

# CURRICULUM MAP FOR LANGUAGE ARTS/ENGLISH HAMMOND BAPTIST SCHOOLS: 9<sup>TH</sup> GRADE

The Indiana Academic Standards for Grades 9-10 English/Language Arts consist of three domains: Reading Comprehension, Writing, and Communication and Collaboration. The skills listed in each domain indicate what students should know and be able to do by the end of the grade level. It is important that all students can comprehend texts of steadily increasing complexity as they progress throughout the grade level.

## 9<sup>TH</sup> GRADE ENGLISH/LANGUAGE ARTS

Standards identified as essential for mastery by the end of the each grade band are indicated with gray shading and an E. The learning outcome statement for each domain immediately precedes each set of standards.

| READING COMPREHENSION                                                                                                                                                                                     |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                    |
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| <i>Learning Outcome:</i> Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis. |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                    |
| 9.RC.1                                                                                                                                                                                                    | Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence.                                                                                                          | Discuss main points of daily Bible reading at the beginning of each class: 20-22 verses; 2-3 minutes.<br>Book Reports—nonfiction: 6-12 per year (see attached facsimiles used in 9 <sup>th</sup> - thru 12 <sup>th</sup> -grades). |
| 9.RC.2                                                                                                                                                                                                    | Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details. (E)                                                                        | <i>Blue Denim &amp; Lace, Please Pardon My Poetry, and Strength &amp; Beauty</i> by Dr. Jack Hyles: Responses to individual chapters as assigned.                                                                                  |
| 9.RC.3                                                                                                                                                                                                    | Analyze the evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work. | <i>Blue Denim &amp; Lace, Please Pardon My Poetry, and Strength &amp; Beauty</i> by Dr. Jack Hyles: Responses to individual chapters as assigned.                                                                                  |
| 9.RC.4                                                                                                                                                                                                    | Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.                                                                                        | <i>Blue Denim &amp; Lace, Please Pardon My Poetry, and Strength &amp; Beauty</i> by Dr. Jack Hyles: Responses to individual chapters as assigned.                                                                                  |
| 9.RC.5                                                                                                                                                                                                    | Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.                                                                                                   | <i>Blue Denim &amp; Lace, Please Pardon My Poetry, and Strength &amp; Beauty</i> by Dr. Jack Hyles: Responses to individual chapters as assigned.                                                                                  |
| 9.RC.6                                                                                                                                                                                                    | Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.                                                                                                                 | <i>Blue Denim &amp; Lace, Please Pardon My Poetry, and Strength &amp; Beauty</i> by Dr. Jack Hyles: Responses to individual chapters as assigned.                                                                                  |
| 9.RC.7                                                                                                                                                                                                    | 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.                                            | Done in biology & geography classes<br>Out of Daily Bible Reading beginning English class                                                                                                                                          |
| 9.RC.8                                                                                                                                                                                                    | Analyze U.S. and world documents of historical and literary significance including how they address related themes and concepts.                                                                                                                        | From current missionary letters & (auto)biographies (current & past)                                                                                                                                                               |

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| 9.RC.9 Use context to determine or clarify the meaning of words and phrases.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1 <sup>st</sup> -semester Scripture songs beginning Week 1                                                                                                                                                                                                                                                                           |
| 9.RC.10 Analyze nuances in the meaning of words with similar denotations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Bible readings & Scripture songs                                                                                                                                                                                                                                                                                                     |
| 9.RC.11 Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spelling Rules<br>esp. Weeks 7-12 (-able/-ible; -ance/-ence/-ense; -ary/-ery; -ise/-ize/-yze)                                                                                                                                                                                                                                        |
| 9.RC.12 Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <i>Blue Denim &amp; Lace, Please Pardon My Poetry</i> , and <i>Strength &amp; Beauty</i> by Dr. Jack Hyles; Responses to individual chapters as assigned. Current missionary letters & (auto)biographies (current & past)                                                                                                            |
| 9.RC.13 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Book reports (all non-fiction)                                                                                                                                                                                                                                                                                                       |
| <p style="text-align: center;"><b>WRITING</b></p> <p><i>Learning Outcome:</i> Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                      |
| 9.W.1 Write arguments in a variety of forms that: <ol style="list-style-type: none"> <li>Introduces claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s).</li> <li>Use rhetorical strategies to enhance the effectiveness of the claim.</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 effective transitions to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between the reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a consistent style and tone appropriate for the purpose and audience.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented. (E)</li> </ol> | Essays:<br><br>Week 1: Paragraphs pertaining to "A Good Name"<br><br>Week 8: "Priorities"<br><br>Weeks 9-11: "How Not to Sell Out"<br><br>Week 19: "Don't Rush the Washing Machine"<br><br>Week 20: "How to _____"<br><br>Week 22: "'Have I Got a Story for You!'"<br><br>Missionary Letters' Reports: Reviewed & presented to class |

