Course Title
Syllabus/Online Course Plan

Certificated Teacher: Phil High-Edward
Date: 2011-2012

Stage One – Desired Results

Course Title/Grade Level: Freshman English 9A/9B

Credit: _____ one semester (.5)   __x__ two semesters (1)

Estimate of hours per week engaged in learning activities
Students will typically commit a minimum of 5 hours of class work per week.

Prerequisites and/or recommended preparation:
NA

Course Overview: (Include at least one essential question and/or enduring understanding to indicate focus of the course.)
English
2 Semesters Grade 9
English 9A-B will combine the many facets of English. An emphasis is places on writing skills, including grammar, usage, and composition. Designated genre for literature includes short story, drama, and poetry. Lessons on writing skills, reading skills, and listening skills are interspersed. A variety of writing activities are also incorporated.

Enduring Understandings for Course:
I. When we understand the concepts of coming of age, diction, syntax and tone, we are able to incorporate voice into our own writing effectively, analyze writing effectively as well as use rhetorical appeals to influence and audience.
II. When we identify and analyze cinematic techniques, we are able to recognize author’s style.
III. When we develop a knowledge about poetry as to its function and effects, we can then write poetry that reflects our voice and style as well as critically analyze the poetry of others.
IV. When we understand how the concept of coming of age is used in literature and film, we are able to evaluate how well they work and reflect on our own growth as learners.
V. When we gather and synthesize information from various sources, we can explore the significance of that source and extrapolate larger themes and literary elements.

List external resources and include cost for each. (i.e. multimedia resources, 3rd party vendors, subscriptions, etc.)
To Kill a Mockingbird by Harper Lee (paperback). Available at schools and libraries or from Amazon.com for $6.99 new/ or from $1.81 used.
To Kill a Mockingbird DVD (Available to rent)
The Tragedy of Romeo and Juliet (Available online, recommend student obtain a hard copy). Also available at schools.
Baz Lurhman film version and Franco Zeffereli version of Romeo and Juliet
One from this selection: The Adventures of Huckleberry Finn, The House on Mango Street, Monster, A Separate Peace, Stargirl.
Charlie and the Chocolate Factory (2005 Film)
Edward Scissorhands
Big Fish or Corpse Bride
Commercial Samples
Every Ghetto Every City- Lauren Hill
Smells Like Teen Spirit- Nirvana
Smells Like Teen Spirit- Tori Amos
Establish Goals: (Grade Level Expectations)

**Unit One**
- To understand the concept of coming of age
- To identify diction, syntax, and tone and the way they work together to convey an author or speaker’s voice
- To incorporate voice effectively in your own writing
- To analyze and use rhetorical appeals to influence an audience

**Unit Two**
- To identify important cinematic techniques and analyze their effects
- To transform a text into a new genre
- To identify specific elements of an author’s style
- To develop an awareness of reading strategies to enhance comprehension
- To analyze the elements of fiction—setting, plot, character, theme—and the steps in plot development—exposition, complications, climax, falling action, resolution (denouement)

**Unit Three**
- To develop the skills and knowledge to analyze and craft poetry
- To analyze the function and effects of figurative language
- To write original poems that reflect personal voice, style, and an understanding of poetic elements
- To write a style analysis essay
- To present an oral interpretation of a poem

**Unit Four**
- To engage in authentic research related to performing *Romeo and Juliet*
- To explore multiple interpretations of *Romeo and Juliet* through performance and film
- To examine the “coming of age” concept in context of the play
- To be intentional in the use of strategies and to evaluate how well they work
- To reflect on one’s growth as a learner

**Unit Five**
• Gather and synthesize information for an oral presentation on the social, cultural, historical, and geographical context of the novel

• Explore the significance of setting, conflict, and the growth of characters in relation to the theme of coming of age

• Extrapolate from a short passage the larger themes and literary elements of the novel

Reading
-R 1.3.2. Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities (Unit 1)
-R 2.3.3. Evaluate the use of literary devices to enhance comprehension (Unit 1-5)
-R 2.3.4. Synthesize information from a variety of sources (Unit 5)
-R 2.4.2. Analyze author’s purpose and evaluate an author’s style of writing to influence different audiences (Unit 2)
-R 2.4.4. Analyze and evaluate the effectiveness of the author’s use of persuasive devices to influence an audience (Unit 1)
-R 2.4.5. Analyze text to generalize, express insight, or respond by connecting to other texts or situations (Unit 1, 3)
-R 3.1.1. Analyze web-based and other resource materials for relevance in answering research questions (Unit 5)
-R 3.4.2. Evaluate traditional and contemporary literature written in a variety of genres (Unit 1, 3)
-R 3.4.3. Analyze recurring themes in literature (Unit 1, 2, 4)
-R 4.2.1. Evaluate books and authors to share reading experiences with others (Unit 1, 3)

