

**New Paltz Central School District  
English 9**

Time	Essential Questions/Content	Skills	Assessments
September 2 weeks	<p><b><u>Information Literacy</u></b></p> <ul style="list-style-type: none"> <li>• What does it mean to be information literate in the 21st century?</li> <li>• Why does it matter?</li> </ul>	<ul style="list-style-type: none"> <li>• Access information efficiently and effectively</li> <li>• Evaluate information critically and competently</li> <li>• Use information accurately and creatively</li> <li>• Practice ethical behavior in regard to information and information technology</li> </ul>	<ul style="list-style-type: none"> <li>• Create a ninth grade wiki space for information literacy tips and guidelines               <ul style="list-style-type: none"> <li>○ Keyword search</li> <li>○ Boolean</li> <li>○ Invisible web</li> <li>○ Other search engines</li> <li>○ Website evaluation</li> <li>○ Creative Commons</li> <li>○ Create a mashup video using Creative Commons materials</li> </ul> </li> <li>• Explore an internet rumor (e.g., baby carrots, Prius battery, cell phones and cancer)</li> </ul>

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	<p><b><u>Unit: <i>Montana 1948</i></u></b></p> <ul style="list-style-type: none"> <li>• What does it mean to “come of age”?</li> <li>• How do you know when someone has reached adulthood?</li> <li>• Which is the more powerful force: family loyalty or justice?</li> <li>• How does power corrupt?</li> <li>• How does the author’s use of symbolism affect meaning?</li> <li>• How does racism appear in the novel and in our lives?</li> </ul>	<ul style="list-style-type: none"> <li>• Make personal connections, text to text connections, and text to world connections; make, support, and adjust predictions; ask questions to facilitate understanding</li> <li>• Use close reading to focus on social forces, both familial and societal, to draw effective relationships with popular culture and current events</li> <li>• Work in groups and/or literature circles to collaborate, negotiate, problem solve, predict, and draw real world connections</li> <li>• Develop quotes to support motifs and themes</li> <li>• Write and read moral dilemmas in conjunction with textual support</li> <li>• Use journal prompts to develop real world connections and critical thought</li> <li>• Draw connections with short stories, poetry, and films to further induce comprehension, analysis, and text to self relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Individual participation in class discussion</li> <li>• Collaborative in-class activities</li> <li>• Oral interpretation of selected readings</li> <li>• In-class writing prompts and self-initiated response papers</li> <li>• Formal analytical papers</li> <li>• Reading comprehension quizzes</li> <li>• Formal end of novel assessment</li> <li>• Develop a concession and valid argument to the question:” Is <i>Montana 1948</i> an appropriate novel for ninth grade students?”</li> <li>• Formulate a valid, complete response connecting an essential motif of the story (justice, racism, coming of age, family loyalty, etc.) with an element of society, whether from history or a current event</li> </ul>

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<b>Time</b>	<b>Essential Questions/Content</b>	<b>Standards/Skills</b>	<b>Assessments</b>
	<p><b><u>Unit: Argumentative Writing</u></b></p> <ul style="list-style-type: none"> <li>• What makes an effective argument?</li> <li>• How does one formulate an effective argument using thoughtful criteria?</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• Rhetoric</li> <li>• Article of the week</li> <li>• Writing purposes (evaluate and judge)</li> <li>• Teen Suicide argumentative essay</li> </ul>	<ul style="list-style-type: none"> <li>• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.               <ul style="list-style-type: none"> <li>○ Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counter claims, reasons, and evidence.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>○ Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teen Suicide argumentative essay</li> <li>• One page argumentative responses to articles of the week</li> <li>• Evaluate and Judge formal essay</li> </ul>