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| <p>9.W.2 Write informative compositions on a variety of topics that:</p> <ol style="list-style-type: none"> <li>Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.</li> <li>Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.</li> <li>Establish and maintain a style appropriate for the purpose and audience.</li> <li>Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)</li> </ol> | <p>Missionary Letters' Reports: Reviewed &amp; presented to class</p> <p>Weeks 7-12: Paragraphing during grammar</p> <p>Weeks 7-12: Grammar<br/>Review nouns, pronouns, verbs, adjectives, adverbs, prepositions, &amp; conjunctions</p> <p>Review syntax<br/>With &amp; without complements<br/>Verbals—including misplaced</p> <p>Review punctuation related to syntax and conjunctions</p> |
| <p>9.W.3 Write narrative compositions in a variety of forms that:</p> <ol style="list-style-type: none"> <li>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.</li> <li>Create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or character.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative.(E)</li> </ol>                                                                                                                                                                      | <p>Essays Weeks 13-18—</p> <p>Relating to words:<br/><i>Great</i><br/><i>Gratitude</i></p> <p>"I Like to ____ With Friends"</p> <p>"How I Turned <u>a-</u> Into <u>a+</u> "</p> <p>"Biggest Challenge I've Faced ____"</p> <p>"Hardest Lesson I've Learned ____"</p> <p>"God Increased My Capacity When _"</p>                                                                                |
| <p>9.W.4 Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.</p> <ol style="list-style-type: none"> <li>Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.</li> <li>Use technology to generate, 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 (e.g., use of publishing programs, integration of multimedia).</li> <li>Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.</li> </ol>                                                                                                                                                    | <p>Book Reports &amp; Paragraphs</p> <p>Week 31: Business Letters</p> <p>Week 32: Cause &amp; Effect Essay</p> <p>Weeks 1-36: Reactions to readings from Bro. Hyles' books</p> <p>B &amp; C: In Computers, Photoshop, &amp; Media Classes, not necessarily in English</p>                                                                                                                     |

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| <p>9.W.5 Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ol style="list-style-type: none"> <li>Formulate an inquiry question and refine and narrow the focus as research evolves.</li> <li>Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.</li> <li>Assess the usefulness of each source in answering the research question.</li> <li>Synthesize and integrate information into the text selectively to maintain the flow of ideas.</li> <li>Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.</li> <li>Present information, choosing from a variety of formats. (E)</li> </ol> | <p>Research done in Geography class.</p> <p>Week 25: Analyze theme &amp; mood:<br/><i>Blue Denim &amp; Lace</i> readings, chapters 25 &amp; 44</p> <p>Week 26: Analyze theme &amp; mood, and planning, and writing<br/><i>Blue Denim &amp; Lace</i> readings, chapters 26-27</p> <p>Week 27: Scan, analyze, plan, &amp; write poetry focusing on Meter &amp; rhyme scheme (refer to <i>Please Pardon My Poetry</i>)</p> <p>Week 28: Different poetry types</p> <p>Book Reports: Essays, Oral Reports, or Illustrated, Videos etc.</p> |
| <p>9.W.6 Demonstrate command of English grammar and usage, focusing on:</p> <ol style="list-style-type: none"> <li>Verbs—Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.</li> <li>Usage—Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis. (E)</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Emphasized Weeks 7-12<br/>esp., Week 7: Irregular verbs (lie/lay, etc. “Verbs That Make Us Think” [avoid <i>troublesome</i>])<br/>esp., Week 8: Trans-/Intransitive<br/>esp., Week 9: Avoid Passive Voice<br/>esp., Week 10: Coord-/correl-/sub-Conjunctions &amp; Punctuation<br/>esp., Week 11: Verbal Placement</p>                                                                                                                                                                                                             |
| <p>9.W.7 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <ol style="list-style-type: none"> <li>Punctuation—Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. (E)</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Collected day written, returned the next day for proofreading: Symbols reviewed with book reports &amp; paragraphs</p>                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p style="text-align: center;">Communication and Collaboration</p> <p><i>Learning Outcome:</i> Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence while also evaluating and identifying fallacious reasoning or distorted evidence.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>9.CC.1 Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly and persuasively.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Related to daily verses &amp; readings</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>9.CC.2 Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>In reports related to topics in Weeks 6, 12, 17, 23, 29, &amp; 36</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>9.CC.3 Expand 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>In reports related to topics in Weeks 6, 12, 17, 23, 29, &amp; 36</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>9.CC.4 Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Essay: “What Do You Think . . .?”</p> <p>Referring to topics relating to topics in Weeks 6, 12, 17, 23, 29, &amp; 36</p>                                                                                                                                                                                                                                                                                                                                                                                                           |

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| 9.CC.5 | Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.                                                               | Not in English 9, unless teacher adds.<br>Done in geography & media classes.                                                                                                                       |
| 9.CC.6 | Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.                                                                 | <i>Never</i> about a chapel speaker of pastor's sermon! Done about reading & social media discussion:<br>"How ____ (Dis)Agrees With the Bible"<br>—or— "How to Handle ____ According to the Bible" |
| 9.CC.7 | Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task. | <i>Never</i> about a chapel speaker of pastor's sermon! Done about reading & social media discussion:<br>"How ____ (Dis)Agrees With the Bible"<br>—or— "How to Handle ____ According to the Bible" |
| 9.CC.8 | Analyze bias in media through the inclusion or exclusion of information and reliability of the source from visual and verbal messages to achieve a desired result. (E)                                     | "Geography" in the news or from missionary letters:<br>Perspective of the U.S.—<br>"How ____ (Dis)Agrees With the Bible" —or— "How to Handle ____ According to the Bible"                          |

### Bibliography

*9<sup>th</sup> Grade English: Weeks 1-6; Weeks 7-12; Weeks 13-18; Weeks 19-24; Weeks 25-30; and Weeks 31-36.*  
 Schererville: Hammond Baptist Schools, 2006-2024.

Each notebook is divided into weeks and days. Each day has its lesson plan ("Teacher's Toolbox" and "Blueprint"), the teacher's lesson, the students' work sheets, notes, and literature readings, as well as the homework, quizzes, & tests (known as Skill Builders) with keys.