Writing
-W 1.1.1. Analyzes and selects effective strategies for generating ideas and planning writing (Unit 1-5)
-W 1.2.1. Analyzes task and composes multiple drafts when appropriate (Unit 1-5)
-W 1.3.1. Revises text, including changing words, sentences, paragraphs, and ideas (Unit 1-5)
-W 1.4.1. Edits for conventions (Unit 1-5)
-W 1.5.1. Publishes in formats that are appropriate for specific audiences and purposes (Unit 1-5)
-W 2.1.1. Applies understanding of multiple and varied audiences to write effectively (Unit 1, 3)
-W 2.3.1. Uses a variety of forms/genres (Unit 1, 3)
-W 3.1.1. Analyzes ideas, selects a manageable topic, and elaborates using specific, relevant details and/or examples (Unit 1-5)
-W 3.2.1. Analyzes audience and purposes and uses appropriate voice (Unit 1, 3)
-W 3.3. Knows and applies writing conventions appropriate for the grade level (Unit 1-5)
-W 4.1.2. Analyzes and evaluates own writing using established criteria (Unit 1-5)

Communication
-C 1.2.1. Evaluates effectiveness of and creates a personal response to visual and auditory information (Unit 2, 4)
-C 1.2.2. Evaluates the effect of bias and persuasive techniques in mass media (Unit 1)
-C 2.1.1. Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies (Unit 1-5)
-C 3.1.1. Applies skills to plan and organize effective oral communication and presentation (Unit 3)
-C 3.3.1. Applies skills and strategies for the delivery of effective oral communication and presentations (Unit 3)
-C 4.1.1. Analyzes and evaluates strengths and weaknesses of one’s own communication using own or established criteria (Unit 1-5)

Understandings:
What will students understand (about what big ideas) as a result of the unit? “Students will understand . . . ”

I. When we understand the concepts of coming of age, diction, syntax and tone, we are able to incorporate voice

Essential Questions:
What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?
into our own writing effectively, analyze writing effectively as well as use rhetorical appeals to influence and audience.

II. When we identify and analyze cinematic techniques, we are able to recognize author’s style.

III. When we develop a knowledge about poetry as to its function and effects, we can then write poetry that reflects our voice and style as well as critically analyze the poetry of others.

IV. When we understand how the concept of coming of age is used in literature and film, we are able to evaluate how well they work and reflect on our own growth as learners.

V. When we gather and synthesize information from various sources, we can explore the significance of that source and extrapolate larger themes and literary elements.

1. What does it mean to “come of age”?
2. How are rhetorical appeals used to influence an audience?
3. How do authors and directors use specific techniques to achieve a desired effect?
4. What are the essential features of an effective style analysis?
5. What is Poetry?
6. What can a writer learn from studying an author’s craft and style?
7. What are the essential features of an effective drama and/or dramatic performance?
8. How have the strategies I have learned this year helped me to be a better reader, writer, speaker, listener, critical thinker?
9. What are the essential elements of an effective informative oral presentation?
10. What impact does historical, cultural, geographical, and social context have on a novel and on the reaction of readers to it?

What is the key knowledge and skill needed to develop the desired understandings? What knowledge and skill relates to the content standards on which the unit is focused?

**Students will know:**

**Literature**
That literature, both fiction and non fiction, can teach valuable life lessons and help us understand ourselves.

**Writing**
That writing’s purpose is to inform and persuade people. The writing process helps refine the writer’s thinking.

**Listening**
That critical listening can reveal author’s voice, theme and purpose.

**Students will be able to:**

**Literature**
Analyze literature for its deeper meanings and use the discovered meanings for some outcome: self-improvement, skill building, wisdom, etc.

**Writing**
Write with unique style and voice for a variety of purposes: explanation, persuasion, reflection.

**Listening**
Listen to various media and sources to evaluate purpose, setting, and theme.
### Stage Two – Evidence of Assessment

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

**Performance Tasks:**
- Discussions
- Responding to Literature
- Unit Reflections (1-5)
- Essay Writing
- Response Writing
- Journal Writing

**Other Evidence (self-assessments, observations, work samples, quizzes, tests and so on):**
**Embedded Assessments**
**Unit 1**
- Presenting an Interview
- Creating an Ad Campaign for a Novel

**Unit 2**
- Creating a Storyboard
- Writing a Style Analysis Essay

**Unit 3**
- Creating a Poetry Anthology
- Analyzing and Presenting a Poet

**Unit 4**
- Presenting a Shakespearean Scene
- Writing a Metacognitive Reflection

**Unit 5**
- Historical Investigation and Presentation
- Analyzing a Passage from *To Kill a Mockingbird*

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### Stage Three – Learning Plan

**Learning Activities:**
What sequence of learning activities and teaching will enable students to perform well at the understandings in Stage 2 and thus display evidence of the desired results in stage one? Possibly use the WHERE acronym to design activities (see below).

