-d</p> <p>RL9-10.2-4, 6-7,9-10</p>
<p><b>II. Writing/Grammar/Usage &amp; Mechanics</b> Writing Process – The student will use the writing process to write coherently. II.1.1-6</p> <p>Modes and Forms of Writing – The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. II.2.3,5-7</p> <p>Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing and participate independently and in groups to create oral presentations. II.3.1-3</p>	<p>Journal entries may focus on issues related to <i>The Tragedy of Romeo and Juliet</i>, such as the student’s opinion on arranged marriage; which character was at fault for Mercutio’s death; whether Friar Lawrence and the Nurse should have helped deceive Romeo’s and Juliet’s parents, etc.</p> <p>Write a sonnet</p> <p>Grammar/Usage/Mechanics instruction is ongoing and pervasive.</p>	<p>W9-10.2</p> <p>W9-10.9-10</p> <p>W9-10.4-6</p>
<p><b>III. Oral Language/Listening &amp; Speaking</b> Listening – The student will listen for information and for pleasure. III.1.1-5</p> <p>Speaking – The student will express ideas and opinions in group or individual situations. III.2.1-3</p>	<p>Group tasks/discussions/assignments</p> <p>Dramatic readings of passages from <i>The Tragedy of Romeo and Juliet</i>, both by students and by professional actors via recordings.</p>	<p>SL 9-10.1</p> <p>SL9-10.4-6</p>
<p><b>IV. Visual Literacy</b> Evaluate Media – The student will evaluate visual and electronic media, such as film, as compared with print messages. IV.2.1</p>	<p>Comparison of print version of <i>The Tragedy of Romeo and Juliet</i> with a film version.</p>	<p>RI9-10.7</p> <p>W9-10.8</p>

Sand Springs Public Schools  
9<sup>th</sup> Grade English Local Objectives

5th Six Weeks

Local Objective	Lab/Activity/Test	CCS
<p><b>I. Reading/Literature</b> Vocabulary – The student will expand vocabulary through word study, literature, and class discussion. I.1.1-5</p> <p>Comprehension – The student will interact with the words to construct an appropriate meaning. I.2.1-4</p> <p>Literature – The student will read, construct meaning, and respond to a wide variety of literary forms. I.3.1-4</p> <p>Research and Information – The student will conduct research and organize information. I.4.1-2</p>	<p>Weekly study of Greek/Latin stems; vocabulary pertinent to current readings</p> <p>Students will read a variety of nonfiction literature, ranging from newspaper/magazine articles, essays, speeches and short stories to novels. Possibly included are Dr. Martin Luther King, Jr.’s “I Have a Dream” speech, “Primal Screen” by Ellen Goodman, selections from Frederick Douglass’ autobiography, and others the individual teacher may find useful/relevant.</p> <p>Poetry Unit - Students will read and respond to a wide variety of poems. Emphases may include lyric and narrative poetry; figurative language including metaphor, personification, and simile; and sound devices including alliteration, onomatopoeia, and rhyme.</p>	<p>RL 9-10.4,6</p> <p>RI 9-10.2-10</p> <p>RL 9-10.1-9</p> <p>RI 9-10.2-10</p>
<p><b>II. Writing/Grammar/Usage &amp; Mechanics</b> Writing Process – The student will use the writing process to write coherently. II.1.1-6</p> <p>Modes and Forms of Writing – The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. II.2.2-3, 6-7, 9-10</p> <p>Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing and participate independently and in groups to create oral presentations.II.3.1-3</p>	<p>Persuasive Essay/Speech</p> <p>Individual teachers’ poetry assignments vary.</p> <p>Journal</p> <p>Grammar/Usage/Mechanics instruction is ongoing and pervasive. Emphases during the fifth six weeks may include parallel structure, transitions, use of a formal outline, parenthetical documentation, and citation of works/bibliography.</p>	<p>W9-10.1a-e W9-10.2a-f</p> <p>W9-10.4-10</p>
<p><b>III. Oral Language/Listening &amp; Speaking</b> Listening – The student will listen for information and for pleasure. III.1.1-5</p> <p>Speaking – The student will express ideas and opinions in group or individual situations. III.2.1-3</p>	<p>Persuasive Speech</p> <p>Group tasks/discussions/assignments</p>	<p>SL 9-10.2-4</p>

<p><b>IV. Visual Literacy</b></p> <p>Interpret Meaning – the student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning. IV.1.1-2</p> <p>Evaluate Media – The student will evaluate visual and electronic media, such as film, as compared with print messages. IV.2.1-2</p> <p>Compose Visual Messages – The student will create a visual message that effectively communicates an idea. IV.3.1-2</p>	<p>Persuasive speeches will include a visual aid created using electronic media.</p> <p>Activities may include:  Students will identify advertising techniques used and target audiences of all advertisements which air during a one-hour television show.</p> <p>Students will gather examples of print advertisements using a variety of common advertising techniques.</p> <p>Students will create an advertisement for an imaginary product.</p>	<p>SL 9-10.5-7</p>
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Sand Springs Public Schools  
9<sup>th</sup> Grade English Local Objectives

6th Six Weeks- Benchmark test is given at the end of the 6th six weeks grading period.

Local Objective	Lab/Activity/Test	CCS
<p><b>I. Reading/Literature</b></p> <p>Vocabulary – The student will expand vocabulary through word study, literature, and class discussion. I.1.1-5</p> <p>Comprehension – The student will interact with the words to construct an appropriate meaning. I.2.1-4</p> <p>Literature – The student will read, construct meaning, and respond to a wide variety of literary forms. I.3.1-4</p> <p>Research and Information – The student will conduct research and organize information. I.4.1-2</p>	<p>Weekly study of Greek/Latin stems; vocabulary pertinent to current readings</p> <p>Activities may include:</p> <p>Students will use both print and electronic media to prepare a research paper.</p> <p>Students may read <i>To Kill a Mockingbird</i>, <i>A Raisin in the Sun</i>, or other literature the individual teacher chooses.</p>	<p>L9-10.6</p> <p>SL9-10.3</p> <p>RL 9-10.10</p> <p>RL9-10.10</p>
<p><b>II. Writing/Grammar/Usage &amp; Mechanics</b></p> <p>Writing Process – The student will use the writing process to write coherently. II.1.1-6</p> <p>Modes and Forms of Writing – The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. II.2.2,6-7-10</p> <p>Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing and participate independently and in groups to create oral presentations.II.3.1-3</p>	<p>Research paper possibly related to issues of the 1930s/the Civil Rights movement/The Scottsboro Trials/other issues examined in <i>To Kill a Mockingbird</i></p> <p>Journals</p>	<p>W9-10.10</p> <p>W9-10.10</p> <p>L9-10.3a</p>
<p><b>III. Oral Language/Listening &amp; Speaking</b></p> <p>Listening – The student will listen for information and for pleasure. III.1.1-5</p> <p>Speaking – The student will express ideas and opinions in group or individual situations. III.2.1-3</p>	<p>Group tasks/discussions/assignments</p>	<p>SL9-10.3</p> <p>SL9-10.4-6</p>