Semester A
WHERE Wiggins and McTighe

W – Where are we going? Why? What is expected?
H – How will we hook and hold student interest?
E – How will we equip students for expected performances?
R – How will we help students rethink and revise?
E – How will students self-evaluate and reflect on their learning?
T – How will we tailor learning to varied needs, interests, styles?
O – How will we organize and sequence the learning?

Indicate from the table below all applicable learning strategies that may be used in the course.

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<thead>
<tr>
<th>Direct Instruction</th>
<th>Indirect Instruction</th>
<th>Experiential Learning</th>
<th>Independent Study</th>
<th>Interactive Instruction</th>
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<tbody>
<tr>
<td>_x__Structured Overview</td>
<td>_x__Problem-based Case Studies</td>
<td>_x__Virt. Field Trip</td>
<td>_x__Essays</td>
<td>_x__Discussion</td>
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<td>_x__Mini presentation</td>
<td>_x__Inquiry Practice</td>
<td>_x__Experiments Simulations</td>
<td>_x__Self-paced computer</td>
<td>____Debates</td>
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<td>____Drill &amp; Practice</td>
<td>_x__Reflexive Practice</td>
<td>_x__Simulations Games</td>
<td>_x__Journals</td>
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<td>_x__Demonstrations</td>
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<td>_x__Field</td>
<td>_x__Learning Logs</td>
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<td>____Other (List)</td>
<td>_x__Paper</td>
<td>_x__Role-playing Model Bldg.</td>
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<td>_x__Concept Mapping</td>
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<td>_x__Directed Study Research</td>
<td>Learning</td>
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Scope and Sequence:
Unit 1

Essential Questions/Unit Overview/Learning Focus
1.1 Previewing Unit
1.3 What’s in a Name?
   Fiction: “My Name” excerpt from The House on Mango Street, by Sandra Cisneros
   “I Am” Poem
1.6 Introducing Independent Reading
1.7 Defining Moments
   Short Story: “Eleven,” by Sandra Cisneros
   Poetry: “Oranges,” by Gary Soto
   Novel: “Spotlight,” from Speak, by Laurie Halse Anderson
1.12 Viewing an Interview
1.13 Reading an Interview Narrative
   Article: “Bethany Only Looking Ahead,” by Jan TenBruggencate
1.14 Interviewing Together
1.15 Planning an Interview
Embedded Assessment 1 (Presenting an Interview Narrative)
1.16 Teens and Books: What are the Influences?
   Article: “As If! Marketing to Older Teens,” by Judith Rosen
1.17 Examining Ads and Reviewing Appeals
1.18 Using Rhetoric and Persuading an Audience
1.19 Sampling Ads and Planning a Campaign
Embedded Assessment 2 (Creating an Ad Campaign for a Novel)
Unit 1 Reflection – Portfolio Entry

Unit 2
Essential Questions/Unit Overview/Learning Focus
2.1 Previewing Unit
2.2 An Eye for An Eye
2.5 Opening the Cask
   Short Story: “The Cask of Amontillado,” by Edgar Allan Poe
2.6 “The Cask of Amontillado” Story Diagram
2.9 Interviews (May be peer interviews)
2.15 Working with Cinematic Techniques
2.16 Applying Cinematic Techniques
Embedded Assessment 1 (Creating a Storyboard)
2.17 Film 101
2.18 Film in Context: An Authorial Study
   Article: “Hollywood Outsider Tim Burton”
2.19 Setting the Mood: Wonka Two Ways
   Novel: Excerpts from Charlie and the Chocolate Factory by Roald Dahl
   Film: Charlie and the Chocolate Factory (2005), directed by Tim Burton
2.22 Reading Film: Edward Scissorhands
   Film: Edward Scissorhands (1990), directed by Tim Burton
2.23 Reading Film: Screening Day A
2.24 Reading Film: Screening Day B
2.25 Director's Chair: Visualizing a Scene
2.26 Reading Film: Screening Day C
2.27 Reading Film: Screening Day D
2.28 Independent Viewing
   Film: Big Fish (2004) and/or Corpse Bride (2005) by Tim Burton
2.30 Creating a Draft
Embedded Assessment 2 (Writing a Style Analysis Essay)
Unit 2 Reflection

Unit 3
Essential Questions/Unit Overview/Learning Focus
3.1 Previewing Unit
3.2 What is Poetry? (Poetry: “Poetry” by Pablo Neruda)
3.4 Literary Devices Scavenger Hunt
3.5 A Catalogue of Coming-of-Age Experiences (“Nikki Rosa” by Nikki Giovanni)
3.6 Structure in Poetry (“We Real Cool” by Gwendolyn Brooks)
3.7 Exploring Diction and Imagery (“Fast Break” by Edward Hirsch)
3.8 Extended Metaphor and Symbol (“Identity” by Julio Noboa Polanco)
3.9 Hyperbolic Me with Allusions (“Ego Tripping” by Nikki Giovanni)
3.10 Exploring Theme (“Hanging Fire” by Audre Lorde)
3.11 Odes to Someone Special (“Ode to My Socks” by Pablo Neruda)
3.12 Coming of Age in Sonnets (“Sonnet 18” by William Shakespeare)
Embedded Assessment 1 (Creating a Poetry Anthology)
Learning Focus: A Signature Style
3.13 More Work with Connotations (“In Response to Executive Order 9066” by Dwight Okita)
3.14 Tone-Deaf- Exercise on Tone in Poetry (Song: “Smells Like Teen Spirit” by Nirvana and Tori Amos
3.15 Poetry Analysis of “Young” (TP-CASTT Analysis)
3.16 Poetry Analysis of “Combing” (TP-CASTT Analysis)
   Poetry Analysis of “Dream Deferred” (TP-CASTT Analysis)
   Poetry Analysis of “American Hero” (TP-CASTT Analysis)
   Poetry Analysis of “Scars” (TP-CASTT Analysis)
   Poetry Analysis of “‘Hope’ is the Thing with Feathers” (TP-CASTT Analysis)
Unit 4

Essential Questions/Unit Overview/Learning Focus
4.1 Previewing Unit
4.4 Sonnet Prologue
4.5 A Sorrowful Son, a Dutiful Daughter
4.7 You Are Cordially Invited
4.8 Comparing Film Interpretations: An Old Accustomed Feast
  Film: Two interpretations of Romeo and Juliet
4.9 Persuasive Prompt
4.10 Developing Dramaturges
4.11 I Pray You, Speak Plainly, Please
4.12 Comparing Film Interpretations: The Balcony Scene
  Film: Two interpretations of Romeo and Juliet
4.13 Poetry, Paraphrased
4.17 “A Plague o’ Both Your Houses!”
4.19 Emotional Roller Coaster
4.20 “But Now I’ll Tell Thee Joyful Tidings, Girl”
4.21 “And, If Thou Dares, I’ll Give Thee Remedy” (Friar’s Plan only)
4.22 “...I Needs Must Act Alone”
  Drama: Excerpt from Romeo and Juliet, Act IV, Scene 3, by William Shakespeare
4.24 “Then I Defy You Stars!”
4.25 Comparing Film Interpretations: “Thus with a Kiss I Die”
  Film: Multiple film interpretations of Romeo and Juliet

Unit 5

Essential Questions/Unit Overview/Learning Focus
5.1 Previewing Unit
5.2 Exploring My Opinions
5.3 A Time and a Place
  Photographs: Southern life during the 1930’s OR Examinations of text chapter 1
5.5 Putting the Text in Context
  Informational Text: Jim Crow Laws, Created by the Interpretive Staff of the MLK Nat. Historic Site
5.6 Preparing for Research
5.7 Collecting Resources
5.8 Audience Analysis
Embedded Assessment 1 (Historical Investigation and Presentation)
5.10 A Scouting Party
  Novel: To Kill a Mockingbird, by Harper Lee
  Film: Clips from To Kill a Mockingbird, by Robert Mulligan
5.11 Visualizing Setting (Chapter 1)
5.12 Making Connections (Chapters 2 & 3)
5.13 Making Predictions (Chapters 4 & 5)
5.14 Drawing Inferences (Chapters 6 & 7)
5.15 Lessons from the Neighborhood (Chapter 8)
5.16 Questioning the Text (Chapters 9 & 10)
5.17 Examining the Title (Chapter 10)
5.18 Pin the Quote on Atticus (Chapter 11)
  Excerpt from To Kill a Mockingbird, by Harper Lee
5.19 Exploring the Issues in To Kill a Mockingbird (Chapters 1-11)
5.20 Changing the Scene (Chapters 12 & 13)
5.21 Comparing Print and Film Text (Chapter 15)
5.22 Analyzing Atticus’s Closing Argument (Chapters 16-20)
      Novel: Excerpt from To Kill a Mockingbird, by Harper Lee
5.23 Reflection on the Verdict (Chapters 21-23)
5.24 The World of Fragrant Ladies
5.25 Exploring Insights (Chapters 25 & 26)
5.26 Standing in Borrowed Shoes (Chapters 27 & 28)
5.27 Scout and Boo (Chapters 29 & 30)
Embedded Assessment 2 (Analyzing a Passage from To Kill a Mockingbird)
Unit 5 Reflection

Adapted from Understanding by Design Template available online and the Understanding by Design: Professional Development Workbook.

References: